

UNIT CODE	CHCECE044
UNIT TITLE	Facilitate compliance in a children's education and care service
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance in an education and care service.</p> <p>This unit applies to educators working in regulated children's education and care services in Australia. They provide guidance to others and have responsibilities in relation to continuous improvement of services provided.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interpret the National Quality Framework (NQF).	1.1. Identify and access sources of information about the NQF and seek assistance if clarification is required on interpretation of any aspect of the framework. 1.2. Support staff understanding of the NQF and other legislation and regulations relevant to the service through clear and consistent provision of information.
2. Interpret the National Quality Standard (NQS).	2.1. Analyse the NQS and determine the relevance of its components to the service. 2.2. Interpret details and requirements of the assessment and rating process and share information with all staff in the service.
3. Facilitate service self- assessment.	3.1. Determine ways to collect information from staff, children, families and the community to inform self- assessment on a regular ongoing basis. 3.2. Share ideas with colleagues and involve them in the collection of information to inform self-assessment. 3.3. Record information collected during self-assessment process against standards and elements in the NQS. 3.4. Make self-assessment data available at the service to inform discussion of the assessment and rating process.
4. Facilitate the development of a Quality Improvement Plan (QIP).	4.1. Use the information gathered in the self-assessment process to inform development of the QIP. 4.2. Collaborate with stakeholders to identify strengths and key improvements sought within the service. 4.3. Determine how key improvements sought will be reflected in the QIP.

	<p>4.4. Clearly and concisely record all of the required information in the QIP.</p> <p>4.5. Plan collaboration with stakeholders on a regular basis to review the QIP.</p>
5. Coordinate the service for a rating and assessment visit.	<p>5.1. Provide timely advice about assessment visit and schedule meetings with stakeholders and staff to ensure adequate preparation.</p> <p>5.2. Check for accuracy and completion of all documentation required for rating and assessment.</p> <p>5.3. Provide clear information to staff about individual and team requirements during the rating and assessment visit.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret content of the NQF and NQS.
Writing skills to:	<ul style="list-style-type: none"> record information according to service policies and procedures. produce accurate, informative reports.
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding. interact and engage with children, families, staff and the community to build rapport.
Problem-solving skills to:	<ul style="list-style-type: none"> identify deficiencies in information and address by ongoing searches.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> determine and use appropriate template for reporting, according to service policies and procedures.
Technology skills to:	<ul style="list-style-type: none"> access information using digital media.
UNIT MAPPING INFORMATION	Supersedes and is not equivalent to CHCECE019 Facilitate compliance in an education and care service.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE044 Facilitate compliance in an education and care service.
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> • facilitate self-assessment and development of a quality improvement plan for two quality areas in an education and care service.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> • key components of the National Quality Framework and their content: <ul style="list-style-type: none"> ◦ National Quality Standard: <ul style="list-style-type: none"> - requirements of each of the quality areas ◦ Education and Care Services National Law and Regulations: <ul style="list-style-type: none"> - key purpose of the law and associated regulations ◦ Assessment and quality rating process: <ul style="list-style-type: none"> - levels of quality rating - steps in the process ◦ relevant approved learning frameworks ◦ role of national and state/territory governing bodies • key stakeholders in the quality improvement process and how they may be engaged at different stages: <ul style="list-style-type: none"> ◦ educators ◦ children ◦ families ◦ local community • compliance support resources, including government and non-government • contemporary principles and emerging trends and research in service delivery areas.
---------------------------	---

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated children's education and care service in Australia:</p> <ul style="list-style-type: none"> • interactions with children must be supervised by an approved early childhood educator. <p>Skills related to development of the plan may be demonstrated outside of the service, but the plan must be based on work in a regulated children's education and care service in Australia.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • information technology for research and documentation • existing policies and procedures of a regulated children's education and care service • Quality Improvement Plan template • National Quality Framework: <ul style="list-style-type: none"> ◦ National Law ◦ National Regulations ◦ National Quality Standard ◦ the relevant approved learning framework
------------------------------	--

	<ul style="list-style-type: none">• educators for collaboration• children in a regulated education and care service in Australia• families / carers of the above children. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide