

Early childhood education and care - Summary of proposed changes

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Document Modification History

Version	Status	Release date	Summary of changes
1.0	Superseded	March 2026	Document published
1.1	Current	September 2026	Document published

1. Introduction

This summary of the proposed changes aims to inform stakeholders of the feedback received during the public and government consultation period for this project and the proposed changes under consideration for the public validation period for this project. It provides:

- an overview of the project's scope, including the purpose of the affected qualification/s
- a summary of the proposed changes to the qualification/s and unit/s of competency
- validation plan and next steps.

The aim is to ensure stakeholders understand the proposed revisions and how they can meaningfully contribute to shaping the future of these training products during validation.

Project overview

This project is part of HumanAbility's suite of training product development initiatives aimed at ensuring qualifications, skill sets and units remain current, industry-relevant and responsive to emerging workforce needs.

Product development so far has been guided by sector stakeholders including employers, registered training organisations, employees, subject matter experts and Technical Committee members.

A consultation log will be maintained during public validation and published to ensure transparency and traceability of stakeholder feedback and project responses.

Once feedback is considered and revisions incorporated, where compliant with the Training Package Organising Framework, the final drafts will be submitted for endorsement and, if approved, implemented and published on the National Training Register.

Project scope

This project targets the *CHC30125 Certificate III in Early Childhood Education and Care* and the *CHC50125 Diploma of Early Childhood Education and Care* qualifications, and CHC units as defined in the project plan and confirmed in the functional analysis phase. The early childhood qualifications align primarily with Purpose 1, aligning with licensed positions in early childhood services that are highly regulated. However, they also align with Purpose 2, as they can prepare students for potential career paths in related sectors, such as outside school hours care, education support, and inclusion support roles.

2. Public and Government Consultation

Public Consultation took place from March – May 2026. Throughout the consultation period, the team maintained and made public a consultation log of feedback.

During the consultation period, the project team facilitated multiple ways for stakeholders to engage and provide feedback, including:

- 15 face-to-face workshops across all major capital cities and remote locations
- 8 virtual workshops
- consultation survey enabling stakeholders to provide feedback via HumanAbility's website
- opportunities to provide written feedback via email directly to the project team

During the consultation stage, the project team received over 7300 pieces of feedback regarding the initially drafted training products. The project team worked through the feedback systematically. Where there was strong consensus, the team applied the feedback to the draft documents. When conflicting opinions emerged, the team held additional meetings with sector experts on specific topics. Feedback included:

- widespread support for draft training products
 - granular-level feedback on draft units of competency
 - macro-level feedback on the qualifications (unit inclusions and prerequisites for the diploma)
- suggestions for improvement and recommendations on unit of competency template usage (Assessment of Skills and Knowledge (ASK) template versus Element and Performance Criteria (EPC) template).
 - alignment of units of competency with the Australian Qualifications Framework (AQF).

Feedback and comments are recorded in the consultation log and made public at certain stages of the review process. You can find the consultation log on the HumanAbility website.

3. Next Steps

Post consultation, the project team has commenced the validation process. Steps completed so far include:

- presenting changes made post-consultation to the Technical Committee.
- consensus-building with the Technical Committee
- applying the Technical Committee's feedback to the training products (180 + pieces of feedback processed)
- mapping of relevant standards to training products, including: [National Law](#), [National Regulations \(NSW\) 2025](#), [National Quality Standard \(January 2026\)](#), [Disability Standards for Education 2005](#), ACEC Disability rights and obligations information sheets, [National Child Safe Principles and ACECQA Child Safety Guides](#)

The upcoming public validation stage will include draft training products made available to stakeholders via the consultation portal. The draft documents will be available from the 28th September 2026 to 12th October 2026. HumanAbility invites all stakeholders to view the products and provide feedback via the

online portal. HumanAbility will also run a series of 8 online workshops to provide an overview of the feedback from Public Consultation and the changes implemented in the next round of drafts.

After validation closes, the project team, with input from the Technical Committee, will review all feedback and update the drafts accordingly. The project team will analyse and apply the feedback; where views diverge, HumanAbility will consult the Technical Committee and key stakeholders. The project team will then submit final drafts to the Assurance Body and the Skills Ministers for consideration, endorsement, and implementation.

4. Summary of proposed changes

How to review these training products

The draft training products included in this process reflect several rounds of development and feedback. To navigate the changes and find what you're looking for, follow these three steps:

- Start with the qualifications
Review the qualification and Skill set draft first. This shows you the final list of units of competency that make up the structure of the qualification and skill sets.
- Locate the unit change summary
Locate the relevant unit of competency in the change of summary tables below. These tables track how each unit evolved through:
 - public and government consultation feedback (shown as [Feedback on Draft 1](#))
 - Technical Committee validation and consensus meetings (shown as [Changes made post Technical Committee Validation](#))

Then review the latest draft on the consultation portal for that unit.

- Share your feedback
Leave comments and offer your support in the Consultation Portal.

Qualification

The following section includes information regarding the changes made to each certificate included within the project scope.

CHC30125 Certificate III in Early Childhood Education and Care

The *CHC3012X Certificate III in Early Childhood Education and Care* will comprise 13 core units and 3 elective units, totalling 16 units. This is a reduction from the current *CHC30125 Certificate III in Early Childhood Education and Care*, which comprises 15 core units and 2 elective units, totalling 17 units.

Section	Feedback on Draft 1	Changes made post Technical Committee Validation
Title	No change	No change
Description	No change	No change
Entry Requirements	No change	No change
Foundation Skills Outcomes	No change	No change
Packaging Rules	No change	Package rules updated to reflect change: Total number of units = 16 • 13 core units • 3 elective units
Units of Competency	No change	Removed <i>HLTAID012 Provide First Aid in an education and care setting</i> as a core unit due to upcoming training product review, accessibility issues and alignment with Training Package Organising Framework and VET reform principles. Package rules updated to reflect change. Updated unit details according to unit edits.

CHC50125 Diploma of Early Childhood Education and Care

The CHC5012X Diploma of Early Childhood Education and Care will comprise 13 core units and 4 elective units. This increases from the current *CHC50125 Diploma of Early Childhood Education and Care*, which comprises 12 core units and 3 elective units totalling 15 units.

Section	Feedback on Draft 1	Changes made post Technical Committee Validation
Title	Nil	Nil
Description	Nil	Nil
Entry Requirements	Nil	Updated entry requirements to reflect agreed prerequisite qualifications and included National Quality Framework (NQS) approved qualifications.
Foundation Skills Outcomes	Nil	Nil
Packaging Rules	Nil	Packaging rules updated: Total number of units = 17 • 13 core units • 4 elective units
Units of Competency	Nil	Updated unit details according to unit edits.

Skill Sets

During public and government consultation, HumanAbility identified the following skill sets as required for the sector.

The following section includes information regarding the changes made to each certificate included within the project scope.

Skill Set	Included units of competency
CHCSS0000N Provide Leadership in Early Childhood Education and Care Skillset	CHCECEXXX Lead teams of educators CHCECEXXX Manage health, safety and wellbeing of children and educators
CHCSS0000N Family Day Care Skillset	CHCECEXXX Work in family day care
CHCSS0000N In Home Care Skillset	CHCECEXXX Work within in home care

Unit of Competency Name Changes

The following two tables outline the changes made to the names of units of competency post public consultation. These changes reflect the public and government consultation process and were made in consultation with the Technical Committee.

CHC3012X Certificate III in Early Childhood Education and Care

Units of competency original draft name	Unit of competency post consultation draft name	Rationale for change
CHCECEXXX Support cultural diversity	No change	No change
CHCECEXXX Support children's health and wellbeing	No change	No change
CHCECEXXX Build relationships with children	CHCECEXXX Build relationships with children	The unit was narrowed to relationships with children following consultation. Families and communities were moved to Diploma level (into the "Cultivate partnerships" unit). Greater emphasis was placed on collaborative learning and infant/toddler pedagogy within the Certificate III.
CHCECEXXX Apply a trauma-informed approach to behaviours that challenge	CHCECEXXX Understand and support children's behaviour and regulation	Consultation identified discomfort with some of the terminology, particularly "behaviours that challenge". The intent shifted to acknowledging that different terminology is used and ensuring learners understand the range of accepted language rather than presenting one term as universally preferred. The "Apply trauma-informed" framing was also narrowed.
CHCECEXXX Support play in early childhood	CHCECEXXX Support play based learning with intentionality	Name changed to preferred terminology as approved by the Technical Committee.
CHCECEXXX Apply child development knowledge and approved learning framework	CHCECEXXX Plan to support children's development.	Consultation raised concerns about the title, specifically avoiding confusion between

		learning frameworks and child-development frameworks, and avoiding overemphasis on terms like "milestones". Technical Committee member questioned whether the unit had enough framework knowledge to justify the title; Another Technical Committee member suggested titles focused on child development. The project team was asked to further consider the title.
CHCECEXXX Support the planning cycle	No change	No change
CHCECEXXX Support inclusion for children with disability and neurodiversity	CHCECEXXX Support the inclusion of all children	Consultation feedback said identifying specific diagnoses or characteristics was too targeted; the unit should reflect inclusion for all children. The approach moved away from diagnosis-based to recognising and responding to barriers to participation.
CHCECEXXX Engage with First Nations cultures and perspectives	CHCECEXXX Learn about First Nations cultures and perspectives	Refined to focus on foundational knowledge appropriate for Certificate III learners, including younger/less experienced entrants. "Learn about" reflects the contributor-level scope, the unit is about building foundational understanding, not active engagement with communities (which sits at Diploma).
CHCECEXXX Enhance child safety and wellbeing and prevent abuse	CHCECEXXX Enhance child safety and wellbeing and follow child safe organisation principles	The Technical Committee confirmed the two child-safety units would remain separate with clear boundaries. "Enhance" was refocused on

		preventative child safe practice, environments and organisational culture (hence "follow child safe organisation principles"), while detailed recognition, response and reporting of abuse and neglect was moved to the companion "Understand" unit. This avoided overlap.
CHCECEXXX Work in early childhood	CHCECEXXX Work effectively in the early childhood sector	Name changed to preferred terminology as approved by the Technical Committee.
CHCECEXXX Understanding, identifying and reporting child abuse and neglect	CHCECEXXX Understand, identify, respond to and report child abuse and neglect	This is the companion unit to enhance child safety and wellbeing and follow child safe organisation principles. The Technical Committee decided the two units should remain separate due to content volume and recognition for prior learning (RPL) potential against mandatory training. This unit was refocused on the recognition, response and reporting side, hence the explicit "understand, identify, respond to and report" title.
CHCECEXXX Follow safety and hygiene protocols	CHCECEXXX Follow safety and hygiene practices	Technical Committee suggestion- "Practices" better reflects the broader application of safety and hygiene knowledge and skills within educator work practices.
CHCECEXXX Provide family day care administration Elective	CHCECEXXX Work in family day care.	Name changed to preferred terminology as approved by the Technical Committee.
CHCECEXXX Provide in home care Elective	CHCECEXXX Work within in home care	Name changed to preferred terminology as approved by the Technical Committee.

HLTAID012 Provide First Aid in an Education and Care Setting Elective	Under review with HLT	Under review with HLT
BSBSTR401 Promote innovation in team environments Elective	No change	No change
BSBSUS411 Implement and monitor environmentally sustainable work practices Elective	No change	No change
CHCDIV001 Work with diverse people Elective	No change	No change
CHCPRP003 Reflect on and improve own professional practice Elective	No change	No change
CHCSAC009 Support the holistic development of children in school age care Elective	No change	No change
FSKWTG006 Write simple workplace information Elective	No change	No change
HLTFSE001 Follow basic food safety practices Elective	No change	No change

Italicised and bold Units of Competency reflect the mandatory workplacement 160 hours.

CHC5012X Diploma of Early Childhood Education and Care

Units of competency original draft name	Unit of competency post consultation draft name	Rationale for change
CHCECEXXX Integrate First Nations cultures and perspectives	CHCECEXXX Embed First Nations cultures and perspectives	Consultation supported replacing "integration" with "embedding" to better reflect contemporary expectations for partnership and cultural safety. The Technical Committee also confirmed the Diploma unit would retain its higher-level focus on First Nations

Units of competency original draft name	Unit of competency post consultation draft name	Rationale for change
		pedagogies and respectful community engagement.
CHCECEXXX Develop individual service-based learning plans	CHCECEXXX Contribute to the development, implementation and evaluation of inclusion strategies	The unit was broadened from individual learning plans to the full inclusion strategy cycle, analysing children's educational needs and barriers, developing/implementing/evaluating inclusion strategies or plans, identifying who should be involved, and establishing indicators of success. The title reflects this broader scope.
CHCECEXXX Promote trauma-informed practice in early childhood	CHCECEXXX Contribute to the development of individual behavioural support plans	No explicit rationale for this title change found in the minutes. The unit was discussed at the Technical Committee meeting in the context of being added as a new Diploma core unit. "Promote trauma-informed practice" to "Contribute to the development of individual behavioural support plans".
CHCECEXXX Design creative visual and performing arts experiences	No change	No change
CHCECEXXX Design language and literature experiences	No change	No change
CHCECEXXX Design nature play experiences	No change	No change
CHCECEXXX Design outdoor environments and physically active play experiences	No change	No change
CHCECEXXX Design STEM experiences	No change	No change
CHCECEXXX Lead teams of educators	No change	No change
CHCECEXXX Plan and lead food environment practice	CHCECEXXX Design and lead food environment practices	Unit name updated for consistency with other design

Units of competency original draft name	Unit of competency post consultation draft name	Rationale for change
		units and to use appropriate active verb for diploma level units of competency with agreement of the technical committee.
CHCECEXXX Cultivate cultural diversity	<i>CHCECEXXX Cultivate partnerships with children, families and communities</i>	Name changed to preferred terminology as approved by the Technical Committee.
<i>CHCECEXXX Design, implement and evaluate curriculum</i>	No change	No change
CHCECEXXX Maintain a safe and healthy environment for children	<i>CHCECEXXX Manage health, safety and wellbeing of children and educators</i>	Name changed to preferred terminology as approved by the Technical Committee.
BSBTWK502 Manage team effectiveness Elective	No change	No change
CHCINM002 Meet community information needs Elective	No change	No change
CHCPOL002 Develop and implement policy Elective	No change	No change
CHCPOL003 Research and apply evidence to practice Elective	No change	No change
CHCPRP003 Reflect on and improve own professional practice Elective	No change	No change
CHCSAC010 Foster holistic learning, development and wellbeing for school age children Elective	No change	No change
FSKWTG010 Write complex workplace texts Elective	No change	No change

Italicised and bold Units of Competency reflect the mandatory workplacement 280 hours.

Unit of competency mapping information

The following information indicates a broad-level mapping of the drafted training products' relationships with the previous units of competency. Full mapping to the previous package and the standards and regulations will be made available during implementation.

Unit templates included in this project use one of the following templates:

- Application of Skills and Knowledge (ASK)
- Application, Elements & Performance Criteria (EPC).

Equivalence: all units of competency included within this training package review are determined to be not equivalent.

CHC3012X Certificate III in Early Childhood Education and Care

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
CHCECEXXX Support cultural diversity	EPC	CHCECE030 Support inclusion and diversity Partial; CHCECE033 Develop positive and respectful relationships with children CHCECE036 Provide experiences to support children's play and learning CHCECE056 Work effectively in children's education and care
CHCECEXXX Support children's health and wellbeing	EPC	CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers Partial; CHCECE033 Develop positive and respectful relationships with children CHCECE035 Support the holistic learning and development of children
CHCECEXXX Build relationships with children	EPC	CHCECE032 Nurture babies and toddlers CHCECE033 Develop positive and respectful relationships with children Partial; CHCECE035 Support the holistic learning and development of children
CHCECEXXX Understand and support children's behaviour and regulation	ASK	CHCECE033 Develop positive and respectful relationships with children CHCECE035 Support the holistic learning and development of children

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
		Partial; <i>CHCECE056 Work effectively in children's education and care</i>
CHCECEXXX Support play based learning with intentionality	ASK	<i>CHCECE036 Provide experiences to support children's play and learning</i> Partial; <i>CHCECE034 Use an approved learning framework to guide practice</i> <i>CHCECE038 Observe children to inform practice</i> <i>CHCECE037 Support children to connect with the natural environment</i> <i>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</i>
CHCECEXXX Plan to support children's development	ASK	<i>CHCECE035 Support the holistic learning and development of children</i> <i>CHCECE038 Observe children to inform practice</i> Partial; <i>CHCECE034 Use an approved learning framework to guide practice</i> <i>CHCECE036 Provide experiences to support children's play and learning</i> <i>CHCECE030 Support inclusion and diversity</i> <i>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</i>
CHCECEXXX Support the planning cycle	EPC	<i>CHCECE036 Provide experiences to support children's play and learning</i> <i>CHCECE038 Observe children to inform practice</i> Partial; <i>CHCECE034 Use an approved learning framework to guide practice</i> <i>CHCECE035 Support the holistic learning and development of children</i>
CHCECEXXX Support the inclusion of all children	ASK	<i>CHCECE030 Support inclusion and diversity</i> Partial;

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
		<i>CHCECE038 Observe children to inform practice</i> <i>CHCECE036 Provide experiences to support children's play and learning</i>
CHCECEXXX Learn about First Nations cultures and perspectives	ASK	<i>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</i> Partial; <i>CHCECE037 Support children to connect with the natural environment</i> <i>CHCECE030 Support cultural diversity</i>
CHCECEXXX Enhance child safety and wellbeing and follow child safe organisation principles	ASK	<i>CHCPRT025 Identify and report children and young people at risk</i> <i>CHCECE033 Develop positive and respectful relationships with children</i> Partial; <i>CHCECE031 Support children's health, safety and wellbeing</i> <i>CHCECE030 Support inclusion and diversity</i> <i>CHCECE055 Meet legal and ethical obligations in children's education and care</i>
CHCECEXXX Work effectively in the early childhood sector	EPC	<i>CHCECE056 Work effectively in children's education and care</i> <i>CHCECE055 Meet legal and ethical obligations in children's education and care</i> Partial; <i>HLTWHS001 Participate in workplace health and safety</i> <i>CHCECE034 Use an approved learning framework to guide practice</i>
CHCECEXXX Understand, identify , respond to and report child abuse and neglect	ASK	<i>CHCPRT025 Identify and report children and young people at risk</i> Partial; <i>CHCECE055 Meet legal and ethical obligations in children's education and care</i>

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
		<i>CHCECE056 Work effectively in children's education and care</i>
CHCECEXXX Follow safety and hygiene practices	EPC	<i>CHCECE031 Support children's health, safety and wellbeing</i> <i>CHCECE032 Nurture babies and toddlers</i> Partial; <i>HLTWHS001 Participate in workplace health and safety</i>
CHCECEXXX Work in family day care.	EPC	<i>CHCECE039 Comply with family day care administration requirements</i>
CHCECEXXX Work within in-home care	EPC	<i>CHCECE040 Attend to daily functions in home-based child care</i>
All other Electives remain the same	EPC	No change

Diploma of Early Childhood Education and Care

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
CHCECEXXX Embed First Nations cultures and perspectives	ASK	<i>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</i>
CHCECEXXX Contribute to the development, implementation and evaluation of inclusion strategies	ASK	<i>CHCECE045 Foster positive and respectful interactions and behaviour in children</i>
CHCECEXXX Contribute to the development of individual behavioural support plans	ASK	<i>CHCECE046 Implement strategies for the inclusion of all children</i>
CHCECEXXX Design creative visual and performing arts experiences	ASK	<i>CHCECE043 Nurture creativity in children</i> <i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i>
CHCECEXXX Design language and literature experiences	ASK	<i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i>

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
		<i>CHCECE043 Nurture creativity in children</i> <i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i>
CHCECEXXX Design nature play experiences.	ASK	<i>CHCECE049 Embed environmental responsibility in service operations</i> <i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i> <i>CHCECE041 Maintain a safe and healthy environment for children</i>
CHCECEXXX Design outdoor environments and physically active play experiences	ASK	<i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i> <i>CHCECE041 Maintain a safe and healthy environment for children</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i> <i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE049 Embed environmental responsibility in service operations</i>
CHCECEXXX Design STEM experiences	ASK	<i>CHCECE043 Nurture creativity in children</i> <i>CHCECE049 Embed environmental responsibility in service operations</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i> <i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE042 Foster holistic early childhood learning, development and wellbeing</i>
CHCECEXXX Lead teams of educators	ASK	<i>BSBTWK502 Manage team effectiveness</i> <i>CHCPRP003 Reflect on and improve own</i>

Proposed units of competency	Unit template type (ASK or EPC)	Existing informing units
		<i>professional practice</i> <i>CHCECE044 Facilitate compliance in a children's education and care service</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i>
CHCECEXXX Design and lead food environment practices	ASK	<i>CHCECE049 Embed environmental responsibility in service operations</i> <i>CHCECE046 Implement strategies for the inclusion of all children</i> <i>CHCECE041 Maintain a safe and healthy environment for children</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i>
CHCECEXXX Cultivate partnerships with children, families and communities	EPC	<i>CHCECE050 Work in partnership with children's families</i> <i>CHCECE048 Plan and implement children's education and care curriculum</i> <i>CHCECE045 Foster positive and respectful interactions and behaviour in children</i>
CHCECEXXX Design, implement and evaluate curriculum	EPC	<i>CHCECE048 Plan and implement children's education and care curriculum</i> <i>CHCECE047 Analyse information to inform children's learning</i> <i>CHCECE044 Facilitate compliance in a children's education and care service</i> <i>BSBTWK502 Manage team effectiveness</i> <i>CHCECE050 Work in partnership with children's families</i>
CHCECEXXX Manage health, safety and wellbeing of children and educators	EPC	<i>CHCECE041 Maintain a safe and healthy environment for children</i> <i>BSBTWK502 Manage team effectiveness</i> <i>CHCPRP003 Reflect on and improve own professional practice</i>
All other Electives remain the same	EPC	No change

Details of proposed units of competency

The following tables include the changes proposed to each training product; each section is captured for the units of competency.

Please note: some units indicated in this section have had substantial changes to titles and the Unit of Competency template. Where a field is blank, that indicates there are no changes to communicate.

Certificate III Early Childhood Education and Care

CHCECEXXX Plan to support children's development

Section	Changes made post Technical Committee Validation
Title	- Verb changed for the title to apply approved learning frameworks to support development and promote learning (instead of understand) - Title changed from 'Apply approved learning frameworks to support development and promote learning' to 'Plan to support children's development' based on Technical Committee advice.
Unit outcomes	- Spelling errors addressed. - Removed children's and replaced with child.
Knowledge	- Suggestion to include Assessment and Rating (A&R) process. Need Technical Committee confirming if it is to be explicitly included. - Explicitly describing other areas of the Learning Framework (Vision and Principles) not adopted due to level of specificity. Embedded throughout particularly in Knowledge Evidence. - Removed children's and replaced with "child".
Skills	Select used as the consistent wording; select experiences, select pedagogical practices.
Application of Skills and Knowledge	
Pre-requisite unit	
Foundation Skills	
Performance Evidence	Parameters added of at least 3 experiences and observations.
Knowledge Evidence	Technical Committee recommendations to include Learning Framework introduction
Assessment Conditions	

CHCECEXXX Support play based learning with intentionality

Section	Changes made post Technical Committee Validation
Title	
Unit outcomes	• Wording updated to remove service types to working with children birth to 6 years in early childhood education and care settings.
Knowledge	• Changed wording to state 'National Quality Standards and' due to missing wording. • Added learning environments to policies and procedures due to subject matter. • Added additional point – 'set up of play environments, including considerations of resources, aesthetics, intentionality, inclusivity and accessibility' based on Technical Committee feedback.
Skills	• Added 'and set up' of experiences based on Technical Committee feedback. • Removed ethically sourced and added a component to Knowledge Evidence to cover this.
Application of Skills and Knowledge	
Pre-requisite unit	
Foundation Skills	
Performance Evidence	• Aged grouping revised to match other units, i.e., infants- birth to 18 months and toddler- 18 months to 3 years • Added and 'demonstrate responsive practice' before age groups based on Technical Committee feedback. • Added 'and pedagogical approaches' to select resources from Technical Committee feedback. • Added 'select resources and play experiences that support continuity of learning across play spaces, routines and transitions' based on Technical Committee feedback. • Slightly reworded point to include 'and support culturally responsive and disability-inclusive play' from Technical Committee feedback.
Knowledge Evidence	• Added 'for children birth to 6 years' to concepts of play and play theory from Technical Committee feedback. • Added cultural and disability-inclusive play perspectives to this point as well from Technical Committee feedback. • Added ethically sourced into resource types. • Added children's agency with child centered and child led as this is part of these concepts and part of Technical Committee feedback.

	• Reworded inclusivity, including culturally and disability-inclusive play.
Assessment Conditions	
Unit mapping	

Section	Changes made post Technical Committee Validation
Unit code	
Unit title	
Application	
Pre-requisite unit	
Competency field	
Unit sector	
Elements and Performance Criteria	
1	• Add new Performance Criteria 1.7 "Acknowledge and validate children's feelings and emotional responses to build trust and secure attachment". • renumber current Performance Criteria 1.7 to 1.8. • Terminology: consistent use of "children" maintained throughout all performance criteria.
2	• Add new Performance Criteria 2.4 "Acknowledge and validate children's feelings and emotional responses to support positive interactions". • renumber current Performance Criteria 2.4 to 2.7 as 2.5 to 2.8. • Terminology: consistent use of "children" maintained throughout all performance criteria.
3	• Terminology: consistent use of "children" maintained throughout all performance criteria.
Performance evidence	• Retained age-specific terms "infant (birth to 12 months)", "toddler (12 months to 3 years)", and "preschooler (3 to 6 years)" as specified in assessment requirements.
Mandatory Workplace Requirements	
Knowledge evidence	• Under "children's emotional development" section, added two new bullet points after "brain development and its role in children's emotional development": (1) "supporting children with the development of their self-regulation by co-regulating and modelling self-regulation" and (2) "teaching emotional literacy". • Terminology: standardised use of "children" throughout knowledge evidence section.

Assessment conditions Mandatory field	
Unit mapping information	

Section Changes made post Technical Committee Validation	
Unit code	
Unit title	
Application	• Application refined to clarify the unit's focus on promoting children's health, safety and wellbeing and responding to individual health and wellbeing needs within educator role requirements. • Active wording strengthened to better describe educator practice and improve consistency with revised Elements and Performance Criteria. • Unit boundaries further clarified between child-focused health and wellbeing practice in this unit and procedural safety and hygiene requirements addressed <i>in CHCECEXXX Follow safety and hygiene practices</i>. • Sector terminology standardised to “early childhood education and care settings”.
Pre-requisite unit	
Competency field	
Unit sector	
Elements and Performance Criteria	• refined to use clear, active and assessable language appropriate to educator responsibilities. • References to children removed from Element headings where already established by unit context. • Repeated organisational policy and procedure requirements reduced where appropriate for consolidation in Range of Conditions. • Broader health, safety and wellbeing outcomes separated from personal care routines, with active supervision retained as a distinct Element. • Terminology and scope aligned across Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.
1	• Refocused on responding to children's individual health and wellbeing needs. • Information gathering broadened to include health, allergy, medical and wellbeing needs from relevant sources. • Requirements added for responding to individual needs, contributing to implementation of children's health management plans and communicating health and wellbeing information with colleagues and families.

	• Role boundaries clarified to reflect educator responsibilities. • Procedural environmental safety, cleaning, infection prevention and hygiene requirements remain within Follow safety and hygiene practices.
2	• Refined to focus on promoting children's physical, social and emotional health and wellbeing through everyday interactions, experiences and routines. • Health-promoting personal hygiene retained through educator modelling and children's learning, while procedural infection prevention and hygiene requirements remain in Follow safety and hygiene practices. • Self-help skills, children's recognition of health and safety hazards, age-appropriate responses and sun safety strengthened. Personal care retained as an opportunity to promote children's learning and wellbeing, while procedural personal care requirements remain in the companion safety and hygiene unit. Wording refined to strengthen active, observable educator actions and children's autonomy and participation.
3	• Broadened and refined to integrate healthy eating and physical activity as child health and wellbeing outcomes. • Healthy eating and positive mealtime experiences strengthened through everyday experiences and conversations with children. • Responsive participation in healthy eating and drinking routines and children's independence and autonomy during mealtimes strengthened. • Physical activity, active play and development of fundamental movement skills incorporated as explicit performance outcomes. • Procedural food handling and mealtime safety requirements remain within <i>CHCECEXXX Follow safety and hygiene practices</i> to maintain clear unit boundaries.
4	• Refined to focus on promoting sleep, rest and relaxation and responding to children's individual needs rather than procedural safe sleep requirements. • Information gathering, recognition of children's cues and adaptation of routines to individual needs strengthened. • Developmentally appropriate relaxation and play options retained for children who remain awake during sleep and rest periods.

	• Children's individual needs and preferences for comfort incorporated. • Sleep and rest supervision, observations, record keeping and recognised safe sleep procedures remain within Follow safety and hygiene practices to reduce duplication.
5	• Active supervision retained as a distinct health, safety and wellbeing outcome in response to stakeholder feedback. • Element refined to focus on active supervision as educator practice that promotes children's safety and wellbeing. • Performance Criteria streamlined to address regulatory requirements, developmentally appropriate communication, adjustment of supervision to children's needs, activities and environmental conditions, and information exchange between colleagues. • Subjective and repetitive wording removed to improve clarity and assessability.
Performance evidence	• Performance Evidence further refined to specify demonstrable, measurable and observable outcomes rather than task-based assessment activities. • Evidence aligned with revised Elements and Performance Criteria across individual health and wellbeing needs, health management plans, everyday health and wellbeing practices, healthy eating and mealtime experiences, physical activity and fundamental movement skills, sleep, rest and relaxation, and active supervision. • Prescriptive age-group and routine-care evidence requirements removed to support holistic assessment and reduce unnecessary assessment prescription. • Procedural safety and hygiene evidence removed where addressed in Follow safety and hygiene practices. • Mandatory 160-hour workplace requirement relocated from Performance Evidence to Assessment Conditions under Mandatory workplace requirements.
Knowledge evidence	• Knowledge Evidence further reorganised and streamlined into clear competency-based knowledge domains aligned with revised Performance Criteria. • Appropriate breadth and depth retained across children's individual health and wellbeing needs, health management plans, communication and information sharing, relationship-based and pedagogical practice, healthy eating and responsive feeding, physical activity, oral health, sleep, rest and relaxation, health promotion and active supervision.

	• Current recognised guidance and recommendations broadened to support currency and flexibility while retaining appropriate specificity for children's hygiene, allergy and anaphylaxis management, healthy eating and infant feeding, physical activity, oral health and sun safety. • Relationship-based and pedagogical knowledge consolidated to reduce overlap while retaining children's dignity, privacy, autonomy, independence, participation and learning through everyday routines. • Responsive feeding knowledge strengthened to include hunger and fullness cues and individual feeding and dietary needs and preferences. • Sleep, rest and relaxation knowledge refined to focus on individual needs, cues, typical patterns and variations, comfort and developmentally appropriate relaxation and play options. • Active supervision knowledge streamlined to principles, influencing factors and communication between educators. • Procedural safety, infection prevention, food safety, safe sleep and other safety and hygiene knowledge remain within Follow safety and hygiene practices, reducing duplication between units.
Assessment conditions	• Assessment Conditions further aligned with revised Performance Evidence and Performance Criteria. • Access requirements clarified for children or realistic scenarios, children's health management plans, individual health and wellbeing information and records, relevant organisational documentation, resources, equipment and environments, and opportunities to interact with colleagues and families. • Children's health management plans included as a specific assessment resource to enable assessment of contribution to implementation of health management plans. • Simulation provisions clarified where appropriate. • Mandatory 160-hour workplace requirement relocated from Performance Evidence and included under a separate Mandatory workplace requirement heading.
Unit mapping information	• Post-validation mapping refined to reflect CHCECE031 as the principal source unit, with additional contributions from CHCECE032, CHCECE033 and CHCECE035. Mapping updated to reflect the revised child health and wellbeing focus and redistribution of procedural safety and hygiene content to the companion unit.

Section	Changes made post Technical Committee Validation
Unit code	
Unit title	
Application	
Pre-requisite unit	
Elements and Performance Criteria	
1	
2	
3	
Performance evidence	The performance evidence dot point was revised from "Interact with children, families and colleagues in ways that model diversity" to "Interact with children, families and colleagues using inclusive and non-discriminatory language, acknowledge similarities and differences among all children." The original phrasing was too abstract for consistent RTO assessment. The revision specifies observable behaviours, inclusive language and acknowledging similarities and differences, making assessment consistent and measurable.
Knowledge evidence	- Broadened to: language and communication protocols, including communicating with multilingual families and children with English as an additional language or dialect - Added the importance of maintaining home languages in early childhood education and care settings
Assessment conditions	
Unit mapping information	

Section		Changes made post Technical Committee Validation
Unit code	Title to be retained (Technical Committee feedback)	
Unit title		
Application		
Pre-requisite unit		
Elements and Performance Criteria	Added: 2.5 "Use analysis to develop learning objectives" - Element 4, Performance Criteria "Facilitate balance of independent, child-led play and responsive educator guidance" (Technical Committee feedback) Include a PC on Facilitate a balance of independent, child-led play and responsive educator guidance to support children's participation, learning and development.	
Performance evidence	- Performance Evidence age groups specified within birth-to-six scope- observe, document and gather 3 observations across the 3 age groups: - infant (birth to 18 months) - toddler (18 months to 3 years) - preschooler (3 to 6 years)	
Mandatory Workplace Requirements		
Knowledge evidence		
Assessment conditions		
Unit mapping information		

Section	Changes made post Technical Committee Validation
Title	changed unit title from Understand and support behaviours that challenge to Understand and support children's behaviour and regulation. (Technical Committee feedback – strengthen strengths-based and trauma-sensitive terminology). reframed title around children's behaviour and regulation rather than defining behaviour by the challenge it may present to others. (Technical Committee feedback – concerns regarding “behaviours that challenge”; strengths-based language refinement).
Unit outcomes	Rewritten Unit Outcomes to reflect the ASK structure and clearly describe the occupational outcome as understanding factors that influence children's behaviour and regulation and using strategies to support individual needs and wellbeing. (ASK template alignment; Technical Committee feedback – EPC to ASK conversion). clarified the target learner, early childhood education and care context, supervision requirements and scope of educator role. (ASK template alignment; Certificate III role-boundary refinement). strengthened child-centred, strengths-based and trauma-sensitive practice and removed detailed underpinning knowledge from Unit Outcomes for inclusion within Knowledge and Knowledge Evidence. (Technical Committee feedback; ASK template alignment). removed reference to supervision by an assessor and reframed supervision around occupational practice. (ASK template alignment).
Knowledge	developed high-level Knowledge domains from content previously distributed across the EPC Application, Performance Criteria and Knowledge Evidence. (ASK template alignment; EPC to ASK conversion). consolidated knowledge of children's development, factors influencing behaviour and regulation, functions of behaviour, regulation and dysregulation, and the antecedent-behaviour-consequence model. (Existing unit content retained and reorganised; ASK template alignment). strengthened knowledge of child-centred, strengths-based and trauma-sensitive approaches and strategies for responding to behaviour and supporting regulation. (Technical Committee feedback; vertical alignment). retained reflection on the influence of educators' own experiences, values, assumptions and beliefs and the impacts of children's behaviour and regulation needs on others. (Existing unit content retained and reframed).
Skills	developed demonstrable Skills from the former Performance Criteria, separating practical workplace capabilities from underpinning knowledge. (ASK template alignment; Technical Committee feedback).

	replaced requirements to describe or discuss strategies with observable skills to use co-regulation, regulation and de-escalation strategies and communicate about behaviour using child-centred, strengths-based and trauma-sensitive language. (Technical Committee feedback- practical application and assessability). retained and refined skills relating to recognising behaviour and regulation in relation to development, observing influencing factors, applying the antecedent-behaviour-consequence model, responding to those affected by behaviour and reflective practice. (Existing requirements retained; vertical alignment).
Application of Skills and Knowledge	Added Application of Knowledge and Skills to establish the context, autonomy, responsibility and accountability required by the ASK structure. (ASK template alignment). Clarified that learners apply knowledge and skills under supervision and within scope of educator role, according to organisation policies and procedures and applicable legal requirements. (ASK template alignment; Certificate III role-boundary refinement). Aligned practical application with the revised Skills, including observation, child-centered and trauma-sensitive responses, co-regulation, de-escalation, the antecedent-behaviour-consequence model, communication and reflective practice. (ASK template alignment).
Performance Evidence	Re-worked Performance Evidence to demonstrate practical application of the revised Skills rather than primarily recognition, description and discussion. (ASK template alignment; Technical Committee feedback). Added holistic evidence of responding to children's behaviour and regulation needs in different situations, including observation, application of the antecedent-behaviour-consequence model, co-regulation, regulation and de-escalation strategies, communication and reflective practice. (Technical Committee feedback; vertical alignment). Reframed externalising/internalising behaviour classifications as understanding outwardly expressed and less observable presentations of behaviour and regulation needs, with the detailed knowledge moved to Knowledge Evidence. (Strengths-based and trauma-sensitive language refinement; ASK template alignment).
Knowledge Evidence	Reorganised and consolidated Knowledge Evidence into clearer domains aligned with the revised Knowledge, Skills and Performance Evidence. (ASK template alignment; vertical alignment). Reframed factors previously described as leading to "challenging behaviour" as individual, educator, environmental and contextual factors that may influence children's behaviour and regulation, reducing causal and deficit-based framing. (Strengths-based and inclusive-language refinement). Reframed externalising/internalising terminology as outwardly expressed and less observable presentations while retaining the intended breadth of behaviour and regulation knowledge. (Technical Committee feedback; strengths-based language refinement).

	strengthened knowledge of developmental variation, physical, sensory and relational environments, regulation and dysregulation, child-centered and trauma-sensitive approaches, and strategies for co-regulation, self-regulation and de-escalation. (Existing feedback and unit content; vertical alignment). retained the antecedent-behaviour-consequence model and core functions of behaviour, including communication, coping, connection and safety. (Existing Knowledge Evidence retained).
Assessment Conditions	Updated Assessment Conditions to align with the ASK template and revised Performance Evidence, allowing assessment in a workplace or an environment that accurately represents a real workplace. (ASK template alignment). Removed unnecessary generic resource requirements and retained realistic ECEC scenarios and actual or simulated information about children's individual needs and circumstances required to contextualise responses. (ASK Assessment Conditions guidance; assessment-context refinement). Clarified simulated assessment requirements so competency can be demonstrated without requiring behaviours involving dysregulation or de-escalation to occur with actual children for assessment purposes. (Assessment safety and appropriateness; ASK template alignment). This feels closer to the level of your other Summary of Changes entries: detailed enough to justify the substantive changes, without recording every individual wording edit.

