

**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: CHCECE004 Promote and provide healthy food and drinks			
Supersedes CHCCN303A - Contribute to provision of nutritionally balanced food in a safe and hygienic manner			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
1. Promote Healthy eating	1.1 Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition	New criteria	
	1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day	Additional wording *awareness of regulations	
	1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes	New criteria	
2. Plan food and drinks that are nutritious and appropriate for each child	2.2 Assist in ensuring children's individual needs are consistent with advice provided by families about their child's dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child's nutrition 2.3 Read and interpret food labels and other information about food contents	New criteria	
3. Maintain food safety while carrying out food handling activities	3.1 Assist in developing and maintaining food safety procedures according to relevant guidelines	New criteria	
Foundation skills			
Reading – in order to accurately read and interpret food labels and dietary requirements.		New	

Unit of competency: CHCECE004 Promote and provide healthy food and drinks

Supersedes [CHCCN303A](#) - Contribute to provision of nutritionally balanced food in a safe and hygienic manner

Range of conditions

Specifies different work environments and conditions that may affect performance.

Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Guidelines for healthy eating must include: Australian Dietary Guidelines and Infant Feeding Guidelines

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:

- planned and provided food and drink for children on at least three occasions, including:
- identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements
- role-modelling healthy eating habits for children
- ensuring safe handling, preparation and storage of food and drinks
- creating a positive, relaxed environment during mealtimes
- engaged children by involving them in menu planning and assisting in meal preparation read and interpreted food labels to identify ingredients of concern and nutrition content.

New

Knowledge evidence

NQF, NQS, approved learning framework and how to navigate

How to navigate through framework and standards documents to find areas relevant to this unit of competency

United Nations Convention on the Rights of the Child

Code of ethics

Recommendations for healthy eating – Dietary Guidelines for Children and Adolescents in Australia and the *Australian Guide to Healthy Eating*, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources

Implications of poor diet including tooth decay, deficiencies, poor concentration, out of character behaviour

New

Unit of competency: CHCECE004 Promote and provide healthy food and drinks

Supersedes [CHCCN303A](#) - Contribute to provision of nutritionally balanced food in a safe and hygienic manner

Food-handling requirements, **preventing microorganism contamination** and/or allergic reactions
Organisational standards, **policies and procedures.**

Food safety
Additional
words

Assessment conditions

Skills must be demonstrated in a regulated education and care service.

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.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

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

New

Mapping Notes:

The following performance criteria link or map:

From old	1.5	1.3	1.1	1.6	1.7	2.1	2.1 & 2.4
to new	1.2	1.3	2.1	2.4	2.5	3.2	3.3

The following knowledge evidence is covered in the range statements:

- Food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis
- Infant feeding requirements and guidelines
- Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements

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)