



Australian Government

Department of Education, Employment
and Workplace Relations



Recognition of Prior Learning Initiative

Unit Mapping

RPL Assessment Toolkit for **CHC30113**
Certificate III in Early Childhood Education and Care

CHC30113

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The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) developed the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care* as part of the national Recognition of Prior Learning (RPL) Initiative. It was based on good practice identified in the 2006–2009 Council of Australian Governments (COAG) RPL Program, including the RPL Assessment Tool Kit developed by the Western Australian Department of Training and Workforce Development under that program.

The *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care* is provided in the following five companion documents:

- [Assessor Guide](#)
- [Candidate Guide](#)
- [Workplace Guide](#)
- [Forms and Templates](#)
- [Unit Mapping](#)

This document is the [Unit Mapping](#) resource. It is for the assessor, and may also be of interest to personnel responsible for the RTO's quality assurance and compliance. It provides detailed mapping of unit components to the assessment tools and evidence in the *CHC30113 Certificate III in Early Childhood Education and Care*.

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RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care *Unit Mapping*

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RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care *Unit Mapping*

Introduction

What is this resource?

This **Unit Mapping** resource is one of five companion volumes that make up the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care*—called the ‘*RPL Toolkit*’ in this resource.

Go to the *Assessor Guide* of the *RPL Toolkit* for information on the RPL approach and advice on how each volume is used.

This resource provides detailed mapping of the assessment tools in the *RPL Toolkit* to the requirements of units of competency from the *CHC30113 Certificate III in Early Childhood Education and Care*.

It maps the *RPL Toolkit* candidate self-evaluation questions, competency conversation questions, and workplace assessment tasks to unit elements, performance criteria, assessment requirements (performance evidence, knowledge evidence and assessment conditions), and the dimensions of competency.

Do not give this resource to candidates or workplaces.

Its key audience is the assessor; however, it could also be of interest to personnel responsible for quality assurance and compliance in the Registered Training Organisation (RTO).

How should assessors use this resource?

This resource is provided for assessment validation purposes and could also be used as a marking reference for assessors. Assessors may need to consider the mapping in this resource when determining the assessment methods they use for each cluster of units for a candidate, or in validating assessment. In addition, if a candidate already holds a unit in a cluster, assessors may consult the mapping in determining assessment methods for single units.

Assessors may contextualise the *RPL Toolkit* to suit the needs of candidates, employers or enterprises, or to meet RTO’s policies.

Note: While every effort has been made to ensure that unit requirements are covered, the developers do not give any warranty or accept any liability in relation to the assessment tools in this resource. RTOs are advised to validate assessment instruments and tools before use, after any customisation or contextualisation, and during their scheduled validation processes to ensure they meet any requirements set by the standards under which the RTO is registered, current Training Package requirements, and any RTO requirements.

Unit clusters in this resource

Units in the *RPL Toolkit* are organised into clusters. If you are reading this onscreen or in a coloured copy, you will see that the clusters are colour coded—the colours are also used in companion volumes to help identify components for the cluster.

In this resource, each section provides information on how to read the tables, and the colour coding should assist you to recognise pages that relate to a particular cluster.

Cluster 1—Children’s health and safety

CHCECE002 Ensure the health and safety of children (core unit)

CHCECE004 Promote and provide healthy food and drinks (core unit)

HLTWHS001 Participate in work health and safety (core unit)

Cluster 2—Workplace effectiveness

CHCCS400C Work within a relevant legal and ethical framework (core unit)

CHCECE009 Use an approved learning framework to guide practice (core unit)

Cluster 2—Workplace effectiveness (cont)

CHCPRT001 Identify and respond to children and young people at risk (core unit)

CHCORG303C Participate effectively in the work environment (elective unit)

Cluster 3—Play and development

CHCECE007 Develop positive and respectful relationships with children (core unit)

CHCECE010 Support the holistic development of children in early childhood (core unit)

CHCECE011 Provide experiences to support children’s play and learning (core unit)

CHCECE013 Use information about children to inform practice (core unit)

CHCECE006 Support behaviour of children and young people (elective unit)

Cluster 4—Physical and emotional wellbeing**CHCECE003 Provide care for children** (core unit)**CHCECE005 Provide care for babies and toddlers** (core unit)**Cluster 5—Culture and community****CHCECE001 Develop cultural competence** (core unit)**HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)**HLTHIR403C Work effectively with culturally diverse clients and co-workers** (elective unit)

Note 1: The core unit *HLTAID004 Provide an emergency first aid response in an education and care setting* is not provided for in the *RPL Toolkit*, apart from the capacity to record that it has been attained in the *RPL Assessment Outcomes Form*. Depending on regulatory and workplace requirements, some candidates may hold the unit or its equivalent. If so, candidates could provide evidence such as a Statement of Attainment. If they do not hold the unit, they should be assessed against its requirements.

Note 2: This resource was based on the CHC Community Services Training Package Release 1. Assessors should be conversant with current industry trends and requirements, including requirements of Training Package and Australian Government and State or Territory Government policies, legislation and regulations. In conducting RPL, assessors must ensure that each candidate demonstrates appropriate understanding and application of all relevant current requirements. See the CHC Community Services Training Package and *Assessor Guide* in this *RPL Toolkit* for more information.

Evidence matrix for cluster 1—Children’s health and safety

The mapping in the following tables relates to the following units, and to the *RPL Toolkit Candidate Self-evaluation Tools*, *Competency Conversation Recording Tools*, and *Workplace Assessment Tasks*.

- CHCECE002 Ensure the health and safety of children (core unit)
- CHCECE004 Promote and provide healthy food and drinks (core unit)
- HLTWHS001 Participate in work health and safety (core unit)

Key

The mapping is in two columns as follows.

- The ‘**Question**’ column refers to the numbered questions in the *Competency Conversation Recording Tools* as **CCQ** (competency conversation questions) and the *Candidate Self-evaluation Tools* as **SEQ** (self-evaluation questions).
- The ‘**Workplace task**’ column refers to the numbered task/s from the *Workplace Assessment Tasks*.

The unit mapping is to unit elements, performance criteria, and assessment requirements (performance evidence, knowledge evidence and assessment conditions). These are listed in the tables below against the relevant assessment instruments or tools. As specified in the critical aspects of assessment, candidates must provide evidence of the essential knowledge and skills.

The workplace assessment tasks are also mapped to the following dimensions of competency and identified in the ‘Workplace task’ column:

- task skills (TS)
- task management skills (TMS)
- contingency management skills (CS)
- job role environment skills (JRE).

CHCECE002 Ensure the health and safety of children

Cluster 1—Children's health and safety

CHCECE002 Ensure the health and safety of children

Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Support each child's health needs	1.1 Communicate with families about children's health needs	SEQ 1, 7, 10, 41 CCQ 6	
	1.2 Maintain confidentiality in relation to children's individual health needs	SEQ 12, 13, 14 CCQ 7	
	1.3 Assist others to implement appropriate practices when administering medication	SEQ 1, 2, 10, 12, 7 CCQ 2	
	1.4 Check the written authorisation form to administer medication from the parent or guardian	SEQ 1, 2, 3, 7 CCQ 2	
	1.5 Check the medication does not exceed the use-by date, is supplied in its original packaging and displays the child's name	SEQ 1, 3, 7 CCQ 2	
	1.6 Store medication appropriately	SEQ 1, 7 CCQ 1, 4	
Element 2 – Provide opportunities to meet each child's need for sleep, rest and relaxation	2.1 Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs	SEQ 1, 7, 35 CCQ 1, 7, 17	Task 11 (TMS, JRE)
	2.2 Provide appropriate quiet play activities for children who do not sleep or rest	SEQ 1, 35 CCQ 1, 11, 13, 17, 20	Task 11 (CS, JRE)
	2.3 Respect children's needs for privacy during any toileting and dressing and undressing times	SEQ 1, 7, 12, 13, 14 CCQ 1, 7	Task 11 (TS, JRE)
	2.4 Ensure children's and families' individual clothing needs and preferences are met, to promote children's comfort, safety and protection within the scope of the service requirements for children's health and safety	SEQ 1, 7, 12, 13, 14 CCQ 1, 6, 7	Task 11 (TMS, JRE)
	2.5 Share information about individual children's rest and sleep with families as appropriate	SEQ 7, 10, 12, 13, 14, 35, 41 CCQ 6, 7	Task 11 (TS, JRE)

Cluster 1—Children's health and safety			
CHCECE002 Ensure the health and safety of children			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 3 – Implement effective hygiene and health practices	3.1 Consistently implement hygiene practices that reflect advice from relevant health authorities	SEQ 1, 5, 7, 12, 13, 14 CCQ 1, 3, 4, 7, 17, 20	Task 3 (TMS, JRE)
	3.2 Support children to learn personal hygiene practices	SEQ 1, 4, 19 CCQ 1, 4, 11	
	3.3 Implement the service health and hygiene policy and procedures consistently	SEQ 1, 7, 12 CCQ 1	Task 3 (TMS, JRE)
	3.4 Ensure that service cleanliness is consistently maintained	SEQ 1, 7, 12 CCQ 1	Task 3 (TMS, JRE)
	3.5 Observe and respond to signs of illness and injury in children and systematically record and share this information with families	SEQ 1, 2, 7, 10, 12, 13, 14, 30, 31, 41 CCQ 1, 2, 6, 7, 14	Task 8 (TS, JRE)
	3.6 Consistently implement the service policies for the exclusion of ill children	SEQ 1, 7, 12 CCQ 1, 2	
	3.7 Discuss health and hygiene issues with children	SEQ 1, 4, 19, 33 CCQ 1, 4, 11	
Element 4 – Supervise children to ensure safety	4.1 Supervise children by ensuring all are in sight or hearing distance at all times	SEQ 1, 7 CCQ 1	
	4.2 Adjust levels of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved in activities	SEQ 1, 7, 8, 14, 23, 31 CCQ 1, 4, 14	
	4.3 Exchange information about supervision with colleagues to ensure adequate supervision at all times	SEQ 1, 7, 8, 25 CCQ 1, 6, 7	
Element 5 – Minimise risks	5.1 Assist in the implementation of safety checks and the monitoring of buildings, equipment and the general environment	SEQ 1, 7, 8, 12 CCQ 1, 4, 7	Task 2 (TS, JRE)
	5.2 Consistently implement policy and procedures regarding the use and storage and labelling of dangerous products	SEQ 1, 7, 12 CCQ 1, 4, 7	
	5.3 Follow service procedures for the safe collection of each child, ensuring they are released to authorised people	SEQ 1, 7, 12 CCQ 1, 4, 7	

Cluster 1—Children's health and safety			
CHCECE002 Ensure the health and safety of children			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	5.4 Assist in the supervision of every person who enters the service premises where children are present	SEQ 1, 7, 12 CCQ 1, 4, 7	
	5.5 Discuss sun safety with children and implement appropriate measures to protect children from over-exposure to ultraviolet radiation	SEQ 1, 4, 7, 8, 12, 19 CCQ 1, 4, 7, 11	
	5.6 Check toys and equipment are safe for children and safe to use in their proposed area	SEQ 1, 7, 8, 12 CCQ 1, 4, 7	Task 2 (TS, JRE)
	5.7 Remove any hazards immediately or secure the area to prevent children accessing the hazard	SEQ 1, 7, 8, 12, 13, 14 CCQ 1, 4, 7	Task 1 (CS)
Element 6 – Contribute to the ongoing management of allergies	6.1 Identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis	SEQ 1, 2, 7 CCQ 1, 2	
	6.2 Apply organisational risk-management strategies for children with severe allergies	SEQ 1, 2, 7, 12 CCQ 1, 2	
	6.3 Follow organisational policies and legislative requirements in relation to medication for anaphylaxis	SEQ 1, 2, 3, 7, 12 CCQ 1, 2	
Element 7 – Contribute to the ongoing management of asthma	7.1 Identify signs, symptoms and triggers of asthma	SEQ 1, 2, 7 CCQ 1, 2	
	7.2 Identify children who have an asthma management plan and follow that plan	SEQ 1, 2, 7, 12 CCQ 1, 2	
	7.3 Follow organisational policies and legislative requirements in relation to medication for asthma	SEQ 1, 2, 3, 7, 12 CCQ 1, 2	
Foundation skills	<i>Reading</i> —in order to accurately read and interpret medication packaging and dosage instructions <i>Numeracy</i> —in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml)	SEQ 3	Tasks 2, 3

Cluster 1—Children's health and safety			
CHCECE002 Ensure the health and safety of children			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: Performance evidence	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and 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:		
	<ul style="list-style-type: none"> consistently supported the health needs of the children in the service, including the following activities: <ul style="list-style-type: none"> contributing to the provision of a clean and safe environment 	SEQ 1 CCQ 1	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> recognising and responding to signs of illness of children, including signs and symptoms of asthma and anaphylaxis 	SEQ 1, 7, 8, 21, 43 CCQ 1, 4	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> reading and interpreting authorisation forms, medication labels, medical management plans and other relevant medical information 	SEQ 2 CCQ 2	
	<ul style="list-style-type: none"> developing children's awareness of safety 	SEQ 3 CCQ 2	
		SEQ 1, 4, 19, 33 CCQ 1, 4, 11	
Assessment requirements: Knowledge evidence	The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:		
	<ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> how to undertake a risk analysis of toys and equipment 	SEQ 1, 7, 8 CCQ 1, 4	Task 2 (TS, JRE)
	<ul style="list-style-type: none"> potential hazards to children, including medical conditions 	SEQ 1, 2, 7 CCQ 1, 2, 4	Task 1 (TS, JRE)

Cluster 1—Children's health and safety			
CHCECE002 Ensure the health and safety of children			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> children's requirements for sleep and rest environments that promote rest and sleep including light, noise, temperature and ventilation requirements 	SEQ 1, 7, 35 CCQ 1, 17	Task 11 (TMS, JRE)
	<ul style="list-style-type: none"> signs, symptoms and key characteristics of allergy/anaphylaxis signs, symptoms and key characteristics of asthma how to use an adrenalin auto injector for anaphylaxis 	SEQ 1, 2, 7 CCQ 1, 2	
	<ul style="list-style-type: none"> how children's oral health impacts on their general health and well-being, including signs of tooth decay 	SEQ 1, 5 CCQ 1, 3	Task 3 (TMS)
	<ul style="list-style-type: none"> safety issues and risk management strategies for children's health and safety in a variety of contexts 	SEQ 1, 7, 8 CCQ 1, 2, 4, 5	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance 	SEQ 1, 7 CCQ 1, 4	
	<ul style="list-style-type: none"> organisational standards, policies and procedures. 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	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.	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCECE004 Promote and provide healthy food and drinks

Cluster 1—Children's health and safety			
CHCECE004 Promote and provide healthy food and drinks (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 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	SEQ 4, 5, 6, 19, 23, 33 CCQ 3, 11, 16	Task 3 (TMS)
	1.2 Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes	SEQ 4, 5, 6 CCQ 3	Task 3 (TMS)
	1.3 Support and guide children to eat healthy food	SEQ 4, 5, 6 CCQ 3	Task 3 (TMS)
	1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day	SEQ 1, 5, 6 CCQ 1, 3	Task 3 (TMS)
	1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes	SEQ 1, 5, 6 CCQ 1, 3	Task 3 (TMS)
Element 2 – Plan food and drinks that are nutritious and appropriate for each child	2.1 Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating	SEQ 5, 6, 11, 12, 13 CCQ 1, 3, 7	Task 3 (TMS)
	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	SEQ 5, 10, 31, 41 CCQ 3, 6, 17	Task 3 (TMS)
	2.3 Read and interpret food labels and other information about food contents	SEQ 3	
	2.4 Assist in providing education and support to families around healthy eating	SEQ 4, 5, 6, 40, 41 CCQ 3, 6, 23	
	2.5 Assist to develop and display a cycle of written menus detailing the food that is provided to children	SEQ 5, 6 CCQ 3	Task 3 (TS, JRE)
Element 3 – Maintain food safety while carrying out food-handling activities	3.1 Assist in developing and maintaining food safety procedures according to relevant guidelines	SEQ 1, 5, 8, 12, 13 CCQ 1, 3, 7	
	3.2 Within scope of own work role, carry out food-handling, preparation and storage according to service policies and procedures and regulatory requirements	SEQ 1, 5, 7, 11, 12, 13 CCQ 1, 3, 7	Task 3 (TMS)
	3.3 Follow food safety procedures when preparing food	SEQ 1, 5, 7, 12, 13 CCQ 1, 3, 7	Task 3 (TMS)

Cluster 1—Children's health and safety			
CHCECE004 Promote and provide healthy food and drinks (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Foundation skills	<i>Reading</i> —in order to accurately read and interpret food labels and dietary requirements	SEQ 3	Referred to in relevant Tasks for this cluster
Range of conditions	Guidelines for healthy eating must include <i>Australian Dietary Guidelines and Infant Feeding Guidelines</i> .	SEQ 13, 14 CCQ 7	Task 3 (TMS)
Assessment requirements: 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:		
	<ul style="list-style-type: none"> planned and provided food and drink for children on at least three occasions, including: <ul style="list-style-type: none"> 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 	SEQ 5, 6 CCQ 3	Task 3 (TS, JRE)
		SEQ 3, 5, 6, 30, 31 CCQ 3, 14	Task 3, 8 (TMS)
		SEQ 4, 5, 6, 19 CCQ 3, 11	Task 3 (TMS)
		SEQ 1, 5, 6, 7, 12, 13 CCQ 1, 3, 7	Task 3 (TMS)
		SEQ 1, 5, 6 CCQ 1, 3	Task 3 (TMS)
		SEQ 6 CCQ 3	Task 3 (TS, JRE)
Assessment requirements: Knowledge	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:	SEQ 3	

Cluster 1—Children's health and safety			
CHCECE004 Promote and provide healthy food and drinks (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
evidence	<ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> code of ethics 	SEQ 13, 14 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> food allergies, food intolerances and possible reactions, including anaphylaxis 	SEQ 2 CCQ 2	Task 3 (TMS)
	<ul style="list-style-type: none"> infant feeding requirements and guidelines 	SEQ 12, 13, 14 CCQ 7	Task 3 (TMS)
	<ul style="list-style-type: none"> recommendations for healthy eating – Dietary Guidelines for Children and Adolescents in Australia and the <i>Australian Guide to Healthy Eating</i>, including <i>Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood</i> resources 	SEQ 13, 14 CCQ 7	Task 3 (TMS)
	<ul style="list-style-type: none"> implications of poor diet including tooth decay, deficiencies, poor concentration, out of character behaviour 	SEQ 1, 5 CCQ 1, 3, 12	Task 3 (TMS)
	<ul style="list-style-type: none"> food-handling requirements, preventing microorganism contamination and/or allergic reactions 	SEQ 1, 5, 7, 12, 13 CCQ 1, 3, 7	Task 3 (TMS)
	<ul style="list-style-type: none"> importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 	SEQ 5, 10, 31, 41 CCQ 3, 6, 17	Task 3 (TMS)
	<ul style="list-style-type: none"> organisational standards, policies and procedures. 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)

Cluster 1—Children’s health and safety			
CHCECE004 Promote and provide healthy food and drinks (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<p>Skills must be demonstrated in a regulated education and care service.</p> <p>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.</p> <p>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.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

HLTWHS001 Participate in work health and safety

Cluster 1—Children's health and safety			
HLTWHS001 Participate in work health and safety (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Follow safe work practices	1.1 Follow workplace policies and procedures for safe work practices	SEQ 1, 7, 12 CCQ 1, 7	All Tasks (TS, JRE)
	1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures	SEQ 1, 7, 12 CCQ 1, 4	Task 1 (TS, JRE)
	1.3 Follow workplace emergency procedures	SEQ 1, 7, 12 CCQ 1, 5, 7	
Element 2 – Implement safe work practices	2.1 Identify and implement WHS procedures and work instructions	SEQ 1, 7, 12 CCQ 1, 7	All Tasks (TS, JRE)
	2.2 Identify and report incidents and injuries to designated persons according to workplace procedures	SEQ 1, 7, 12 CCQ 1, 7	
	2.3 Take actions to maintain safe housekeeping practices in own work area	SEQ 1, 7, 12 CCQ 1, 7	All Tasks (TS, JRE)
Element 3 – Contribute to safe work practices in the workplace	3.1 Raise WHS issues with designated persons according to organisational procedures	SEQ 8, 12	
	3.2 Participate in workplace safety meetings, inspections and consultative activities	SEQ 8	
	3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area	SEQ 8, 12	
Element 4 – Reflect on own safe work practices	4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area.	SEQ 8, 12	
	4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures	SEQ 7, 8, 12	
Foundation skills	<i>Reading</i> —in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions	SEQ 3	Referred to in relevant Tasks for this cluster

Cluster 1—Children's health and safety			
HLTWHS001 Participate in work health and safety (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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 in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:		
	<ul style="list-style-type: none"> contributed to a WHS meeting or inspection in workplace 	SEQ 8	Task 1, 2 (TS, JRE)
	<ul style="list-style-type: none"> conducted a workplace risk assessment and recorded the results 	SEQ 1, 7, 8 CCQ 1, 4	Task 2 (TS, JRE)
	<ul style="list-style-type: none"> consistently applied workplace safety procedures in the day-to-day work activities required by the job role 	SEQ 7, 11	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> followed workplace procedures for reporting hazards 	SEQ 1, 7, 12 CCQ 1, 4	Task 1 (TS, JRE)
	<ul style="list-style-type: none"> followed workplace procedures for a simulated emergency situation. 	SEQ 1, 7, 12 CCQ 1, 5, 7	
Assessment requirements: Knowledge evidence	The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:		
	<ul style="list-style-type: none"> state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including: <ul style="list-style-type: none"> state/territory WHS authorities rights and responsibilities of employers and workers, including duty of care hazardous manual tasks infection control 	SEQ 1, 12, 13, 14 CCQ 1, 2, 4, 5, 7	Task 1, 2, 3 (TMS)
	<ul style="list-style-type: none"> safety signs and their meanings, including signs for: <ul style="list-style-type: none"> dangerous goods classifications emergency equipment personal protective equipment (PPE) specific hazards such as sharps, radiation 	SEQ 1, 12, 13, 14 CCQ 1, 4, 5, 7	Task 1, 2 (TMS)

Cluster 1—Children's health and safety			
HLTWHS001 Participate in work health and safety (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> hazard identification, including: <ul style="list-style-type: none"> definition of a hazard common workplace hazards relevant to the industry setting workplace procedures for hazard identification 	SEQ 1, 7, 12 CCQ 1, 4	Task 1 (TS, JRE)
	<ul style="list-style-type: none"> workplace emergency procedures 	SEQ 1, 7, 12 CCQ 1, 5, 7	
	<ul style="list-style-type: none"> workplace policies and procedures for WHS 	SEQ 1, 7, 12 CCQ 1, 2, 4, 5, 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of:		
	<ul style="list-style-type: none"> current workplace policies and procedures for WHS 	SEQ 1, 7, 12 CCQ 1, 2, 4, 5, 7	All Tasks (TMS)
	<ul style="list-style-type: none"> PPE relevant to the workplace and job role of the work. 	SEQ 1, 12, 13, 14 CCQ 1, 4, 5, 7	Task 1, 2 (TMS)
	Skills must be demonstrated in the workplace OR in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

Evidence matrix for cluster 2—Workplace effectiveness

The mapping in the following tables relates to the following units, and to the *RPL Toolkit Candidate Self-evaluation Tools*, *Competency Conversation Recording Tools*, and *Workplace Assessment Tasks*.

- CHCCS400C Work within a relevant legal and ethical framework (core unit)
- CHCECE009 Use an approved learning framework to guide practice (core unit)
- CHCPRT001 Identify and respond to children and young people at risk (core unit)
- CHCORG303C Participate effectively in the work environment (elective unit)

Key

The mapping is in two columns as follows.

- The '**Question**' column refers to the numbered questions in the *Competency Conversation Recording Tools* as **CCQ** (competency conversation questions) and the *Candidate Self-evaluation Tools* as **SEQ** (self-evaluation questions).
- The '**Workplace task**' column refers to the numbered task/s from the *Workplace Assessment Tasks*.

The unit mapping is to unit elements, performance criteria, and assessment requirements (performance evidence, knowledge evidence and assessment conditions). These are listed in the tables below against the relevant assessment instruments or tools. As specified in the critical aspects of assessment, candidates must provide evidence of the essential knowledge and skills.

The workplace assessment tasks are also mapped to the following dimensions of competency and identified in the 'Workplace task' column:

- task skills (TS)
- task management skills (TMS)
- contingency management skills (CS)
- job role environment skills (JRE).

CHCCS400C Work within a relevant legal and ethical framework

Cluster 2—Workplace effectiveness			
CHCCS400C Work within a relevant legal and ethical framework (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Demonstrate an understanding of legislation and common law relevant to work role	1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role	SEQ 11, 12, 13, 14 CCQ 7	All Tasks (TMS)
	1.2 Demonstrate key statutory and regulatory requirements relevant to the work role	SEQ 11, 12, 13, 14 CCQ 7	All Tasks (TMS)
	1.3 Fulfil duty of care responsibilities in the course of practice	SEQ 11, 14 CCQ 7	All Tasks (TMS)
	1.4 Accept responsibility for own actions	SEQ 11 CCQ 7	All Tasks (TMS)
	1.5 Maintain confidentiality	SEQ 12, 13, 14 CCQ 7	All Tasks (TMS)
	1.6 Where possible, seek the agreement of the client prior to providing services	SEQ 10, 11, 12, 13, 14 CCQ 6, 7	
Element 2 – Follow identified policies and practices	2.1 Perform work within identified policies, protocols and procedures	SEQ 11, 12 CCQ 7	All Tasks (TS, JRE)
	2.2 Contribute to the review and development of policies and protocols as appropriate	SEQ 9, 11, 12 CCQ 6, 7	
	2.3 Work within position specifications and role responsibilities	SEQ 11, 12 CCQ 7	All Tasks (TS, JRE)
	2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements	SEQ 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)
	2.5 Seek clarification of unclear instructions	SEQ 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)

Cluster 2—Workplace effectiveness			
CHCCS400C Work within a relevant legal and ethical framework (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 3 – Work ethically	3.1 Protect the rights of the client when delivering services	SEQ 11, 12, 13, 14, 29 CCQ 7	All Tasks (TS, JRE)
	3.2 Use effective problem-solving techniques when exposed to competing value systems	SEQ 11, 12, 13, 14, 28 CCQ 7	All Tasks (CS, JRE)
	3.3 Ensure services are available to all clients regardless of personal values, beliefs, attitudes and culture	SEQ 11, 12, 13, 14 CCQ 7	Task 12, 13 (TMS)
	3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an appropriate person	SEQ 10, 11, 12, 13, 14 CCQ 6, 7	Task 4 (TS, JRE)
	3.5 Recognise unethical conduct and report to an appropriate person	SEQ 10, 11, 12, 13, 14 CCQ 6, 7	Task 4 (TS, JRE)
	3.6 Work within boundaries applicable to work role	SEQ 11, 12 CCQ 7	All Tasks (TS, JRE)
	3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality	SEQ 12, 13, 14 CCQ 7	All Tasks (TMS)
	3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice	SEQ 11, 13, 38 CCQ 7, 21, 24	All Tasks (TS, JRE)
	3.9 Recognise, avoid and/or address any conflict of interest	SEQ 11, 12, 13, 14 CCQ 7	
Element 4 – Recognise and respond when client rights and interests are not being protected	4.1 Support the client and/or their advocate/s to identify and express their concerns	SEQ 10, 12, 13, 14 CCQ 6, 7	
	4.2 Refer client and/or their advocate/s to advocacy services if appropriate	SEQ 10, 12, 13, 14 CCQ 6, 7	
	4.3 Follow identified policy and protocols when managing a complaint	SEQ 12, 13, 14 CCQ 7	
	4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required	SEQ 12, 13, 14, 18, 30 CCQ 7, 10, 14	Task 7 (TS, JRE)
	4.5 Recognise and respond to cultural/linguistic/religious diversity, for example providing interpreters where necessary	SEQ 13, 39, 40 CCQ 7, 23, 24	Task 12, 13 (TS, JRE)

Cluster 2—Workplace effectiveness			
CHCCS400C Work within a relevant legal and ethical framework (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Required knowledge	<ul style="list-style-type: none"> • Distinction between ethical and legal problems • Importance of ethics in practice • Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability • Work health and safety (WHS) requirements • Outline of common legal issues relevant to the workplace • Overview of relevant legislation in the sector and jurisdictions • Principles and practices for upholding the rights of the client • Principles and practices of confidentiality • Relevant standards and codes of practice in the sector • Rights and responsibilities of clients • Rights and responsibilities of workers • Specific principles underpinning duty of care and associated legal requirements • Strategies for addressing common ethical issues • Strategies for contributing to the review and development of policies and protocols • Strategies for managing complaints 	SEQ 12, 13, 14, 29 CCQ 7, 10	Task 4, 7 (TS, JRE) All Tasks (TMS, CS)
	<p>The candidate must also 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 identified work role, such as knowledge of:</p> <ul style="list-style-type: none"> • Overview of the legal system • Principles and practices for upholding the rights of the children and young people • Principles of ethical decision-making • Reporting mechanisms for suspected abuse of a client • Strategies for managing abuse of a client • Types of abuse experienced by client (including systems abuse) • Types of law 	SEQ 12, 13, 14, 18, 29 CCQ 7, 10	Task 4, 7 (TS, JRE)

Cluster 2—Workplace effectiveness			
CHCCS400C Work within a relevant legal and ethical framework (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Required skills	It is critical that the candidate demonstrate the ability to:		
	<ul style="list-style-type: none"> Demonstrate understanding of and adherence to own work role and responsibilities 	SEQ 11 CCQ 7	All Tasks (TMS)
	<ul style="list-style-type: none"> Follow organisation policies, protocols and procedures 	SEQ 12 CCQ 7	All Tasks (TMS)
	<ul style="list-style-type: none"> Work within legal and ethical frameworks 	SEQ 13, 14 CCQ 7	All Tasks (TMS)
	In addition, the candidate must be able 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 identified work role. These include the ability to:		
	<ul style="list-style-type: none"> Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation 	SEQ 3, 7	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation 	SEQ 7, 10, 11, 12, 19 CCQ 6	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols 	SEQ 10, 12, 28 CCQ 6	All Tasks (CS)
	<ul style="list-style-type: none"> Consult with a variety of stakeholders in order to achieve service objectives 	SEQ 9, 10, 11, 12, 19 CCQ 6	All Tasks (TS, JRE)

CHCECE009 Use an approved learning framework to guide practice

Cluster 2—Workplace effectiveness			
CHCECE009 Use an approved learning framework to guide practice (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Identify learning frameworks	1.1 Investigate different approved learning frameworks and identify the framework relevant to the service	SEQ 15, 16 CCQ 8	Task 5 (TS, JRE)
	1.2 Recognise differences between the relevant framework and other approved frameworks	SEQ 15, 16 CCQ 8	Task 5 (TS, JRE)
	1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations	SEQ 10, 12, 13, 15, 16 CCQ 6, 7, 8	Task 5 (TS, JRE)
Element 2 – Apply the learning framework	2.1 Investigate how the framework is applied to support children's learning	SEQ 15, 16 CCQ 8	Task 5 (TS, JRE)
	2.2 Explore and develop an understanding of the principles and practices of the relevant framework	SEQ 15, 16 CCQ 8	Task 5 (TS, JRE)
	2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role	SEQ 15, 16 CCQ 8	Task 5 (TS, JRE)
	2.4 Work in collaboration with others to implement framework learning outcomes	SEQ 10, 15, 16 CCQ 6, 8	Task 5 (TS, JRE)
	2.5 Reflect on own practices in the workplace and discuss with supervisor	SEQ 15, 16, 17, 25 CCQ 8, 9	Task 6 (TS, JRE)
Foundation skills	<i>Reading</i> —in order to interpret and apply relevant approved learning frameworks in the context of own work role	Assessors must observe this requirement when undertaking the RPL assessment	
Range of conditions	The learning framework used must be one listed in the Education and Care Services National Regulations.	Assessors must observe this requirement when undertaking the RPL assessment	

Cluster 2—Workplace effectiveness			
CHCECE009 Use an approved learning framework to guide practice (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> worked collaboratively with at least one other educator to implement an approved learning framework within an approved education and care service, including: <ul style="list-style-type: none"> investigating and documenting at least two examples of how the learning framework is demonstrated in the service researching and documenting at least one example of how each principle of the learning framework is reflected in the service working closely with others and under supervision to help implement the framework reflecting on and discussing practice with supervisor and others 	SEQ 10, 15, 16, 25 CCQ 6, 8	Task 5 (TS, JRE)
	<ul style="list-style-type: none"> investigated and documented their own involvement in at least three examples of pedagogical practices in the service. 	SEQ 15, 17 CCQ 9	Task 6 (TS, JRE)
Assessment requirements: 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:		
	<ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> <i>My Time, My Place: Framework for School Age Care in Australia</i> the relevant approved learning framework used in the service if different from those above how to navigate through framework documents to find areas relevant to this unit of competency key participants in the implementation of the relevant approved learning framework 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TS, TMS, JRE)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> organisational standards, policies and procedures. 	SEQ 12 CCQ 7	All Tasks (TMS)

Cluster 2—Workplace effectiveness			
CHCECE009 Use an approved learning framework to guide practice (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: Assessment conditions	<p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<p>Skills must be demonstrated in a regulated education and care service.</p> <p>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.</p> <p>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.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCPRT001 Identify and respond to children and young people at risk

Cluster 2—Workplace effectiveness			
CHCPRT001 Identify and respond to children and young people at risk (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Implement work practices which support the protection of children and young people	1.1 Identify children and young people at risk of harm by observing signs and symptoms, asking non-invasive questions, being aware of protective issues and using child protection procedures where appropriate	SEQ 12, 13, 14, 18, 30 CCQ 7, 10	Task 7, 8 (TS, JRE)
	1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures	SEQ 12, 13, 14, 18, 30 CCQ 7, 10	Task 7 (TS, JRE)
	1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making	SEQ 13, 18, 29 CCQ 7, 10	Task 7 (TS, JRE)
	1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice	SEQ 12, 13, 14, 18, 30 CCQ 7, 10	Task 7, 8 (TS, JRE)
	1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures	SEQ 11, 12, 13, 14 CCQ 7	Task 7 (TS, JRE)
Element 2 – Report indications of possible risk of harm	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics	SEQ 12, 13, 14, 18, 30 CCQ 7, 10	Task 7, 8 (TS, JRE)
	2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures	SEQ 12, 13, 14, 18, 30 CCQ 7, 10	Task 7, 8 (TS, JRE)
	2.3 Ensure writing in reports is non-judgemental	SEQ 13, 18, 30 CCQ 7, 10	Task 7, 8 (TS, JRE)
	2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report	SEQ 10, 18, 30 CCQ 6, 10	Task 7, 8 (TS, JRE)
Element 3 – Apply ethical and nurturing practices in work with children and young people	3.1 Protect the rights of children and young people in the provision of services	SEQ 13, 14, 15, 18, 29 CCQ 7, 10	Task 7 (TS, JRE)
	3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people	SEQ 10, 13, 14, 18, 25 CCQ 6, 7, 10	Task 4, 7 (TS, JRE)
	3.3 Employ ethical and nurturing practices in accordance with professional boundaries when working with children and young people	SEQ 12, 13, 14, 18, 36 CCQ 7, 10, 18	Task 4, 7 (TS, JRE)

Cluster 2—Workplace effectiveness			
CHCPRT001 Identify and respond to children and young people at risk (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	3.4 Recognise indicators for potential ethical concerns when working with children and young people	SEQ 13, 14, 18 CCQ 7, 10	Task 4, 7 (TS, JRE)
Foundation skills	<i>Reading</i> —in order to read and understand forms and to make accurate reports <i>Writing</i> —in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills	Assessors must observe these requirements when undertaking the RPL assessment	
Assessment requirements: 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:		
	<ul style="list-style-type: none"> implemented work practices which support the protection of children and young people, including: <ul style="list-style-type: none"> 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 	SEQ 12, 13, 14, 18, 29 CCQ 7, 10	Task 4, 7 (TS, TMS, JRE)
	<ul style="list-style-type: none"> read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements. 	SEQ 12, 13, 14, 18 CCQ 7, 10	Task 4, 7 (TMS)
Assessment requirements: 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:		
	<ul style="list-style-type: none"> indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality 	SEQ 18 CCQ 10	Task 7 (TMS)
	<ul style="list-style-type: none"> child protection legislation in the relevant state or territory 	SEQ 12, 13, 14 CCQ 7	Task 7 (TMS)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> impact of risk of harm 	SEQ 18 CCQ 10	Task 7 (TMS)

Cluster 2—Workplace effectiveness			
CHCPRT001 Identify and respond to children and young people at risk (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> duty of care responsibilities 	SEQ 14 CCQ 7	All Tasks (TMS, JRE)
	<ul style="list-style-type: none"> trauma-informed care 	SEQ 18 CCQ 10	Task 7 (TMS)
	<ul style="list-style-type: none"> ethical considerations including: <ul style="list-style-type: none"> approaches that incorporate the conventions on the rights of the child, and human rights obligations as defined by the job specification and employing organisation obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements principles of ethical decision-making 	SEQ 11, 12, 13, 14, 29 CCQ 7, 10	Task 4, (TMS)
	<ul style="list-style-type: none"> overview of legal system and how it pertains to the job role, in particular: <ul style="list-style-type: none"> child protection system, including reporting protocols, responses to reporting and interagency policies state/territory requirements and processes for notifying suspected abuse and reporting process statutory and policy requirements relating to job role 	SEQ 11, 12, 13, 14, 18 CCQ 7, 10	Task 4, 7 (TMS)
	<ul style="list-style-type: none"> organisation standards, policies and procedures. 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	<p>Skills must be demonstrated in the workplace.</p> <p>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.</p> <p>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.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCORG303C Participate effectively in the work environment

Cluster 2—Workplace effectiveness			
CHCORG303C Participate effectively in the work environment (elective unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Contribute to the effective operation of the workgroup	1.1 Identify own job responsibilities and their contribution to service delivery	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	1.2 Work within defined job role and responsibilities	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	1.3 Seek assistance and direction and obtain as required	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)
	1.4 Work in a manner that complements that of others according to policies and rules of workplace practice	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)
	1.5 Complete activities to standard expected in workplace	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	1.6 Carry out set tasks in a positive and courteous manner	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)
	1.7 Identify resources needed to carry out own work duties	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	1.8 Deal with shortages of resources according to organisation practices	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, CS, JRE)
	1.9 Keep work area well organised and safe in accordance with relevant standards/policies	SEQ 1, 7, 9, 11, 12 CCQ 1, 4, 7	All Tasks (TS, JRE)
Element 2 – Review and develop own work performance	2.1 Monitor own work according to requirements for job quality and customer service	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	2.2 Plan work activities to achieve individual objectives and organisation expectations	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	2.3 Report to supervisor when work requirements are unable to be met	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (CS, JRE)
	2.4 Clearly communicate to supervisor/appropriate person, need for additional support to improve performance	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (CS, JRE)

Cluster 2—Workplace effectiveness			
CHCORG303C Participate effectively in the work environment (elective unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	2.5 Report need for training to supervisor, as required	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (CS, JRE)
	2.6 Undertake training as appropriate	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (CS, JRE)
	2.7 Take opportunities for support and supervision as required	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (CS, JRE)
Element 3 – Work cooperatively with others	3.1 Use problem solving when necessary so work is completed according to organisation policies and practices	SEQ 11, 12, 28 CCQ 7	All Tasks (CS, JRE)
	3.2 Demonstrate respect for individual differences of workers in workplace relationships	SEQ 9, 10, 11, 12, 13 CCQ 6, 7, 24	All Tasks (TS, JRE)
	3.3 Demonstrate understanding and application of the value of cultural differences and diversity when working with others	SEQ 10, 11, 12, 38, 39 CCQ 6, 7, 21, 24	Task 13 (TS, JRE)
	3.4 Identify and show respect for different roles and responsibilities	SEQ 9, 10, 11, 12, 13 CCQ 6, 7	All Tasks (TS, JRE)
	3.5 Behave appropriately in the workplace, in a manner likely to promote cooperation	SEQ 9, 10, 11, 12, 13 CCQ 6, 7	All Tasks (TS, JRE)
	3.6 Share information with others in order to complete set activities	SEQ 9, 10, 11, 12, 13 CCQ 6, 7	All Tasks (TS, JRE)
	3.7 Report conflicts in the workplace to supervisor	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (CS, JRE)
Element 4 – Contribute to the development of policies, practices and structures of an organisation	4.1 Report concerns regarding administrative policies, practices and procedures to supervisor	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (CS, JRE)
	4.2 Report concerns regarding job responsibilities to supervisor	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (CS, JRE)
	4.3 Provide information, ideas and suggestions to supervisor when requested	SEQ 9, 10, 11, 12, 25 CCQ 6, 7	All Tasks (TS, JRE)
	4.4 Participate in staff meetings/working groups, if required	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)

Cluster 2—Workplace effectiveness			
CHCORG303C Participate effectively in the work environment (elective unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Required knowledge	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 identified work role. These include knowledge of:		
	<ul style="list-style-type: none"> Legislation relevant to organisation and work carried out, including work health and safety (WHS) and privacy/confidentiality 	SEQ 11, 12, 13, 14 CCQ 7	All Tasks (TMS)
	<ul style="list-style-type: none"> Organisation mission, philosophy, organisation structure, policies and procedures 	SEQ 11, 12 CCQ 7	All Tasks (TMS)
	<ul style="list-style-type: none"> Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability 	SEQ 11, 12 CCQ 7	All Tasks (TMS)
Required skills	It is critical that the candidate demonstrate the ability to:		
	<ul style="list-style-type: none"> Carry out work within own role, responsibilities and organisation objectives in an effective manner 	SEQ 9, 11, 12 CCQ 7	All Tasks (TS, JRE)
	<ul style="list-style-type: none"> Interact in a cooperative manner with both individuals and work groups 	SEQ 9, 10, 11, 12 CCQ 6, 7	All Tasks (TS, JRE)
	<p>In addition, the candidate must be able 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 identified work role. These include the ability to:</p> <ul style="list-style-type: none"> Demonstrate application of skills in: <ul style="list-style-type: none"> awareness and understanding of effective teams operation time management and work planning basic negotiation effective communication and interpersonal relationship safe and effective use of relevant information technology in line with WHS guidelines 	SEQ 9, 10, 11, 12, 13 CCQ 6, 7	All Tasks (TS, TMS, CS, JRE)
Critical aspects for assessment	<ul style="list-style-type: none"> Assessment must include working with both individuals and work groups in the organisation / service and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems 	SEQ 10, 41 CCQ 6, 23	

Evidence matrix for cluster 3—Play and development

The mapping in the following tables relates to the following units, and to the *RPL Toolkit Candidate Self-evaluation Tools*, *Competency Conversation Recording Tools*, and *Workplace Assessment Tasks*.

- CHCECE007 Develop positive and respectful relationships with children (core unit)
- CHCECE010 Support the holistic development of children in early childhood (core unit)
- CHCECE011 Provide experiences to support children's play and learning (core unit)
- CHCECE013 Use information about children to inform practice (core unit)
- CHCECE006 Support behaviour of children and young people (elective unit)

Key

The mapping is in two columns as follows.

- The '**Question**' column refers to the numbered questions in the *Competency Conversation Recording Tools* as **CCQ** (competency conversation questions) and the *Candidate Self-evaluation Tools* as **SEQ** (self-evaluation questions).
- The '**Workplace task**' column refers to the numbered task/s from the *Workplace Assessment Tasks*.

The unit mapping is to unit elements, performance criteria, and assessment requirements (performance evidence, knowledge evidence and assessment conditions). These are listed in the tables below against the relevant assessment instruments or tools. As specified in the critical aspects of assessment, candidates must provide evidence of the essential knowledge and skills.

The workplace assessment tasks are also mapped to the following dimensions of competency and identified in the 'Workplace task' column:

- task skills (TS)
- task management skills (TMS)
- contingency management skills (CS)
- job role environment skills (JRE).

CHCECE007 Develop positive and respectful relationships with children**Cluster 3—Play and development****CHCECE007 Develop positive and respectful relationships with children (core unit)**

Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Communicate positively with children	1.1 Respond sensitively and appropriately to all children's efforts to communicate	SEQ 19, 32, 41 CCQ 11	Task 10 (TS, JRE)
	1.2 Engage in sustained conversations with individual children about things that interest the child	SEQ 19, 41 CCQ 11	Task 10 (TS, JRE)
	1.3 Consistently respond positively to all children who require attention	SEQ 19, 32, 41 CCQ 11, 20	Task 10 (TS, JRE)
	1.4 Sit and talk with children at mealtimes and help create a relaxed and unhurried routine	SEQ 6, 19, 32, 41 CCQ 3, 11, 16	Task 10 (TS, JRE)
Element 2 – Interact positively with children	2.1 Participate in children's play and using children's cues to guide the level and type of involvement	SEQ 19, 22, 33, 41 CCQ 11, 13	Task 10 (TS, JRE)
	2.2 Respond positively and respectfully to children's comments, questions and requests for assistance	SEQ 19, 32, 41 CCQ 11	Task 10 (TS, JRE)
	2.3 Role-model positive interactions with others	SEQ 10, 19, 41 CCQ 6, 11	Task 10 (TS, JRE)
	2.4 Encourage children to share their stories and ideas	SEQ 19, 41 CCQ 11	Task 10 (TS, JRE)
Element 3 – Support and respect children	3.1 Assist to create an environment that reflects the lives of the children, their families and the local community	SEQ 10, 19, 41 CCQ 6, 11	Task 10, 12 (TS, JRE)
	3.2 Support implementation of practices and routines that honour children, their family and the community context	SEQ 10, 16, 18, 19, 41 CCQ 6, 11, 23	Task 10, 12 (TS, JRE)
	3.3 Show genuine interest in, understanding of and respect for all children	SEQ 19, 41 CCQ 11	Task 10 (TS, JRE)
	3.4 Comfort children who cry or show signs of distress	SEQ 19, 29, 32, 41 CCQ 11, 20	Task 10 (TS, JRE)
	3.5 Respond positively to the varying abilities and confidence of all children	SEQ 19, 32, 41 CCQ 11	Task 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE007 Develop positive and respectful relationships with children (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	3.6 Acknowledge children's efforts and achievements	SEQ 19, 41 CCQ 11	Task 10 (TS, JRE)
Element 4 – Maintain the dignity and rights of children	4.1 Assist in organising spaces, resources and routines to minimise times when children are likely to experience stress or frustration	SEQ 19, 21, 23, 29, 41 CCQ 11, 16	Task 9, 10 (TS, JRE)
	4.2 Allow children to make choices and to experience natural consequences of these where there is no risk of physical or emotional harm to the child or another being	SEQ 19, 20, 29, 41 CCQ 11	Task 10 (TS, JRE)
	4.3 Monitor and respond to children's play and support interactions where there is conflict	SEQ 19, 22, 26, 29, 30, 41 CCQ 11, 13, 14, 15	Task 8, 10 (TS, JRE)
	4.4 Acknowledge children when they make positive choices in managing their own behaviour	SEQ 19, 20, 26, 29, 41 CCQ 11, 15	Task 10 (TS, JRE)
	4.5 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them	SEQ 19, 26, 27, 29, 41 CCQ 11, 15	Task 10 (TS, JRE)
	4.6 Be gentle, calm and reassuring even when children strongly express distress, frustration or anger	SEQ 19, 26, 27, 29, 41 CCQ 11, 15	Task 10 (TS, JRE)
	4.7 Consistently guide all children's behaviour in ways that are focused on supporting children to develop skills to self-regulate and preserve and promote children's self-esteem	SEQ 19, 26, 27, 29, 41 CCQ 11, 15	Task 10 (TS, JRE)
	4.8 Involve children in developing limits and consequences for inappropriate behaviours	SEQ 19, 20, 26, 27, 29, 41 CCQ 11, 15	Task 10 (TS, JRE)
Foundation skills	<i>Oral communication</i> —in order to engage in sustained conversations with children	SEQ 19, 41 CCQ 11	Task 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE007 Develop positive and respectful relationships with children (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> communicated positively and respectfully and interacted effectively with at least three children, including: <ul style="list-style-type: none"> active listening consideration of a child's age, activities, interests, culture and needs interpreting non-verbal cues of children responding to distress in ways that meets the child's need communication of care and respect through all interactions 	SEQ 19, 29, 32, 41 CCQ 11, 15, 20	Task 10, 12 (TS, JRE)
	<ul style="list-style-type: none"> assessed and responded appropriately to behaviours of concern 	SEQ 27, 29 CCQ 14, 15	Task 10 (TS, JRE)
	<ul style="list-style-type: none"> encouraged children to respect similarities and differences between each other 	SEQ 24, 42 CCQ 15, 23, 24	Task 10, 12 (TS, JRE)
	<ul style="list-style-type: none"> involved and encouraged children in decision-making and planning 	SEQ 6, 20, 29 CCQ 3, 15	Task 10 (TS, JRE)
	<ul style="list-style-type: none"> performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service 	Assessors must observe this requirement in undertaking the RPL assessment	
Assessment requirements: 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:		
	<ul style="list-style-type: none"> how to access <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> effective communication techniques including verbal and non-verbal ways to show respect 	SEQ 19, 29, 41 CCQ 11, 24	Task 10, 12 (TS, JRE)

Cluster 3—Play and development			
CHCECE007 Develop positive and respectful relationships with children (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> techniques to guide children's behaviour 	SEQ 26, 29 CCQ 15	Task 10 (TS, JRE)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> organisational standards, policies and procedures 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	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.	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCECE010 Support the holistic development of children in early childhood