CHCECEXXX Enhance child safety and wellbeing and follow child safe organisation principles

Section	Changes made post Technical Committee Validation
Title	Enhance child safety and wellbeing and follow child safe organisation principles
Unit outcomes	• Refined Unit Outcomes to clearly describe the occupational outcome as applying child safe principles and practices that promote children’s safety and wellbeing, uphold children’s rights and contribute to prevention of harm. (ASK template alignment; Technical Committee feedback – clarify unit purpose and reduce overlap). • Clarified target audience as educators working with children aged birth to 6 years in early childhood education and care settings. (Technical Committee feedback – unclear learner/“who are they?”; ASK template alignment). • Clarified that educators work under supervision and within scope of own role. (ASK template alignment; Certificate III role-boundary refinement). • Strengthened children’s rights, voice and agency as core components of child safe practice. (Child safety reform/regulatory gap; National Quality Standards (National Quality Standards) alignment). • Strengthened educator responsibility for identifying child safety risks and contributing to child safe environments and organisational culture. (Technical Committee feedback – service-level child safe culture; National Quality Standards 7; child safety reform alignment). • Strengthened culturally responsive and inclusive practice within the educator role. (Technical Committee feedback – vulnerability and inclusion; child safety reform alignment). • Removed detailed references to legal frameworks, developmental considerations and influence of personal values and beliefs from Unit Outcomes and retained these within Knowledge and Knowledge Evidence. (ASK template alignment – underpinning knowledge rather than occupational outcome). • Removed broad reference to shared responsibility across “all workforce groups” and clarified responsibilities specific to the educator role. (Technical Committee feedback – unclear learner; Certificate III role-boundary refinement). • Removed learning-focused wording about shifting learners “from awareness to action” and replaced with direct description of required occupational application. (ASK template alignment – competency outcome rather than learning progression).

	• Refined overall scope to distinguish this unit’s focus on contributing to child safe environments, practices and organisational culture from the recognition, response and reporting focus of the companion child abuse and neglect unit. (Technical Committee feedback – duplication/consolidation; unit-boundary refinement).
Knowledge	• Refined and consolidated Knowledge outcomes to describe the required knowledge at outcome level, replacing lower-level verbs such as define, recognise, articulate and identify with clear knowledge domains. (ASK template alignment). • Broadened child safety and wellbeing knowledge to explicitly include principles, laws and educator responsibilities. (Regulatory/National Quality Standards mapping; child safety reform alignment). • Strengthened knowledge of children’s rights, best interests, voice and agency, replacing the narrower reference to articulating children’s rights. (Child safety reform/regulatory gap; National Quality Standards alignment). • Reframed the broad reference to the “vulnerability of early childhood” to factors that can increase children’s vulnerability, supporting more strength-based and inclusive framing. (Technical Committee feedback – vulnerability/special needs gap; inclusive language refinement). • Added child development in relation to child safety and wellbeing as a distinct knowledge outcome. (Technical Committee feedback – age-specific content, infants/toddlers and non-verbal children). • Broadened child safe environment knowledge to include child safe environments, practices and workplace culture. (Technical Committee feedback – service-level child safe culture; National Quality Standards 7; child safety reform alignment). • Added explicit knowledge of child safe communication, privacy and use of digital technologies. (Technical Committee feedback – online/image-use risks; regulatory and child safety reform gap). • Strengthened cultural content to explicitly address cultural awareness, inclusion and culturally responsive child safe practice. (Technical Committee feedback – vulnerability and inclusion; child safety reform alignment). • Refined personal values and beliefs content to include the influence of personal values, beliefs and assumptions on child safe practice. (plain-English refinement; inclusive-practice alignment). • Removed the standalone requirement to “recognise the Child Safe Organisations National Principles” and incorporated the National Principles for Child Safe Organisations within the broader child safety and

	wellbeing knowledge framework and detailed Knowledge Evidence. (ASK template alignment – outcome-level Knowledge with supporting detail in Knowledge Evidence). Refined overall Knowledge scope to support the unit’s focus on preventative child safe practice and contribution to child safe organisational culture, while avoiding duplication of detailed abuse, neglect, disclosure and reporting knowledge addressed in the companion unit. (Technical Committee feedback – duplication/consolidation; unit-boundary refinement).
Skills	- Refined Skills to describe clear, demonstrable capabilities at outcome level, replacing knowledge-based wording such as recognise with observable skills. (ASK template alignment). - Refined application of the National Principles for Child Safe Organisations as a distinct skill, with contribution to child safe environments captured separately to improve clarity and assessability. (ASK template alignment; child safety reform alignment). - Replaced recognition of components of positive relationships with the demonstrable skill to interact respectfully with children, families and colleagues. (ASK demonstrable/assessable skills; plain-English refinement). - Replaced recognition of the importance of empowering children’s voices with the active skill to promote children’s rights, voice and agency. (ASK – active skill outcome; child safety reform/National Quality Standards alignment). - Added ability to respond to children’s developmental, communication, cultural and individual needs. (Technical Committee feedback – age-specific content, non-verbal communication, vulnerability and inclusion). - Added explicit skill to follow child safe requirements for digital technologies, devices, images and information. (Technical Committee feedback – online/image-use risks; regulatory and child safety reform gap). - Broadened recognition of unsafe and inappropriate practices to identify and respond to child safety risks and unsafe practices, strengthening practical application within educator role. (Technical Committee feedback – practical child safety application; child safety reform alignment). - Removed broad skill wording requiring learners to “create physically, psychologically and culturally safe environments” and redistributed this across clearer skills relating to child safe environments, respectful

	interactions, individual needs and child safety risks. (ASK template and clarity and assessability; Certificate III role-boundary refinement). • Refined overall Skills to support the educator’s contribution to child safe environments, practices and organisational culture, while avoiding duplication of detailed identification, disclosure and reporting skills addressed in the companion child abuse and neglect unit. (Technical Committee feedback – duplication/consolidation; unit-boundary refinement).
Application of Skills and Knowledge	• Refined Application of Knowledge and Skills to clearly establish the early childhood education and care context, rather than relying on a broad reference to applying child safe principles “in practice”. (ASK template alignment). • Clarified that the learner works under supervision of an experienced educator and within own work responsibilities. (ASK template, context, autonomy and responsibility; Certificate III role-boundary refinement). • Strengthened accountability by specifying that the learner follows legal requirements and organisation policies and procedures when contributing to child safe environments and workplace culture. (ASK – accountability; regulatory/National Quality Standards alignment). • Broadened application beyond respectful relationships and agency to include children’s rights, voice and agency, individual needs, digital technologies, devices, images and information, and child safety risks and unsafe practices. (Technical Committee feedback; regulatory and child safety reform alignment). • Added explicit application of organisation processes for raising and escalating child safety concerns within established responsibilities. (Technical Committee feedback – practical links to complaints/incident response systems; child safety reform alignment). • Reframed “identify service-based risks” as identifying and responding to child safety risks and unsafe practices, providing clearer alignment with revised Skills and broader child safe practice. (ASK – vertical alignment; Technical Committee feedback). • Removed the phrase “prevent service-based harm” and reframed the outcome around contributing to child safe environments and workplace culture within educator responsibilities. (Certificate III role-boundary refinement; plain-English/ASK template alignment). • Removed reliance on pronouns such as “they/their” and clarified the learner’s responsibilities directly. (Plain-English and inclusive-language refinement).

	Refined overall content to explicitly address context, autonomy, responsibility and accountability and align directly with revised Knowledge and Skills. (ASK template alignment).
Pre-requisite unit	
Foundation Skills	
Performance Evidence	- Refined Performance Evidence to describe the overall evidence of competency first, requiring learners to demonstrate application of child safe practices in early childhood education and care contexts. (ASK template alignment – big-picture outcome before evidence variables). - Removed the requirement to demonstrate competency specifically through “scenarios and case studies” from Performance Evidence. (ASK – avoid prescribing assessment methods; Technical Committee feedback – evidence requirements). - Removed the broad requirement to “respond to child safety issues involving children and staff” and aligned evidence more closely with this unit’s focus on preventative child safe practice and contribution to child safe environments. (Technical Committee feedback – duplication/consolidation; unit-boundary refinement). - Consolidated evidence relating to the National Principles and creation of safe environments into demonstrated practices that promote child safe relationships and environments, rather than requiring learners to describe or explain these concepts. (ASK template alignment, demonstrable performance rather than knowledge; holistic assessment). - Replaced requirements to describe strategies for relationships and safe environments with evidence of actual practices that promote child safe relationships and children’s physical, psychological and cultural safety. (ASK - performance rather than knowledge evidence; Technical Committee feedback – clarity of evidence requirements). - Strengthened Performance Evidence to require practices that respond to individual strengths and needs. (Technical Committee feedback – vulnerability and inclusion; strength-based language refinement). - Strengthened children’s voice and agency by requiring evidence of opportunities for children to express views, preferences, choices and concerns, including through non-verbal communication. (Technical Committee feedback – infants/toddlers and non-verbal children; child rights/agency alignment). - Refined unsafe and inappropriate practice evidence to require recognition of unsafe or inappropriate practices and application of child safe alternatives, providing clearer observable evidence of competency. (ASK – demonstrable evidence; child safety reform alignment).

