



Australian Government

CHCECE019 Facilitate compliance in an education and care service

Release: 2

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Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance within an education and care service.

This unit applies to educators working in a range of education and care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Interpret the National Quality Framework

- 1.1 Analyse the components of the National Quality Framework (NQF) and their relevance to the service
- 1.2 Seek advice from a higher authority if clarification is required on interpretation of any aspect of the Framework
- 1.3 Confirm staff understanding of the NQF and other legislation and regulations relevant to the service
- 1.4 Clarify details and requirements of the assessment and rating process and share information with all staff in the service

2. Facilitate an organisation self-assessment

- 2.1 Determine ways to collect information from staff, children, families and the community to inform self-assessment on a regular ongoing basis
- 2.2 Share ideas with colleagues and involve them in the collection of information to inform the self-assessment
- 2.3 Record the information collected during the self-assessment process against the standards and elements in the NQF
- 2.4 Ensure the self-assessment is available at the service to inform discussion of the assessment and rating process

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Facilitate the development of a quality improvement plan

- 3.1 Use the information gathered in the self-assessment process to inform the creation of the quality improvement plan
- 3.2 Collaborate with others to decide upon the strengths and the key improvements sought within the service
- 3.3 Work in collaboration with others to focus on how the key improvements sought will be reflected in the improvement plan
- 3.4 Record all of the required information in the plan
- 3.5 Plan to collaborate with others on a regular basis to review the quality improvement plan

4. Coordinate the service for a site visit

- 4.1 Inform all stakeholders that the service has been selected for assessment and rating and that the assessment and rating process has commenced
- 4.2 Schedule meetings with stakeholders and staff where appropriate
- 4.3 Check for accuracy and completion of all documentation required for examination
- 4.4 Ensure all staff understand what may be required of them during the assessment visit

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Reading* – in order to analyse and apply applicable legislative and regulatory requirements, including the National Quality Standards, relevant to the service.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>