Cluster 3—Play and development			
CHCECE010 Support the holistic development of children in early childhood (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Support physical development	1.1 Use daily routines as opportunities to support children to acquire and practise skills	SEQ 19, 23, 33 CCQ 11, 12, 13, 16, 20	Task 9, 10 (TS, JRE)
	1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play	SEQ 19, 21, 23, 29, 33 CCQ 11, 12, 13, 20	Task 9, 10 (TS, JRE)
	1.3 Help to create opportunities to support the emerging physical skills of individual children	SEQ 19, 23, 33 CCQ 11, 12, 13, 20	Task 9, 10 (TS, JRE)
	1.4 Support children to take increasing responsibility for their own health and wellbeing	SEQ 19, 20, 23, 33 CCQ 11, 12, 13, 20	Task 9, 10 (TS, JRE)
Element 2 – Support social development	2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding	SEQ 19, 20, 23 CCQ 11, 12	Task 10 (TS, JRE)
	2.2 Create opportunities for one-on-one interactions	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	2.3 Model care, empathy and respect for children, educators and families	SEQ 10, 19, 23, 32 CCQ 6, 11, 12, 20	Task 10 (TS, JRE)
	2.4 Join in play and social experiences with other children	SEQ 19, 22, 23, 33 CCQ 11, 12, 13	Task 10 (TS, JRE)
	2.5 Assist and support children when they are having difficulty understanding or communicating with each other	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	2.7 Assist children to develop trusting relationships with educators and other adults	SEQ 10, 19, 23 CCQ 6, 11, 12	Task 10 (TS, JRE)
	2.8 Encourage children to respect and regard each other's individual differences	SEQ 19, 23, 24, 41, 42 CCQ 11, 12, 15, 23, 24	Task 10, 12 (TS, JRE)
	2.9 Offer children play choices and respect children's choice to watch and observe	SEQ 19, 22, 23, 29, 33 CCQ 11, 12, 13	Task 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE010 Support the holistic development of children in early childhood (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 3 – Support emotional development	3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding	SEQ 19, 20, 23, 26, 29 CCQ 11, 12, 15	Task 10 (TS, JRE)
	3.2 Ensure children experience pride and confidence in their achievements	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn	SEQ 19, 23, 29 CCQ 11, 12	Task 10 (TS, JRE)
	3.4 Encourage children to express and manage feelings appropriately	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	3.5 Support children's efforts, assisting and encouraging as appropriate	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	3.6 Motivate and encourage children to persevere with challenges	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	3.7 Share children's successes with families	SEQ 10, 19, 23 CCQ 6, 11, 12	Task 10, 12 (TS, JRE)
Element 4 – Support cognitive development	4.1 Intentionally scaffold children's learning	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem- solve to stimulate cognitive development	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	4.3 Provide experiences that allow children to explore a range of concepts	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
Element 5 – Support communication development	5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages	SEQ 19, 23, 39, 40, 41 CCQ 11, 12, 23, 24	Task 10, 12, 13 (TMS)
	5.2 Select, read and tell developmentally appropriate stories	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	5.3 Use puppets and other props to stimulate children's enjoyment of language and literature	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	5.4 Model and encourage two-way communication through questions and careful listening	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE010 Support the holistic development of children in early childhood (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	5.5 Encourage children to explore symbols, patterns and their relationships	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	5.7 Create opportunities for group discussions and exchange of views between children	SEQ 19, 21, 23 CCQ 11, 12	Task 10 (TS, JRE)
	5.8 Ask and answer questions during the reading and discussion of books or other text	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
Element 6 – Create an environment for holistic learning and development	6.1 Support and initiate inquiry processes, try new ideas and take on challenges	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	6.2 Provide resources and materials that offer challenge, intrigue and surprise	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	6.3 Assist to promote children's sense of belonging and connectedness	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	6.4 Engage children in sustained shared conversations to extend their thinking	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	6.5 Provide the opportunity for scaffolding learning and development	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	6.6 Assist children to see their mistakes as opportunities to learn and grow	SEQ 19, 23 CCQ 11, 12	Task 10 (TS, JRE)
	6.7 Facilitate families' diverse contributions to the learning community	SEQ 10, 19, 23, 40, 41 CCQ 6, 11, 12, 23	Task 10, 12 (TS, JRE)
	6.8 Share information with colleagues about child development and wellbeing	SEQ 10, 31 CCQ 6, 12	Task 5, 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE010 Support the holistic development of children in early childhood (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> supported the development of children in at least three different situations/activities (including different age groups and abilities), including: <ul style="list-style-type: none"> interacting with children to holistically support development and learning appropriate to the child's abilities and age providing a variety of experiences and environments to support the different areas of children's development (including a combination of physical, creative, social, emotional, language and cognitive) 	SEQ 19, 23 CCQ 11, 12, 13	Task 10 (TS, JRE)
		SEQ 19, 23 CCQ 11, 12, 13	Task 10 (TS, JRE)
		SEQ 23 CCQ 12, 13	Task 10 (TS, JRE)
	<ul style="list-style-type: none"> performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service 	Assessors must observe this requirement when undertaking the RPL assessment	
Assessment requirements: 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:		
	<ul style="list-style-type: none"> code of ethics 	SEQ 13, 14 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> how to access <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)

Cluster 3—Play and development			
CHCECE010 Support the holistic development of children in early childhood (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> introductory-level child development for children, including: <ul style="list-style-type: none"> early brain development importance of the early years for subsequent educational success foundational knowledge of developmental theory aspects of poor early childhood development, such as: <ul style="list-style-type: none"> poor diet lack of play limited stimulation of brain development lack of materials and resources inconsistent or non-existent emotional support or comfort trauma other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impact. biological and environmental influences on development 	CCQ 12	Task 9, 10 (TMS)
	<ul style="list-style-type: none"> symbol systems including letters, numbers, time, money and musical notation. 	CCQ 12	Task 10 (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	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.	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCECE011 Provide experiences to support children's play and learning**Cluster 3—Play and development****CHCECE011 Provide experiences to support children's play and learning (core unit)**

Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Create an environment for play	1.1 Assist in the provision of areas, resources and materials for different kinds of play	SEQ 10, 21 CCQ 6, 13	Task 9 (TS, JRE)
	1.2 Set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging	SEQ 1, 21 CCQ 1, 13	Task 9 (TS, JRE)
	1.3 Assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors	SEQ 10, 21, 22, 23 CCQ 6, 13	Task 9 (TS, JRE)
Element 2 – Support children's play and learning	2.1 Engage children in discussion (as appropriate) of their play and learning	SEQ 19, 22, 23, 33 CCQ 11, 13	Task 9, 10 (TS, JRE)
	2.2 Use routines to undertake intentional teaching and seek opportunities for spontaneous learning	SEQ 19, 22, 23 CCQ 11, 13, 16	Task 9, 10 (TS, JRE)
	2.3 Use experiences, resources and materials flexibly to meet children's individual preferences and to prompt extensions of play	SEQ 19, 21, 22, 23 CCQ 11, 13	Task 9, 10 (TS, JRE)
	2.4 Assist children to participate in a variety of experiences and to choose those which support their competency and confidence	SEQ 19, 20, 22, 23 CCQ 11, 13	Task 9, 10 (TS, JRE)
	2.5 Demonstrate respect for children's choice not to participate and encourage participation where an experience is new or unknown	SEQ 19, 20, 22, 23, 29 CCQ 11, 13	Task 9, 10 (TS, JRE)
Element 3 – Facilitate children's play, learning and physical activity	3.1 Follow child's lead in play and participate when invited	SEQ 19, 22, 23 CCQ 11, 13	Task 9, 10 (TS, JRE)
	3.2 Initiate play and physical activities and invite child to participate	SEQ 19, 22, 23, 33 CCQ 11, 13	Task 9, 10 (TS, JRE)
	3.3 Interact with children showing enthusiasm, playfulness and enjoyment	SEQ 19, 22, 23 CCQ 11, 13	Task 9, 10 (TS, JRE)
	3.4 Respond to children's reactions to play environment to ensure each child remains interested, challenged but not frustrated	SEQ 19, 22, 23 CCQ 11, 13	Task 9, 10 (TS, JRE)
	3.5 Establish routine with children so as to support them in remaining safe	SEQ 19, 22, 23 CCQ 11, 13, 16	Task 9, 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE011 Provide experiences to support children's play and learning (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including: <ul style="list-style-type: none"> demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children guiding and facilitating individual children's play and learning experiences, including allowing for children to make decisions creating an environment that allows for individual and collaborative experiences providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences. 	SEQ 1, 21 CCQ 1, 13	Task 9 (TS, JRE)
		SEQ 1, 21 CCQ 1, 13	Task 9 (TS, JRE)
		SEQ 19, 20, 22, 23 CCQ 11, 13	Task 9, 10 (TS, JRE)
		SEQ 21 CCQ 13	Task 9 (TS, JRE)
		SEQ 19, 22, 23 CCQ 11, 12, 13	Task 9, 10 (TS, JRE)
Assessment requirements: 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:		
	<ul style="list-style-type: none"> how to access <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency relevance of the approved framework to pedagogical practices 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> play and learning experiences, associated resources and materials relevant to the interests and abilities of children role of play in learning theories that pertain to play 	SEQ 21, 22, 23 CCQ 12, 13	Task 9, 10 (TMS)

Cluster 3—Play and development			
CHCECE011 Provide experiences to support children's play and learning (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> reflective practice 	SEQ 17 CCQ 9	Task 6 (TS, JRE)
	<ul style="list-style-type: none"> United Nations Convention of the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> organisational standards, policies and procedures 	SEQ 12 CCQ 7	All Tasks (TMS)
	<ul style="list-style-type: none"> safety measures available to minimise risks for children and others. 	SEQ 1, 7, 21 CCQ 1, 4	Task 1, 2, 9, 11 (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	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.	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCECE013 Use information about children to inform practice**Cluster 3—Play and development****CHCECE013 Use information about children to inform practice (core unit)**

Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Gather information about the child through observation	1.1 Observe, listen and talk with children for sustained periods of time	SEQ 19, 30 CCQ 11, 14	Task 8 (TS, JRE)
	1.2 Pay close attention to what the child is saying and doing	SEQ 19, 30 CCQ 11, 14	Task 8 (TS, JRE)
	1.3 Identify their interests, ideas, knowledge and skills	SEQ 19, 30 CCQ 11, 14	Task 8 (TS, JRE)
Element 2 – Gather information about the child from secondary sources	2.1 Use child records to collect information about each child	SEQ 12, 13, 30 CCQ 7, 14	Task 8 (TS, JRE)
	2.2 Collaborate with family and other educators to collect information about each child's needs, interests, skills and cultural practices	SEQ 10, 12, 13, 30, 41 CCQ 6, 7, 14, 24	Task 8 (TS, JRE)
Element 3 – Record observations appropriately	3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and recorded accurately in accordance with service requirements	SEQ 10, 12, 13, 30 CCQ 6, 7, 14	Task 8 (TS, JRE)
	3.2 Ensure discussion and recording of information is free from biased comments and negative labelling of children	SEQ 10, 12, 13, 30, 44 CCQ 6, 7, 14, 24	Task 8 (TS, JRE)
Element 4 – Use observations and information collected to contribute to program planning	4.1 Use information gathered about the child to contribute to the planning of programs that promote children's learning and development	SEQ, 9, 31 CCQ 14	Task 8 (TS, JRE)
	4.2 Use information gathered about the child to ensure interactions are responsive and respectful of the individual child	SEQ, 9, 13, 19, 30, 31 CCQ 7, 14	Task 8 (TS, JRE)

Cluster 3—Play and development			
CHCECE013 Use information about children to inform practice (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> observed, documented and analysed information regarding at least three children of varying ages, including: <ul style="list-style-type: none"> gathering and recording information using: <ul style="list-style-type: none"> observations questioning discussion with families anecdotal information learning stories jottings digital images samples of children's work 	SEQ 19, 30 CCQ 11, 14	Task 8 (TS, JRE)
	<ul style="list-style-type: none"> analysing observations of the children's behaviour, including: <ul style="list-style-type: none"> aspects of child's development knowledge, ideas, abilities and interests social interactions reactions to play environment 	SEQ 29, 30 CCQ 12, 14	Task 8 (TS, JRE)
	<ul style="list-style-type: none"> writing reports that record observations accurately and respectfully to the level of detail expected in the service 	SEQ 12, 13, 30 CCQ 7, 14	Task 8 (TS, JRE)
	<ul style="list-style-type: none"> using information to contribute to program/planning. 	SEQ 9, 12, 31 CCQ 14	Task 8 (TS, JRE)

Cluster 3—Play and development			
CHCECE013 Use information about children to inform practice (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> how to access <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> code of ethics 	SEQ 13, 14 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> reflective practice 	SEQ 17 CCQ 9	Task 6 (TS, JRE)
	<ul style="list-style-type: none"> child development, in order to analyse information and plan accordingly 	SEQ 9, 12, 31 CCQ 12, 14	Task 8 (TMS)
	<ul style="list-style-type: none"> report-writing standards and protocols relevant to the context of observation reports 	SEQ 12, 13, 30 CCQ 7, 14	Task 8 (TMS)
	<ul style="list-style-type: none"> observation techniques 	SEQ 30 CCQ 14	Task 8 (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> observation recording tools 	Assessors must observe these requirements when undertaking the RPL assessment	

Cluster 3—Play and development			
CHCECE013 Use information about children to inform practice (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<p>Skills must be demonstrated in a regulated education and care service.</p> <p>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.</p> <p>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.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCECE006 Support behaviour of children and young people**Cluster 3—Play and development****CHCECE006 Support behaviour of children and young people (elective unit)**

Element	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Contribute to a safe, supportive environment	1.1 Use safe, supportive and equitable practices appropriate to the development stage and needs of the child and/or young person	SEQ 1, 7, 21 CCQ 1, 12	Task 10 (TS, JRE)
	1.2 Recognise any developmental challenges or mental health issues of child or young person that may have potential impacts on behaviour	SEQ 29, 30 CCQ 14	Task 8 (TS, JRE)
	1.3 Identify contributing environmental factors	SEQ 30 CCQ 14	Task 8 (TS, JRE)
Element 2 – Use positive support techniques	2.1 Establish expectations for behaviour in consultation with supervisor and in line with work role	SEQ 10, 11, 25, 28, 29 CCQ 6, 14	Task 10 (TS, JRE)
	2.2 Provide instructions in a manner appropriate to the child or young person's need and context of the work environment and activity.	SEQ 19, 26, 41 CCQ 11, 15	Task 10 (TS, JRE)
	2.3 Use positive reinforcement and clear verbal and non- verbal communication strategies to support responsible and appropriate behaviour.	SEQ 19, 26, 29, 41 CCQ 11, 15	Task 10 (TS, JRE)
	2.4 Employ appropriate strategies to redirect behaviour and defuse situations.	SEQ 19, 26, 27, 29, 41 CCQ 11, 15	Task 10 (TS, CS, JRE)
Element 3 – Observe and collect data to assist with development of appropriate strategies for support	3.1 Collect data and record observations as a basis for gaining understanding of the child/young person's behaviour	SEQ 19, 30 CCQ 11, 14	Task 8 (TS, JRE)
	3.2 Use data to demonstrate the frequency, intensity and duration of behaviours requiring support	SEQ 30 CCQ 14	Task 8 (TS, JRE)
Element 4 – Implement strategies to support children or young people who require additional support	4.1 Implement strategies to support child or young person with guidance from supervisor or as designed by a specialist	SEQ 10, 25, 26 CCQ 6, 15	Task 10 (TS, JRE)
	4.2 Identify issues of concern for discussion with supervisor.	SEQ 10, 25, 26, 27, 28 CCQ 6, 14, 15	Task 8, 10 (TS, JRE)
	4.3 Contribute effectively to implementation of personalised behaviour support plans.	SEQ 10, 26, 29 CCQ 6, 15	Task 10 (TS, JRE)

Cluster 3—Play and development			
CHCECE006 Support behaviour of children and young people (elective unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
Element 5 – Monitor and review strategies	5.1 Monitor new strategies and record responses of child or young person in accordance with organisation's policy and procedures	SEQ 12, 30 CCQ 7, 14	Task 8 (TS, JRE)
	5.2 Adapt levels of support required and provided based on need and response of child or young person, after consultation with supervisor.	SEQ 10, 25, 28, 30, 31 CCQ 6, 14, 15	Task 8, 10 (TS, JRE)
	5.3 Document observations and offer feedback to supervisor as additional support	SEQ 10, 25, 30, 31 CCQ 6, 14	Task 8 (TS, JRE)
Assessment requirements: 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:		
	<ul style="list-style-type: none"> communicated issues to a supervisor and negotiated solutions in a clear and appropriate manner at least twice 	SEQ 25	
	<ul style="list-style-type: none"> guided behaviour using positive support techniques with at least two children and/or young people 	SEQ 26, 29 CCQ 15	Task 10 (TS, JRE)
	<ul style="list-style-type: none"> discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others 	SEQ 10, 28 CCQ 6, 14	
	<ul style="list-style-type: none"> recorded observations and identified behaviours requiring support of children and/or young people using a range of methods 	SEQ 27, 30 CCQ 14	Task 8 (TS, JRE)
	<ul style="list-style-type: none"> used judgement to determine when to involve other staff for supported intervention. 	SEQ 10, 28 CCQ 6	
Assessment requirements: 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:		
	<ul style="list-style-type: none"> definitions of and differences between disruptive behaviour and behaviours of concern 	SEQ 27, 29, 30 CCQ 14, 15	Task 8, 10 (TMS)
	<ul style="list-style-type: none"> how learning difficulties or mental health issues may affect behaviour 	SEQ 27, 29, 30 CCQ 14, 15	Task 8, 10 (TMS)
	<ul style="list-style-type: none"> impacts of environment and culture on behaviour of children and/or young people 	SEQ 27, 29, 30, 39 CCQ 14, 15, 24	Task 8, 10 (TMS)

Cluster 3—Play and development			
CHCECE006 Support behaviour of children and young people (elective unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations 	SEQ 26, 27, 29, 30 CCQ 14, 15	Task 8, 10 (TMS)
	<ul style="list-style-type: none"> organisational standards, policies and procedures. 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	<p>Skills must be demonstrated in a regulated education and care service.</p> <p>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.</p> <p>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.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

Evidence matrix for cluster 4—Physical and emotional wellbeing

The mapping in the following tables relates to the following units, and to the *RPL Toolkit Candidate Self-evaluation Tools*, *Competency Conversation Recording Tools*, and *Workplace Assessment Tasks*.

- CHCECE003 Provide care for children (core unit)
- CHCECE005 Provide care for babies and toddlers (core unit)

Key

The mapping is in two columns as follows.

- The '**Question**' column refers to the numbered questions in the *Competency Conversation Recording Tools* as **CCQ** (competency conversation questions) and the *Candidate Self-evaluation Tools* as **SEQ** (self-evaluation questions).
- The '**Workplace task**' column refers to the numbered task/s from the *Workplace Assessment Tasks*.

The unit mapping is to unit elements, performance criteria, and assessment requirements (performance evidence, knowledge evidence and assessment conditions). These are listed in the tables below against the relevant assessment instruments or tools. As specified in the critical aspects of assessment, candidates must provide evidence of the essential knowledge and skills.

The workplace assessment tasks are also mapped to the following dimensions of competency and identified in the 'Workplace task' column:

- task skills (TS)
- task management skills (TMS)
- contingency management skills (CS)
- job role environment skills (JRE).

CHCECE003 Provide care for children**Cluster 4—Physical and emotional wellbeing****CHCECE003 Provide care for children (core unit)**

Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Provide physical care	1.1 Manage toileting accidents in a manner that protects the child's self-esteem and privacy	SEQ 12, 13, 29, 32 CCQ 7, 20	
	1.2 Supervise and engage with children eating and drinking	SEQ 19, 32 CCQ 11, 20	
	1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety	SEQ 12, 32, 41 CCQ 20	
Element 2 – Promote physical activity	2.1 Consistently implement movement and physical experiences as part of the program for all children	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
	2.2 Participate with children in their physical activity	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
	2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
	2.4 Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
	2.5 Engage children in outdoor play	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
	2.6 Foster children's participation in physical activities	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
	2.7 Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing	SEQ 19, 22, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
Element 3 – Adapt facilities to ensure access and participation	3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk-taking	SEQ 10, 19, 21, 22, 33 CCQ 6, 11, 12, 13, 20	Task 9 (TS, JRE)
	3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities	SEQ 1, 19, 21, 22, 33 CCQ 1, 11, 13, 20	Task 9 (TS, JRE)

Cluster 4—Physical and emotional wellbeing			
CHCECE003 Provide care for children (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air	SEQ 1, 19, 21, 22, 33 CCQ 1, 11, 13, 20	Task 9 (TS, JRE)
	3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences	SEQ 19, 21, 22, 33 CCQ 11, 13, 20	Task 9 (TS, JRE)
	3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests	SEQ 19, 21, 22, 33 CCQ 11, 13, 20	Task 9 (TS, JRE)
Element 4 – Help children with change	4.1 Prepare children for changes in a supportive and timely manner	SEQ 19, 34 CCQ 11, 16, 20	
	4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child	SEQ 10, 19, 29, 34 CCQ 6, 11, 16, 20	
	4.3 Identify and respond to children's feelings openly, appropriately and with respect	SEQ 19, 30, 34 CCQ 11, 14, 16, 20	Task 8 (TS, JRE)
	4.4 Encourage children to communicate, listen and treat others with respect	SEQ 19, 34 CCQ 11, 16, 20	
	4.5 Encourage opportunities to express feelings and emotions appropriately	SEQ 19, 34 CCQ 11, 16, 20	
Element 5 – Settle new arrivals	5.1 Observe parents and children for signs of stress/distress on arrival.	SEQ 19, 30, 32, 34, 41 CCQ 11, 14, 20	Task 8 (TS, JRE)
	5.2 Begin interaction with the child while parents are still present to minimise abruptness of separation.	SEQ 19, 32, 34, 41 CCQ 11, 20	
	5.3 Encourage family to take as much time as needed to have a relaxed, unhurried separation from their child.	SEQ 19, 32, 34, 41 CCQ 11, 20	
	5.4 Respond to child's distress at separation from the family in a calm reassuring manner.	SEQ 19, 26, 29, 32, 34, 41 CCQ 11, 15, 20	
Foundation skills	<i>Oral communication</i> —in order to interact calmly and positively with families and children	SEQ 10, 19, 29, 41 CCQ 6, 11	Task 10, 13 (TS, JRE)

Cluster 4—Physical and emotional wellbeing			
CHCECE003 Provide care for children (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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:		
	<ul style="list-style-type: none"> provided care and responded appropriately to at least three children of varying ages, including: <ul style="list-style-type: none"> promoting physical activity and encouraging participation engaging children in discussions around physical health and wellbeing adapting the physical environment to ensure challenge and appropriate risk-taking ensuring the smooth transition of new arrivals supporting children through transition and change performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service. 	SEQ 32 CCQ 20	Task 10 (TMS)
		SEQ 19, 22, 32, 33 CCQ 11, 13, 20	Task 9, 10 (TS, JRE)
		SEQ 1, 19, 21, 22, 33 CCQ 1, 11, 13, 20	Task 9 (TS, JRE)
		SEQ 19, 32, 34 CCQ 11, 20	
		SEQ 19, 32, 34 CCQ 11, 16, 20	
		Assessors must observe this requirement when undertaking the RPL assessment	
Assessment requirements: 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. This include knowledge of:		
	<ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> basic principles of child physical and emotional development 	CCQ 12	Task 10 (TMS)
	<ul style="list-style-type: none"> United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)

Cluster 4—Physical and emotional wellbeing			
CHCECE003 Provide care for children (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> recommendations for physical activity for birth to 5- year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians 	SEQ 13, 14, 33 CCQ 7, 20	Task 9 (TMS)
	<ul style="list-style-type: none"> impact of changes of routines and environments for children 	CCQ 16	
	<ul style="list-style-type: none"> sun safety 	SEQ 1, 7, 21, 32 CCQ 1, 4, 7, 13, 20	Task 9 (TMS)
	<ul style="list-style-type: none"> relevance of hand hygiene for minimising infectious diseases 	SEQ 1, 5, 7, 32 CCQ 1, 3, 4, 20	Task 3 (TMS)
	<ul style="list-style-type: none"> code of ethics 	SEQ 13, 14 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> routines and strategies to minimise distress at separation of parent and child 	SEQ 29, 32, 34 CCQ 16, 20	
	<ul style="list-style-type: none"> organisational standards, policies and procedures 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	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.	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

CHCECE005 Provide care for babies and toddlers

Cluster 4—Physical and emotional wellbeing			
CHCECE005 Provide care for babies and toddlers (core unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Promote safe sleep	1.1 Reach agreement with families on how sleep and rest will occur	SEQ 35, 41 CCQ 17, 20	Task 11 (TS, JRE)
	1.2 Check that cots, bedding and equipment meet approved standards	SEQ 1, 7, 12, 13, 35 CCQ 1, 7, 20	Task 11 (TS, JRE)
	1.3 Implement safe sleep practices and explore and implement quality sleeping environments	SEQ 1, 7, 35 CCQ 1, 20	Task 11 (TS, JRE)
	1.4 Ensure bedding is clean, using appropriate hygiene practices	SEQ 1, 7, 35 CCQ 1, 20	Task 11 (TS, JRE)
Element 2 – Provide positive nappy-changing and toileting experiences	2.1 Change nappies using appropriate hygiene practices	SEQ 1, 7, 35 CCQ 1, 20	
	2.2 Adapt experiences to meet the individual child's routines	SEQ 35 CCQ 16, 17, 20	
	2.3 Support children sensitively and positively when they are learning to use the toilet	SEQ 19, 35 CCQ 11, 17, 20	
	2.4 Work with families to support children's toilet learning	SEQ 35, 41 CCQ 17, 20	
Element 3 – Promote quality mealtime environments	3.1 Promote positive mealtime environments that are adapted to meet the individual child's routines and needs	SEQ 5, 6, 35 CCQ 3, 16, 17, 20	Task 3 (TS, JRE)
	3.2 Ensure babies are fed individually	SEQ 5, 35 CCQ 3, 17, 20	Task 3 (TS, JRE)
	3.3 Follow approved standards for safe storage and heating of formula and breast milk and for cleaning equipment and utensils	SEQ 1, 5, 7, 12, 13, 35 CCQ 1, 3, 7, 20	Task 3 (TMS, JRE)
	3.4 Assist in providing a supportive environment for mothers to breastfeed	SEQ 5, 10, 35 CCQ 3, 6, 20	Task 3 (TS, JRE)
	3.5 Prepare formula and other food according to recommended food safety standards	SEQ 1, 5, 7, 12, 13, 35 CCQ 1, 3, 7, 20	Task 3 (TS, JRE)

Cluster 4—Physical and emotional wellbeing			
CHCECE005 Provide care for babies and toddlers (core unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
Element 4 – Provide an environment that provides security for babies/infants	4.1 Communicate with families daily about the child's intake and experiences with food and drink	SEQ 5, 35, 41 CCQ 3, 17, 20	Task 3 (TS, JRE)
	4.2 Ensure safe areas and encouragement is provided for babies to practise rolling over, sitting, crawling and walking	SEQ 1, 19, 35 CCQ 1, 11, 20	
	4.3 Supervise closely when babies and toddlers are in situations that present a higher risk of injury	SEQ 1, 35 CCQ 1, 20	
	4.4 Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies	SEQ 1, 35 CCQ 1, 20	
	4.5 Keep up-to-date with children's immunisation status and recommended immunisation schedule	SEQ 3, 35 CCQ 17, 20	
Element 5 – Develop relationships with babies and toddlers	5.1 Provide predictable personal care routines that are rich and enjoyable	SEQ 35, 36 CCQ 16, 18, 20	
	5.2 Respond to babies and toddlers when they practise language by repeating words, sounds and gestures that children use	SEQ 19, 35, 36, 37 CCQ 11, 17, 18, 19, 20	Task 10 (TS, JRE)
	5.3 Describe objects or events and talk about routine activities with babies and toddlers	SEQ 19, 35, 36, 37 CCQ 11, 16, 18, 19, 20	Task 10 (TS, JRE)
	5.4 Initiate one-to-one interactions with babies and toddlers during daily routines and add to interactions initiated by babies and toddlers	SEQ 19, 35, 36, 37 CCQ 11, 16, 18, 19, 20	Task 10 (TS, JRE)
	5.5 Use a favourite toy or comfort item brought from home to assist babies and toddlers	SEQ 19, 35, 36 CCQ 11, 17, 18, 19, 20	
	5.6 Provide babies and toddlers with many opportunities to experience relaxed and physical contact	SEQ 19, 35, 36 CCQ 11, 18, 20	
	5.7 Respond positively to babies' and toddlers' exploratory behaviour	SEQ 19, 29, 35, 36, 37 CCQ 11, 17, 18, 19, 20	Task 10 (TS, JRE)
	5.8 Closely monitor babies and toddlers for signs of hunger, distress, pain and tiredness, and provide physical comfort as appropriate	SEQ 19, 29, 35, 36 CCQ 11, 17, 18, 20	

Cluster 4—Physical and emotional wellbeing			
CHCECE005 Provide care for babies and toddlers (core unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
Element 6 – Develop and maintain a nurturing relationship with babies/infants	6.1 Gather information from the family to assist in the transition from home to care	SEQ 30, 31, 34, 36, 41 CCQ 14, 18, 20	Task 8 (TS, JRE)
	6.2 Assist in the transition from home to care	SEQ 34, 35, 36 CCQ 18, 20	
	6.3 Communicate daily with families about their child	SEQ 34, 35, 36, 41 CCQ 18, 20	
Assessment requirements: 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:		
	<ul style="list-style-type: none"> provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including: <ul style="list-style-type: none"> assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain setting up a safe environment conducive to rest changing nappies heating breast milk and formula, preparing bottles and preparing and heating food cleaning equipment and utensils feeding babies 	SEQ 1, 5, 7, 29, 35 CCQ 1, 3, 17, 20	Task 3, 9 (TS, JRE)
	<ul style="list-style-type: none"> developed a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including: <ul style="list-style-type: none"> settling new babies and toddlers through observing, monitoring and appropriately interacting with them and their caregivers engaging in one-to-one interactions with babies and toddlers during daily routines 	SEQ 19, 30, 34, 36, 41 CCQ 11, 14, 17, 18, 20	Task 8 (TS, JRE)

Cluster 4—Physical and emotional wellbeing			
CHCECE005 Provide care for babies and toddlers (core unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> supported the learning of at least three different babies and toddlers of varying ages, including: <ul style="list-style-type: none"> responding appropriately to babies' and toddlers' cues and language initiating and modelling language with babies and toddlers providing stimulating environments that support skill development modifying the environment and interactions to support babies/toddlers changing requirements encouraging their attempts to gain new skills providing opportunities to develop self- knowledge and awareness contributing to their emotional and psychological well-being 	SEQ 19, 23, 35, 37 CCQ 11, 12, 17, 19	Task 10 (TS, JRE)
	<ul style="list-style-type: none"> performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service. 	Assessors must observe this requirement when undertaking the RPL assessment	
Assessment requirements: 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:		
	<ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> individual patterns and routines of babies and toddlers different practices and routines used by various families and their underlying cultural or personal rationale 	SEQ 39, 40, 41, 43 CCQ 16, 23, 24	Task 12, 13 (TMS)
	<ul style="list-style-type: none"> appropriate interactions with babies and toddlers, including: <ul style="list-style-type: none"> individual differences of babies' and toddlers' needs for rest, and sleep/rest patterns signs of stress, distress or pain in babies and toddlers social development of babies and toddlers 	SEQ 19, 29, 35, 36, 37 CCQ 11, 12, 17, 18, 19	Task 10, 11 (TS, JRE)

Cluster 4—Physical and emotional wellbeing			
CHCECE005 Provide care for babies and toddlers (core unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
	<ul style="list-style-type: none"> • dietary requirements and nutritional needs of babies and toddlers • food safety guidelines • recommendations for oral health, including restricting bottles meal times only • guidelines for infection control 	SEQ 1, 3, 5, 7, 12, 35 CCQ 1, 3, 7, 20	Task 3 (TMS)
	<ul style="list-style-type: none"> • safe and unsafe practices for working with babies • Sudden Infant Death Syndrome 	SEQ 1, 7, 35 CCQ 1, 20	Task 11 (TMS)
	<ul style="list-style-type: none"> • emotional, physical and language development of babies and toddlers • brain development in babies and toddlers 	SEQ 37 CCQ 12, 19	Task 10 (TMS)
	<ul style="list-style-type: none"> • attachment theory 	SEQ 34 CCQ 16	
	<ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child 	SEQ 13, 14, 15, 29 CCQ 7	Task 4 (TMS)
	<ul style="list-style-type: none"> • organisational standards, policies and procedures. 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	Assessment must ensure use of: <ul style="list-style-type: none"> • 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. 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	Assessment must involve: <ul style="list-style-type: none"> • interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator. 	Assessors must observe these requirements when undertaking the RPL assessment	

Cluster 4—Physical and emotional wellbeing			
CHCECE005 Provide care for babies and toddlers (core unit)			
Element	Performance criteria, required knowledge and skills	Question	Workplace task
	<p>Skills must be demonstrated in a regulated education and care service.</p> <p>Work place assessment of this unit is best assessed in conjunction with <i>CHCECE003 Provide care for children</i>.</p> <p>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.</p> <p>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.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors	An RTO compliance responsibility	

Evidence matrix for cluster 5—Culture and community

The mapping in the following tables relates to the following units, and to the *RPL Toolkit Candidate Self-evaluation Tools*, *Competency Conversation Recording Tools*, and *Workplace Assessment Tasks*.

- CHCECE001 Develop cultural competence (core unit)
- HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)
- HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective unit).

Key

The mapping is in two columns as follows.

- The '**Question**' column refers to the numbered questions in the *Competency Conversation Recording Tools* as **CCQ** (competency conversation questions) and the *Candidate Self-evaluation Tools* as **SEQ** (self-evaluation questions).
- The '**Workplace task**' column refers to the numbered task/s from the *Workplace Assessment Tasks*.

The unit mapping is to unit elements, performance criteria, and assessment requirements (performance evidence, knowledge evidence and assessment conditions). These are listed in the tables below against the relevant assessment instruments or tools. As specified in the critical aspects of assessment, candidates must provide evidence of the essential knowledge and skills.

The workplace assessment tasks are also mapped to the following dimensions of competency and identified in the 'Workplace task' column:

- task skills (TS)
- task management skills (TMS)
- contingency management skills (CS)
- job role environment skills (JRE).

CHCECE001 Develop cultural competence

Cluster 5—Culture and community			
CHCECE001 Develop cultural competence (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Reflect on own cultural identity and biases	1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitudes	SEQ 38 CCQ 21	
	1.2 Define aspects of the environment which influence own cultural identity	SEQ 38 CCQ 21	
	1.3 Reflect on potential impact own background may have on interactions and relationships with people from other cultures	SEQ 38 CCQ 21	
	1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency	SEQ 38 CCQ 21	
Element 2 – Identify and develop cultural competency	2.1 Identify the cultural identities of the children within the service, their families and the local community	SEQ 39 CCQ 21	Task 13, 14 (TS, JRE)
	2.2 Critically analyse relationships, curriculum and activities	SEQ 39 CCQ 21	Task 13, 14 (TS, JRE)
	2.3 Identify skills, attributes or knowledge that may need to be developed to ensure cultural competency	SEQ 39 CCQ 21	Task 13, 14 (TS, JRE)
Element 3 – Research Aboriginal and/or Torres Strait Islander communities	3.1 Identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels	SEQ 39 CCQ 22	Task 13, 14 (TS, JRE)
	3.2 Reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people	SEQ 39 CCQ 22	Task 13, 14 (TS, JRE)
Element 4 – Support individual cultural identities	4.1 Identify and consult with appropriate persons to obtain knowledge of local cultural groups	SEQ 39, 41	Task 13, 14 (TS, JRE)
	4.2 Support activities within the service to encourage and promote participation by all cultural groups	SEQ 39, 41 CCQ 24	Task 13, 14 (TS, JRE)
	4.3 Process information in a culturally sensitive way including identification of how and with whom information can be shared	SEQ 39, 41 CCQ 24	Task 13, 14 (TS, JRE)
	4.4 Provide opportunities for all families to share their context and cultural knowledge	SEQ 39, 40, 41 CCQ 23, 24	Task 13, 14 (TS, JRE)

Cluster 5—Culture and community			
CHCECE001 Develop cultural competence (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	4.5 Provide opportunities for children and families to enhance their experience of cultural diversity	SEQ 39, 40, 41 CCQ 23, 24	Task 13, 14 (TS, JRE)
	4.6 Demonstrate respect for all home languages and expose children to different language and dialects, and encourage appreciation of linguistic diversity	SEQ 39, 40, 41, 42 CCQ 23, 24	Task 13, 14 (TS, JRE)
Element 5 – Create environments to support children's cross-cultural understanding and relationships	5.1 Plan and implement experiences that foster positive attitudes to inclusion	SEQ 40, 41, 42 CCQ 23, 24	Task 12, 14 (TS, JRE)
	5.2 Explore with children the culture, heritage, backgrounds and traditions of each child within the context of their community	SEQ 40, 41, 42 CCQ 23, 24	Task 12, 14 (TS, JRE)
	5.3 Promote establishment of constructive relationships with all children and families based on trusting relationships, respectful interactions, understandings of alternate world views and celebration of diversity	SEQ 40, 41, 42 CCQ 23, 24	Task 12, 14 (TS, JRE)
	5.4 Use oral communication skills to role-model open, inclusive, ethical interactions with all children, families and colleagues	SEQ 19, 40, 41, 42 CCQ 11, 23, 24	Task 12, 14 (TS, JRE)
	5.5 Observe children's interactions and participation to identify the need for additional cultural support and cross-cultural understanding	SEQ 30, 31, 40, 41, 42 CCQ 14, 23, 24	Task 8, 12, 14 (TS, JRE)
Element 6 – Support the implementation of inclusive learning experiences	6.1 Implement experiences that build on the diverse backgrounds of children and families within the service, broaden children's perspectives and encourage appreciation of diversity	SEQ 23, 40, 41, 42 CCQ 23, 24	Task 12, 14 (TS, JRE)
	6.2 Plan and implement experiences that focus on events, customs and beliefs that are relevant to the service's children and families	SEQ 23, 40, 41, 42 CCQ 23, 24	Task 12, 14 (TS, JRE)
Element 7 – Support children in developing confidence and strength in personal and cultural identity	7.1 Support experiences and environments where secure, respectful and reciprocal relationships between children, families and other adults can be established	SEQ 23, 40, 41, 42 CCQ 23, 24	Task 12, 14 (TS, JRE)
	7.2 Communicate and interact with children to help them work towards a strong sense of identity, wellbeing and of being connected with and contributing to their world	SEQ 19, 23, 40, 41, 42 CCQ 11, 23, 24	Task 12, 14 (TS, JRE)
	7.3 Implement group activities to allow children to use collaborative processes to solve problems	SEQ 19, 21, 23, 40, 41 CCQ 11, 23, 24	Task 12, 14 (TS, JRE)
	7.4 Engage with peers, mentors or others to support individual children with specific cultural needs as appropriate	SEQ 10, 40, 41, 45 CCQ 6, 23, 24	Task 12, 13, 14 (TS, JRE)