	• Added explicit evidence of applying child safe requirements for digital technologies, devices, images and information. (Technical Committee feedback – online/image-use risks; regulatory and child safety reform gap). • Removed requirements to explain how strategies contribute to child safe culture, as explanation of underpinning concepts is more appropriately addressed through Knowledge Evidence, while Performance Evidence focuses on demonstrated practice. (ASK – Performance Evidence/Knowledge Evidence distinction and vertical alignment). • Kept Performance Evidence holistic rather than prescribing arbitrary numbers of case studies, strategies or alternatives, allowing sufficient evidence to demonstrate competency across the required outcomes. (Technical Committee feedback – unclear evidence quantities; ASK template alignment).
Knowledge Evidence	• Refined and consolidated Knowledge Evidence into clear knowledge domains with logically grouped sub-points, reducing repetition and improving alignment with revised Knowledge and Skills. (ASK template alignment). • Refined regulatory and organisational requirements to focus on child safety and wellbeing responsibilities relevant to educator role, including the National Quality Framework), National Quality Standards, National Principles for Child Safe Organisations, applicable child safe standards, organisation policies and processes for raising and escalating concerns. (Regulatory/National Quality Standards mapping; Technical Committee feedback; Certificate III role-boundary refinement). • Removed detailed mandatory reporting, reportable conduct and Child FIRST requirements, retaining detailed recognition, response and reporting pathways within the companion child abuse and neglect unit. (Technical Committee feedback- duplication/consolidation; unit-boundary refinement). • Strengthened children’s rights, best interests, voice and agency, including paramountcy of children’s safety, rights and best interests, participation and choice, and verbal and non-verbal communication. (Technical Committee feedback; regulatory and child safety reform gap). • Strengthened child development and vulnerability content to explicitly address infants, toddlers and preschool-aged children, verbal and non-verbal communication, and factors and circumstances that may increase vulnerability to harm using strength-based and inclusive language. (Technical Committee feedback- age-specific content, non-verbal children and vulnerability/special needs gap).

	• Strengthened child safe relationships, environments and organisational culture, including physical and psychological safety, active supervision, inclusive practice, personal boundaries and body safety, professional boundaries, educator conduct, inappropriate discipline, unsafe practice, and child-focused processes for concerns, complaints and incidents. (Technical Committee feedback- service-level child safe culture and practical service systems; National Quality Standards 7; child safety reform alignment). • Added explicit knowledge of online and digital safety, privacy, images and recordings, service-supplied/service-authorised devices and personal device requirements. (Technical Committee feedback-online/image-use risks; regulatory and child safety reform gap). • Removed higher-level requirements relating to recruitment, governance and building service digital literacy, retaining knowledge appropriate to Certificate III educator responsibilities. (Certificate III role-boundary refinement; ASK template alignment). • Refined personal reflection content to address the influence of values, beliefs, assumptions, bias and stereotypes on child safe practice and decision-making. (ASK template alignment, plain-English refinement; inclusive-practice alignment). • Refined overall Knowledge Evidence to maintain a clear distinction between this unit's focus on child safe practice and organisational culture and the detailed abuse, neglect, disclosure and reporting requirements of the companion unit. (Technical Committee feedback - duplication/consolidation; unit-boundary refinement).
Assessment Conditions	• Refined Assessment Conditions to clearly identify the mandatory workplace resources and organisation policies and procedures required to demonstrate child safe practices. (ASK template alignment). • Strengthened scenario requirements to include child safety risks, concerns and situations where children's safety may be at risk, while keeping scenarios broad enough to support holistic assessment without prescribing individual assessment tasks or situations. (Technical Committee feedback- simulation/scenario expectations; ASK template alignment). • Removed incomplete and duplicated references to workplace/simulated conditions, as the opening statement already allows assessment in a workplace or an environment that accurately represents a real workplace. (ASK template alignment; streamlining). • Removed the generic assessor competency statement, as no additional unit-specific assessor requirements apply beyond the Standards for Registered Training Organisations. (ASK template alignment).

	• Refined Assessment Conditions to support valid assessment while maintaining flexibility in how evidence is gathered across the unit outcomes. (Technical Committee feedback; ASK template alignment).
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CHCECEXXX Understand, identify, respond and report child abuse and neglect

Section	Changes made post Technical Committee Validation
Title	Updated title from “Understand, identify and report child abuse and neglect” to “Understand, identify, respond to and report child abuse and neglect” to more accurately reflect the occupational outcome and explicit educator responsibility to respond when child safety concerns or disclosures arise. (Technical Committee feedback and whole-unit alignment)
Unit outcomes	Refined to clarify unit scope and Certificate III educator role boundaries, with explicit coverage of recognising and responding to signs and indicators of abuse and neglect, documenting and reporting concerns, escalating matters and seeking support. Removed detailed knowledge content from the outcome statement and clarified application to educators working under supervision with children birth to 6 years. (Technical Committee feedback and ASK template alignment)
Knowledge	• Updated list formatting • Added content based on stakeholder feedback, including: ○ differing state child safety requirements ○ observations, recordkeeping, notifications and service procedures ○ Refined high-level Knowledge to strengthen alignment with revised Unit Outcomes and Skills. Added or clarified vulnerability to harm, responses to concerns and disclosures, trauma-aware and culturally safe approaches, documentation, reporting and escalation, and educator wellbeing. Refined grooming and childhood body curiosity terminology to support developmentally appropriate, non-stigmatising practice and clarified variations in reporting requirements across jurisdictions. (Technical Committee feedback and ASK template alignment)
Skills	Reworked Skills to make requirements observable and assessable rather than knowledge-based or subjective. Added identification of signs, indicators and circumstances that may raise a concern; changed “apply knowledge” to use of trauma-aware and culturally safe practices; changed identification of reporting requirements to actual documentation and reporting; and clarified escalation, seeking support, reflective practice and self-care. (Technical Committee feedback and ASK template alignment)
Application of Skills and Knowledge	Refined to clarify application under supervision and within educator role. Replaced subjective requirements such as demonstrating “assertiveness” and the binary distinction between developmentally appropriate and harmful sexual behaviour with observable application relating to child safety concerns, disclosures, grooming behaviours

	and childhood body curiosity and exploration. Strengthened alignment with revised Knowledge and Skills. (Technical Committee feedback and ASK template alignment)
Pre-requisite unit	
Foundation Skills	
Performance Evidence	Refined to align directly with revised Skills and require observable responses to child safety concerns. Removed prescribed infant, toddler and preschool age bands to avoid unnecessary assessment prescription while retaining evidence across different developmental stages and communication abilities. Replaced “describing how to respond” with demonstrated response, documentation, reporting, escalation and support. Refined grooming and childhood body curiosity terminology to maintain Certificate III educator role boundaries and non-stigmatising practice. (Technical Committee feedback and ASK template alignment)
Knowledge Evidence	Refined and consolidated to align with revised Knowledge and Skills and agreed feedback. Strengthened coverage of vulnerability and protective factors, jurisdictional reporting, trauma-aware and culturally safe responses, grooming including online grooming and image-based harm, objective documentation, concerns involving people in trusted positions, and educator wellbeing. Removed or reframed terminology that could stigmatise children, imply fixed grooming stages, assume emotional responses or extend beyond Certificate III educator responsibilities. Childhood body curiosity and exploration was reframed around recognising behaviours that may indicate a child safety concern rather than requiring specialist classification of harmful sexual behaviour. (Technical Committee feedback and ASK template alignment)
Assessment Conditions	• Added content to the assessment conditions, including: ○ service environments, ○ contextualised scenarios, ○ organisational practices ○ supervision by experienced educators.

CHCECEXXX Work in effectively in the early childhood sector

Section	Changes made post Technical Committee Validation
Title	Work effectively in the early childhood sector
Unit outcomes	Removed the word foundational, and let the rest of the Application do the levelling work
Application	Changed national quality standards and learning frameworks to National Quality Framework, as this summarises all documents.
Elements and Performance criteria	
E1	Performance Criteria 1.1 - added “and” between law and regulations.
E2	
E3	Performance Criteria 3.3 - fixed typo workplace.
E4	
E5	
Knowledge	
Skills	
Application of Skills and Knowledge	
Pre-requisite unit	
Foundation Skills	
Performance Evidence	
Knowledge Evidence	Reworded second dot point to make clearer after National Quality framework moved including to here and made Education and Care services National Law and Education and Care Services Regulations, also

	moved national approved learning frameworks up so it sits underneath the national quality framework bullet points for clearer flow. • Removed point range of early childhood services and roles as this forms part of the first dot point and is repeated. • Added daily routines including transitions as per Technical Committee feedback.
Assessment Conditions	• Assessment Conditions clearer communication on access to actual or simulated documentation and information sources. • No reference to Assessors must satisfy statement.
Unit mapping	• Added in Not Equivalent mapping statement.

CHCECEXXX Promote trauma-informed practice in early childhood

Unit replaced; no change data available.

