

**Mapping Matrix**    *from* - CHC30712 Certificate III in Children’s Services  
*to* - CHC30113 Certificate III in Early Childhood Education and Care

This mapping tool only includes additional training and assessment requirements for each unit.  
 Changes to wording or additional words are highlighted in **bold** type

Unit of competency: CHCPRT001 Identify and respond to children & young people at risk			
Supersedes <a href="#">CHCCHILD401B</a> - Identify and respond to children and young people at risk			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<b>1. Implement work practices which support the protection of children and young people</b>	1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service <b>policies and procedures</b>	Additional words	
	1.5 Ensure decisions and actions taken are within own level of responsibility, work role, <b>state legislation and service policies and procedures</b>	Additional words	
<b>2. Report indications of possible risk of harm</b>	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with <b>state legislation, service policies</b> and procedures and ethics	Additional words	
	2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to <b>service policies and procedures</b>	Additional words	
	2.3 <b>Ensure writing in reports is non-judgemental</b>	New criteria	
<b>3. Apply ethical and nurturing practices in work with children and young people</b>	3.3 <b>Employ</b> ethical and nurturing practices and observe professional boundaries when working with children and young people	Additional word	
	3.4 Recognise and <b>report</b> indicators for potential ethical concerns when working with children and	Additional word	

**Unit of competency: CHCPRT001 Identify and respond to children & young people at risk**

Supersedes [CHCCHILD401B](#) - Identify and respond to children and young people at risk

young people

**Foundation skills**

Reading - in order to read and understand forms and to make accurate reports

New

Writing - in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills

**Performance evidence**

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

New

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
  
- read and interpret the procedures for reporting children at risk in line with organisational expectations and legislative requirements

**Unit of competency: CHCPRT001 Identify and respond to children & young people at risk**

Supersedes [CHCCHILD401B](#) - Identify and respond to children and young people at risk

**Knowledge evidence**

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- trauma-informed care
- ethical considerations including:
  - obligations as defined by the job specification and employing organisation
- overview of legal system and how it pertains to the job role, in particular:
  - statutory and policy requirements relating to job role

New

**Assessment conditions**

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

New

## Mapping Notes:

The following performance criteria link or map:

From old	1.4	1.5	2.3	3.1	3.2
to new	1.4	1.4	2.4	3.1	3.2

The following knowledge evidence is covered in the range statements:

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child
- impact of risk of harm
- duty of care responsibilities
- ethical considerations including:
  - approaches that incorporate the conventions on the rights of the child, and human rights
  - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
  - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
  - child protection system, including reporting protocols, responses to reporting and interagency policies
  - state/territory requirements and processes for notifying suspected abuse and reporting process
- organisation standards, policies and procedures.

This mapping was a collaborative project between Sherylyn Brakey (TasTAFE), April Bradford (Campbell Page), Christine Mayfield (Stepping Ahead), Aimee Woods (Lady Gowrie) and Roger O'Meagher (ECA)