Cluster 5—Culture and community			
CHCECE001 Develop cultural competence (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	7.5 Follow community protocols when engaging with community members	SEQ 10, 12, 40, 41, 45 CCQ 6, 7, 23, 24	Task 12, 13, 14 (TS, JRE)
Assessment requirements: 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:		
	<ul style="list-style-type: none"> reflected on own cultural identity and biases 	SEQ 38 CCQ 21	Task 13 (TS, JRE)
	<ul style="list-style-type: none"> investigated cultural diversity in at least one service and community 	SEQ 39, 41 CCQ 22, 24	Task 13 (TS, JRE)
	<ul style="list-style-type: none"> supported children's and families' cross-cultural relationships through the following activities: 	SEQ 40 CCQ 23	Task 12, 14 (TS, JRE)
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> interacting in culturally appropriate ways with children, families and communities 	SEQ 19, 41 CCQ 11, 23	Task 12, 14 (TS, JRE)
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture 	SEQ 10, 19, 41 CCQ 6, 11, 23	Task 12, 14 (TS, JRE)
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> planning and implementing supportive environments for all children 	SEQ 21, 23, 40 CCQ 23	Task 12, 14 (TS, JRE)
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> supporting the implementation of experiences that encourage children to respect all cultures and to celebrate cultural differences 	SEQ 24, 42 CCQ 23	Task 12, 14 (TS, JRE)
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> embedding examples of diversity and inclusion in daily practice 	SEQ 40, 41, 43, 44, 45 CCQ 24	Task 12, 14 (TS, JRE)
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> using effective oral communication techniques to liaise between differing cultural contexts and situations. 	SEQ 19, 40, 41 CCQ 11, 23	Task 12, 14 (TS, JRE)

Cluster 5—Culture and community			
CHCECE001 Develop cultural competence (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Assessment requirements: 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 identified work role. This includes knowledge of:		
	<ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework how to navigate through framework and standards documents to find areas relevant to this unit of competency cultural competence and diversity as outlined in the approved learning framework relevant to the workplace 	SEQ 15, 16, 17 CCQ 8, 9	Task 5, 6 (TMS)
	<ul style="list-style-type: none"> impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people 	SEQ 39 CCQ 22	Task 13 (TMS)
	<ul style="list-style-type: none"> organisational policies and initiatives designed to support participation organisational standards, policies and procedures 	SEQ 12 CCQ 7	All Tasks (TMS)
Assessment requirements: Assessment conditions	<p>Skills must be demonstrated in a regulated education and care service.</p> <p>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.</p> <p>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, including interactions with children and families.</p>	Assessors must observe these requirements when undertaking the RPL assessment	
	Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.	An RTO compliance responsibility	

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Cluster 5—Culture and community			
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices	1.1 Acknowledge and respect the impact of events and issues in Aboriginal and/or Torres Strait Islander history during service delivery	SEQ 39 CCQ 22	Task 13, 14 (TS, JRE)
	1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery	SEQ 39 CCQ 22	Task 13, 14 (TS, JRE)
Element 2 – Reflect an awareness of own and other cultural realities in work practices	2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients	SEQ 39 CCQ 22, 24	Task 13, 14 (TS, JRE)
	2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers	SEQ 39 CCQ 22, 24	Task 13, 14 (TS, JRE)
	2.3 Negotiate appropriate strategies to effectively accommodate cultural differences in the workplace	SEQ 39, 41, 42 CCQ 24	Task 13, 14 (TS, JRE)
	2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context	SEQ 39 CCQ 24	Task 13, 14 (TS, JRE)
	2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others	SEQ 38, 39 CCQ 21, 22	Task 13, 14 (TS, JRE)
Element 3 – Communicate effectively with Aboriginal and Torres Strait Islander people	3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers	SEQ 10, 19, 39, 40, 41 CCQ 6, 11, 23, 24	Task 13, 14 (TS, JRE)
	3.2 Employ appropriate communication strategies to support a culturally safe environment for delivery of health services	SEQ 19, 39, 41, 43 CCQ 11, 24	Task 13, 14 (TS, JRE)
	3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services	SEQ 19, 39, 41 CCQ 11, 24	Task 13, 14 (TS, JRE)
	3.4 Identify and utilise resources to facilitate effective communication within the workplace	SEQ 19, 39, 41 CCQ 11, 24	Task 13, 14 (TS, JRE)
	3.5 Engage the services of Aboriginal and Torres Strait Islander interpreters, health workers and colleagues as cultural brokers as required to meet duty of care	SEQ 10, 14, 19, 39, 41 CCQ 6, 11, 24	Task 13, 14 (TS, JRE)

Cluster 5—Culture and community			
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 4 – Reflect cultural safety in workplace and professional relationships	4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety	SEQ 10, 39, 40, 41, 43 CCQ 6, 23, 24	Task 13, 14 (TS, JRE)
	4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients	SEQ 10, 39, 40, 41, 43 CCQ 6, 23, 24	Task 13, 14 (TS, JRE)
	4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate	SEQ 10, 39, 40, 41, 43 CCQ 6, 23, 24	Task 13, 14 (TS, JRE)
	4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur	SEQ 10, 39, 40, 41, 43 CCQ 6, 23, 24	Task 13, 14 (TS, JRE)
Element 5 – Work in partnership with Aboriginal and Torres Strait Islander people and communities	5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery	SEQ 9, 39, 40, 41 CCQ 23, 24	Task 13, 14 (TS, JRE)
	5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice	SEQ 9, 39, 40, 41, 43 CCQ 23, 24	Task 13, 14 (TS, JRE)
	5.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes	SEQ 9, 39, 40, 41 CCQ 23, 24	Task 13, 14 (TS, JRE)
	5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities	SEQ 39, 40, 41 CCQ 23, 24	Task 13, 14 (TS, JRE)
	5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services	SEQ 10, 39, 40, 41, 43 CCQ 6, 23, 24	Task 13, 14 (TS, JRE)

Cluster 5—Culture and community			
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Required knowledge	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 identified work role. This includes knowledge of:		
	<ul style="list-style-type: none"> An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship Appreciation of cultural shock and its impact on health and well being Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others Factors which contribute to Aboriginal and Torres Strait Islander ill health and common diseases experienced by these groups of people Knowledge of availability of interpreter resources Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander cultures Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures Understanding of past and present power relations and its impact on the workplace and communities Understanding of racism and discrimination, and laws pertaining to these issues 	SEQ 38, 39, 42, 43, 44 CCQ 21, 22, 24	Task 12, 13, 14 (TMS)
	<ul style="list-style-type: none"> Relevant legislation and policies, which may include: <ul style="list-style-type: none"> codes of practice commonwealth, and/or territory/state legislation community standards and regulations organisation's policies and practices 	SEQ 12, 13, 14 CCQ 7, 24	All Tasks (TMS)

Cluster 5—Culture and community			
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Required skills	It is critical that the candidate demonstrate the ability 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 identified work role. This includes the ability to:		
	<ul style="list-style-type: none"> Advocate for anti racism Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities Participate in identifying and implementing culturally safe work practices 	SEQ 9, 39, 43, 44 CCQ 24	Task 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Demonstrate respect for a person and their culture Form effective relationships with a person from another culture 	SEQ 40, 41, 42 CCQ 23	Task 12, 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people 	SEQ 45 CCQ 24	Task 12, 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Reflect on actions and events to make and maintain cross cultural relationships Reflect on self and make changes to work in a cross cultural context 	SEQ 38, 40 CCQ 21, 24	Task 13 (TS, JRE)
	<ul style="list-style-type: none"> Sensitively and respectfully communicate in a cross cultural context 	SEQ 19, 41 CCQ 11, 24	Task 12, 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Use cultural safety approaches 	SEQ 43 CCQ 24	Task 12, 13, 14 (TS, JRE)
Critical aspects of evidence	<ul style="list-style-type: none"> In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities 	Assessors must observe these requirements when undertaking the RPL assessment	

HLTHIR403C Work effectively with culturally diverse clients and co-workers

Cluster 5—Culture and community			
HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Element 1 – Reflect cultural awareness in work practice	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices	SEQ 38, 39 CCQ 21, 24	Task 13, 14 (TS, JRE)
	1.2 Use work practices that create a culturally and psychologically safe environment for all persons	SEQ 43 CCQ 24	Task 13, 14 (TS, JRE)
	1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds	SEQ 10, 11, 39, 41 CCQ 6, 24	Task 13, 14 (TS, JRE)
Element 2 – Accept cultural diversity as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients	SEQ 10, 19, 41, 42 CCQ 6, 11, 24	Task 13, 14 (TS, JRE)
	2.2 Use specific strategies to eliminate bias and discrimination in the workplace	SEQ 9, 44 CCQ 24	Task 13, 14 (TS, JRE)
	2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity	SEQ 9, 39, 40 CCQ 24	Task 13, 14 (TS, JRE)
Element 3 – Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all communication with clients, families, staff and others	SEQ 10, 19, 41, 42 CCQ 6, 11, 24	Task 13, 14 (TS, JRE)
	3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence	SEQ 10, 19, 40, 41, 42 CCQ 6, 11, 23, 24	Task 13, 14 (TS, JRE)
	3.3 Where language barriers exist, make efforts to communicate in the most effective way possible	SEQ 10, 19, 41 CCQ 6, 11, 24	Task 13, 14 (TS, JRE)
	3.4 Seek assistance from interpreters or other persons as required	SEQ 10, 19, 41 CCQ 6, 11, 24	Task 13, 14 (TS, JRE)
Element 4 – Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict	SEQ 38, 39, 43, 44 CCQ 21, 24	Task 13, 14 (TS, JRE)
	4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences	SEQ 38, 39, 43, 44 CCQ 21, 24	Task 13, 14 (TS, JRE)
	4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations	SEQ 41, 43, 44 CCQ 24	Task 13, 14 (TS, JRE)

Cluster 5—Culture and community			
HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
	4.4 Address any difficulties with appropriate people and seek assistance when required	SEQ 10, 41, 43, 44 CCQ 6, 24	Task 13, 14 (TS, JRE)
Required knowledge	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 identified work role. This includes knowledge of:		
	<ul style="list-style-type: none"> • Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues • Own cultural conceptions and pre-conceptions and perspective of diverse cultures • Recognition of cultural diversity in Australian society with many individuals living in many cultures • Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society • Recognition of culture as a dynamic social phenomenon • Recognition of culture as a range of social practices and beliefs evolving over time • Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others • Recognition of the unique way individuals may experience a culture and respond to past experiences • Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations • The role and use of language and cultural interpreters 	SEQ 38, 39, 42, 43, 44 CCQ 21, 22, 24	Task 12, 13, 14 (TMS)
	<ul style="list-style-type: none"> • The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices 	SEQ 11, 12, 13, 14 CCQ 7, 24	Task 12, 13, 14 (TMS)

Cluster 5—Culture and community			
HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective unit)			
Unit component	Performance criteria, required knowledge and skills	Question	Workplace task
Required skills	It is critical that the candidate demonstrate the ability 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 identified work role. This includes the ability to:		
	<ul style="list-style-type: none"> Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures 	SEQ 10, 40, 41, 42 CCQ 6, 23, 24	Task 12, 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Participate in identifying and implementing culturally safe work practices 	SEQ 43 CCQ 24	Task 12, 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Respond respectfully and sensitively to cultural beliefs and practices that may cause harm Sensitively and respectfully communicate with persons of diverse backgrounds and cultures Use basic conflict resolution and negotiation skills 	SEQ 19, 41 CCQ 11, 24	Task 12, 13, 14 (TS, JRE)
	<ul style="list-style-type: none"> Use effective strategies to address and eliminate discrimination and bias in the workplace 	SEQ 44 CCQ 24	Task 12, 13, 14 (TS, JRE)