CHCECEXXX Follow safety and hygiene practices

Section	Changes made post Technical Committee Validation
Title	Unit title changed from Follow safety and hygiene protocols to Follow safety and hygiene practices to better reflect the broader application of knowledge and skills within educator work practices.
Unit outcomes	- Application refined to clarify the scope of safety and hygiene practices covered by the unit. - Replaced ambiguous use of 'support' with clearer occupational wording. - Removed repeated references to organisational policies and procedures, legislation and standards where these requirements are addressed elsewhere in the unit. - Clarified that the learner applies skills and knowledge within requirements of the role, reinforcing Certificate III educator role boundaries. - Wording streamlined in response to quality assurance feedback to improve clarity and reduce duplication.
Knowledge	NA- Knowledge removed- Now in EPC template.
Skills Performance Evidence/Performance Criteria	- Elements and Performance Criteria reviewed and refined in response to Technical Committee validation and quality assurance feedback. - Wording streamlined to improve clarity, consistency and assessability, including use of active and observable language. - Repeated references to organisational policies and procedures removed where these requirements are addressed through overarching unit conditions. - Requirements strengthened to reflect Technical Committee feedback relating to emergency procedures, incident and illness reporting, personal care, food and feeding safety, and safe sleep and rest. - Related requirements consolidated where appropriate to reduce duplication, including monitoring and recording requirements for safe sleep and rest. - Wording refined to maintain Certificate III educator role boundaries and reduce unnecessary prescription.
Application of Skills and Knowledge	
Pre-requisite unit	

Foundation Skills	
Performance Evidence	• Performance Evidence reviewed and refined in response to Technical Committee Validation and feedback. • Evidence requirements streamlined to focus on key practical demonstrations and reduce unnecessary task-based prescription and duplication with Performance Criteria. • Evidence strengthened to reflect safe and hygienic personal care, food and feeding practices, safe sleep and rest, and illness and injury response. • Practical evidence for safe preparation and handling of infant feeding bottles retained to reflect occupational practice and stakeholder feedback. • Illness and injury evidence refined to include associated documentation, reporting and communication requirements. • Safe sleep and rest evidence consolidated to capture preparation and maintenance of safe environments, monitoring of children and completion of required records. • Manual handling and emergency procedure evidence streamlined and aligned with revised Performance Criteria.
Knowledge Evidence	• Knowledge Evidence reviewed and refined in response to Technical Committee Validation, regulatory mapping and quality assurance feedback. • Legislative and regulatory knowledge strengthened to align with the Education and Care Services National Law, National Regulations and National Quality Standard requirements relevant to children's health and safety. • Knowledge requirements expanded to address Technical Committee feedback relating to environmental risk management, emergency safety, infection prevention and hygiene, illness and injury, medication and medical management, and excursion and transport safety. • Food, bottle and feeding safety requirements strengthened, including expressed breast milk, infant formula, bottle and feeding equipment, individual dietary and medical requirements, and allergen cross-contact. • Safe sleep and rest knowledge strengthened to reflect current recognised guidance, monitoring and recording requirements, and risk considerations for individual children and supervision of multiple children.

	• Communication, reporting, privacy and confidentiality requirements clarified within educator role boundaries. • Content consolidated and streamlined to reduce duplication and unnecessary prescription while retaining required breadth and depth of underpinning knowledge.
Assessment Conditions	• Assessment Conditions reviewed and refined in response to Technical Committee Validation and quality assurance feedback. • Assessment conditions and required resources aligned with revised Performance Evidence and Performance Criteria. • Organisational policy and procedure requirements consolidated to reduce repetition across the unit. • Requirements for workplace and simulated assessment clarified. • Access to resources and equipment strengthened to support practical demonstration of personal care, food and bottle safety, infection prevention and hygiene, safe sleep and rest, and manual handling practices. • Access to infant feeding bottles and associated preparation and feeding equipment included to support practical evidence requirements. • Access to children's individual information, required documentation and records clarified. • Emergency, excursion and transport requirements retained and aligned with Technical Committee feedback and regulatory mapping. • Content streamlined to reduce duplication and unnecessary prescription while retaining conditions and resources necessary for assessment.

Section	Changes made post Technical Committee Validation
Title	Learn about First Nations cultures and perspectives
Unit outcomes	• First Nations as the chosen terminology for consistency • Added- inclusion of First Nations cultures and perspectives in children's play and learning experiences that are respectful, culturally appropriate and suited to children's ages and stages of development, reflected throughout the unit in aligning sections.
Knowledge	• Added: kinship systems, diversity of First Nations peoples/languages/cultures/Nations, impact of dispossession and government policies, significance of Country, local seasons/ecosystems/stories/cultural practices, 8 ways of knowing, protocols around cultural stories/artefacts/language, Reconciliation Action Plan, children developing relationships with natural environment • Added: culturally safe communication, recognising and reporting culturally unsafe behaviour • Retained: cultural protocols
Skills	• Added: contributing to consultation and following cultural protocols under guidance • Added: adapting own practice to support cultural safety • Extended: contributor-level coverage of play • Removed or not added: celebrate First Nations cultures, introduce First Nations language (beyond AQF 3 scope)
Application of Skills and Knowledge	• Expanded to reflect contributor-level cultural safety, consultation and play coverage at AQF 3.
Pre-requisite unit	
Foundation Skills	
Performance Evidence	• Added: communication, reporting culturally unsafe behaviour, adapting own practice to support cultural safety. • Added: contributing to consultation and following cultural protocols under guidance. • Extended: contributor-level play coverage. • Not added: celebrate cultures, respectful use of knowledges, introduce language (beyond AQF 3 scope).

Knowledge Evidence	• Added: kinship systems, diversity, dispossession/government policies, Country, local seasons/ecosystems/stories/practices, 8 ways, protocols, Reconciliation Action Plan, natural environment relationships. • Added: culturally safe communication, Retained: cultural protocols.
Assessment Conditions	

Section	Changes made post Technical Committee Validation
Title	• Support the inclusion of all children.
Unit outcomes	
Knowledge	Added: • strengths-based approaches to inclusion in early childhood. • contemporary frameworks that support inclusion, such as Universal Design for Learning and differentiated instruction. • approaches to identifying and addressing bias in early childhood practice. • recognising early signs that a child may benefit from additional support. • the educator's role and boundaries when sharing observations with families and colleagues. • when and how to seek support from more experienced colleagues, families and specialists. • the role of inclusion support plans in supporting children with additional needs. • how service policies and procedures guide inclusive practice • common areas where children may need additional support, including sensory processing, regulation, communication and self-care. • how to balance individual children's needs with group needs within service constraints such as ratios, routines and environments. • Changes made- legislative standards, disability discrimination acts and regulatory framework basis for inclusive practice, and how it contributes toward the development of inclusion strategies, inclusion support plans and developmental documentations.
Skills	Added: • apply strengths-based approaches when supporting the inclusion of children with additional needs. • recognise when a child may benefit from additional support and seek guidance from more experienced colleagues. • share observations with families and colleagues respectfully and within role boundaries. • follow inclusion support plans and service policies when supporting children with additional needs.

	• balance individual children's needs with group needs within service constraints. Modified one existing skill. • changed "support the communication of children with additional needs" to "support the communication, regulation and self-care of children with additional needs".
Application of Skills and Knowledge	Added new third paragraph: • Learners apply knowledge and skills within the constraints of service ratios, routines and environments to balance individual children's needs with group needs.
Pre-requisite unit	
Foundation Skills	
Performance Evidence	Added • explain how the adaptations demonstrated reflect strengths-based approaches or contemporary frameworks that support inclusion. • describe when and how to seek support from more experienced colleagues when working with a child with additional needs. • describe how inclusion support plans and service policies guide the adaptations demonstrated. • describe how the adaptations demonstrated balance the child's individual needs with group needs and service constraints.
Knowledge Evidence	Added: • contemporary frameworks that support inclusion, such as Universal Design for Learning and differentiated instruction • how to identify and address personal bias in early childhood practice • early signs that a child may benefit from additional support • the educator's role and boundaries when sharing observations with families and colleagues • when and how to seek support from more experienced colleagues, families and specialists • the role of inclusion support plans in supporting children with additional needs • how to work within service policies and procedures when supporting inclusion • common areas where children may need additional support, including sensory processing, regulation, communication and self-care

	• how to balance individual children's needs with group needs within service constraints such as ratios, routines and environments.
Assessment Conditions	

Section	Changes made post Technical Committee Validation
Unit code	
Unit title	Title change to "Work in family day care"
Application	- Application has been expanded and reworded to be more family day care specific in what the unit describes for learners. - Encompasses both administrative and compliance requirements. - Applied "family day care coordination unit" consistently throughout the unit.
Pre-requisite unit	
Elements and Performance Criteria	- Verb changes to align more closely with job role. - The word "domestic" replaced with approved premises. - No dedicated element for responsive pedagogy as this will be covered in Certificate III units and Outside school hours care qualifications. - Removed Child Care Subsidy reporting and direct gap-fee collection from Performance Criteria 2.3.
1	reduced Performance Criteria to three (3) Performance Criteria from seven (7) with information relocated into Knowledge Evidence and Element 3.
2	- PC 2.1 removed "record accurately administrative and compliance information" and reworded Document administrative and compliance information. - PC 2.2 removed reference to record "accurately". - PC 2.3 retained reference to Child Care Subsidy reporting and direct gap fee collection. - PC 2.4 new to include fraudulent administrative practices to be reported. - PC 2.5 identifying procedures for reporting educator leave/absences and nominating approved educator assistant.
3	- reworded to reflect safeguarding principles for taking and storing images of children focusing on regulatory accountability, compliance & safety reforms. - new identifying and documenting hazards and risks in risk management plans. - new includes safe transportation and vehicle requirements.

	• PC 3.6 new responding to complaints, concerns and grievances. • PC 3.7 new identifying professional development to maintain currency.
Performance evidence	• Re-ordered similar Performance Criteria to sit together. • PE6 reflects supervision of multiple age groups. • PE 2 dropped back to "one" reporting period as opposed to two and includes navigating and utilising org approved online digital portals for recording and reporting admin and compliance. • PE4 reworded educator practice for checking. • PE6 includes supervision mapping for responsive pedagogy.
Knowledge evidence	• KE7 reflects enrolments and written agreements. • KE8 reflects fraud and documentation requirements. • KE10.2 added "educator" to restrictions on educator use of digital devices. • KE10.3 New Safeguarding children's access, use and inadvertent exposure to digital online platforms. • KE 10.4 authorisations for transporting safely on excursions and regular routines. • KE10.5.1- 10.5.12 covers risk management plans (excursions, transportation & vehicle, medical conditions, safeguarding, water hazards, animal hazards, multi-use spaces, multi household members, visitor management and emergency evacuation/lock downs. • Removed reference to bassinets prohibition from Knowledge Evidence.
Assessment conditions	• Added additional references to standards, peak bodies. • Retained simulated environment as permitted assessment setting. • Permitted use of service documentation where learners lack access to family day care service documentation.
Unit mapping information	

CHCECEXXX Work within in home care

Section	Changes made post Technical Committee Validation
Unit code	
Unit title	Unit Title changed to "Work within in- home care instead of "Provide".
Application	Reworded to be contextually relevant to in home care. More precise context detail added.
Pre-requisite unit	
Elements and Performance Criteria	- Development, safety and wellbeing terminology adopted throughout as opposed to just development. - Considerable changes and additions made to this unit. - Primary carer replaced with Family/carers. The In Home Care worker is referred to as an educator per Ministers Rules, 2017 and In Home Care National Guidelines. - New and additional content in most Performance Criteria.
1	Element 1 is now "Clarify and plan child and family needs" 1.6 includes conflict resolution with the family/carers.
2	Element 2 is new and focuses on risk assessments.
3	Element 3 is now "Carry out and review daily practices" and incorporates safety, pedagogy and practices.
4	Element 4 is now "Respond and manage contingencies" covering consulting, collaborating, communicating and reporting.
5	Element 5 combines safe play and safe sleep practices.
6	Element 6 is new and on Safeguarding children.
Performance evidence	Streamlined and align more closely with Performance Criteria.
Knowledge evidence	Streamlined and aligned more closely to knowledge requirements within Performance Criteria, inclusion of In Home Care governance documents and In Home Care National Guidelines 2025.
Assessment conditions	Included in home care specific documents.
Unit mapping information	

Diploma of early childhood education and care

CHCECEXXX Cultivate partnerships with children, families and communities

Section	Changes made post Technical Committee Validation
Unit code	
Title	No change. Technical Committee feedback reviewed against Training Package Organising Framework requirements for scope and brevity. Current title 'Cultivate partnerships with children, families and communities' retained as it accurately reflects all three elements.
Application	Revised: "diverse early childhood context" changed to "diverse early childhood education and care settings" for clarity and consistency with standing rules.
Pre-requisite unit	
Competency field	
Unit sector	
Elements and Performance Criteria	
1	PC 1.2: Revised "according to cultural, values and preferences" to "according to culture, values and preferences" (grammar correction). PC 1.3: Revised "Respond positively to parent grievances and work to resolve points of difference respectfully" to "Respond respectfully to family communication" (aligns with PE revision and broadens to routine interactions). PC 1.5: Deleted (duplicate of PC 1.3).
2	- PC 2.2: Revised "Investigate the social and cultural make-up of the local community" to "Research the social and cultural diversity of the local community" (clearer and more demonstrable). - PC 2.4: Corrected punctuation "Identify, strategies" to "Identify strategies for increasing service use by underrepresented community groups".
3	
4	
Performance evidence	Revised "responded respectfully to a family concern" to "responded respectfully to family communication" (addresses Technical Committee concern about assessment opportunity during placement).

	• Corrected tense: "on two occasions, obtained information" to "obtain information about families on two occasions". • Corrected tense: "Accessed and provide" to "Access and provide".
Knowledge evidence	• Added: "key theories relating to family and community relationships in early childhood contexts" (addresses Technical Committee feedback on missing theoretical foundation).
Assessment conditions	Added- Assessment must ensure access to: • children Birth to 6 years • families from diverse backgrounds • colleagues • local community information and resources • organisational policies and procedures relating to family and community partnerships
Unit mapping information	

Section	Changes made post Technical Committee Validation
Unit code	
Unit title	
Application	Consistent wording removing "they" and using "learner."
Pre-requisite unit	
Elements and Performance Criteria	Verb changes throughout to remove “support” and more performance specific e.g. facilitate, design, implement, prepare, critically reflect, apply.
1	- Gather Element 1 and Observe Element 2 remain separate. - New 1.1 Identifying National Quality Standards and informing curriculum design. - PC 1.3 includes reflecting on both own/service philosophy.
2	
3	PC 3.1 Removed “exhibited” and replaced with “displayed”.
4	- added words of "personal and colleague reflections" rather than just “applying info” from colleagues. - PC 4.6 replaced “design” with “incorporate”. - PC 4.7 new Apply intentional strategies for the planning, implementation and evaluation of transitions in curriculum. - PC 4.8 replaced “ensure” with “facilitate” curriculum.
5	- new 5.3 implement curriculum reflecting inclusion, participation and adjustments for individual children. - PC 5.7 reworded and expanded to Encourage a growth mindset and positive dispositions in children's learning and development. - PC 5.8 reworded “support” team members to “collaborate with”.
6	- PC 6.4 expanded to make explicit learning outcomes and teaching effectiveness. - PC 6.5 reworded to "critically reflect " program and practice as opposed to conduct self-assessment.
Performance evidence	PE3 & 4 "collectively document must..." Removed to avoid confusion. All sits under Documentation must:...

	• PE 3. 7 new Documentation must reflect the inclusion, participation and adjustments to children's learning, development and wellbeing. • Changed "documentation must:" to "analyse relevant documentation to:" to create grammatical consistency with the stem sentence, specify a clear demonstrable action, and align with Element 3.
Knowledge evidence	• The word "current" inserted when referring to curriculum. • Expanded and reworded KE9 "Observation techniques capturing the child's voice" to help enhance participation rights. • KE10 reworded "Collaborating with " colleagues to implement as opposed to support colleagues to implement... • KE10.2 NEW planning intentional transitions to build children's wellbeing, agency, self-regulation and continuity of learning. • KE10.5 expanded from planning intentional teaching strategies to include more principles such as responsive pedagogy, continuity and holistic approaches to learning, development and WB. • KE12 all critical reflection questions have been reframed into (4) deep rich thinking about quality improvements, practice architectures, theories etc, for personal and professional development and critical reflection on, in and for curriculum.
Assessment conditions	Added • inclusions of other resources and documents needed such as observation, planning and curriculum, assessment & rating documents (for critically reflecting). • Assessor to observe (2) planned experiences. One for individual children and the other for a group of children.
Unit mapping information	

Section	Changes made post Technical Committee Validation
Title	
Unit outcomes	• Edited terminology for consistency. • Updated the unit outcome to clearly describe the full cycle of designing, implementing, adapting and evaluating language and literature experiences for children aged birth to 6 years. The outcome now more clearly identifies the unit focus on language, literacy, communication, learning and engagement with literature in early childhood education and care settings. (QA requirements; ASK template alignment; consistency across Design units)
Knowledge	• Grammatical edit (remove capitalisation). • Restructured the Knowledge section to align with the revised unit scope and other Diploma Design units. Content now more clearly covers legislative, regulatory, NQS and approved learning framework requirements; organisational procedures; language and literacy development; resources and environments; inclusion; cultural and community perspectives; safety and ethical considerations; pedagogy; and evaluation. (QA requirements; vertical alignment; consistency across Design units)
Skills	• Grammatical edit (spelling correction) • Edited terminology for consistency • Planning, implementing, and evaluation are included within skills and performance evidence according to Technical Committee feedback. • Updated Skills to follow the job task sequence: use observations and documentation, design experiences, plan pedagogical practices, select and set up resources, implement, adapt and evaluate. Strengthened language around children's perspectives, inclusive participation, communication methods and use of evaluation findings to inform future planning. (TC feedback; QA requirements; ASK template alignment; assessment-validity refinement)
Application of Skills and Knowledge	• Edited terminology for consistency (learner – they). • Revised to align with the wording used across the other Design units. Clarified that the learner applies knowledge and skills independently and collaboratively within role boundaries, using observations, documentation and children's perspectives to design, implement, adapt and evaluate language and

	literature experiences. Removed unclear wording about collaboration with an assessor or more experienced educator. (QA requirements; ASK template alignment; role-boundary clarification)
Pre-requisite unit	
Performance Evidence	Restructured PE to clarify what learners must design across the three age groups and what must be implemented with children. Learners design language and literature experiences for infants, toddlers and preschool-aged children, with the designed experiences collectively covering key language and literature opportunities. Learners then select one of the designed experiences to set up, implement, adapt and evaluate with children. (TC feedback; assessment-validity refinement; consistency across Design units)
Knowledge Evidence	- Knowledge evidence edited to include: - service constraints - risk management - Early Childhood Australia Statement - print awareness - story telling - symbolic understanding. - Reorganised KE into clear domains aligned with the Knowledge and Skills sections. - Retained key original content on language development, texts, storytelling, print-rich and symbol-rich environments, digital technologies, drama, routines, critical literacy and pedagogical practices, while consolidating highly detailed examples into broader assessable wording. - Strengthened inclusion, First Nations terminology, cultural protocols, digital safety, privacy, consent and evaluation. (QA requirements; TC feedback; cultural safety; ASK template alignment; vertical alignment)
Assessment Conditions	- Removed assessor conditions. - Updated Assessment Conditions to align with the other Design units and the ASK template. Clarified access to observations, documentation and information about children's language, communication and literacy development; language and literature resources; suitable space; relevant approved learning framework; and organisational procedures. Added requirement that set-up, implementation, adaptation and evaluation of one planned language and literature experience must be demonstrated in a workplace setting with children. Removed generic assessor competency wording. (QA requirements; TC feedback; assessment-validity refinement; ASK template alignment)

CHCECEXXX Support autistic children

Unit removed due to strong stakeholder feedback against a unit specific to autism.

CHCECEXXX Design creative visual and performing arts experiences

Section	Changes made post Technical Committee Validation
Title	
Unit outcomes	- Updated unit outcome to include consistent terminology and include unit content for clarity. - Updated the unit outcome to clearly describe the skills and knowledge required to design, implement, adapt and evaluate creative visual and performing arts experiences for children aged birth to 6 years. Clarified that the unit covers creativity, artistic expression, exploration and engagement with the arts. (TC feedback; QA requirements; ASK template alignment; consistency across Design units)
Knowledge	- Updated and streamlined the Knowledge section to align with the revised unit scope and the broader Diploma Design suite. - Strengthened coverage of both visual and performing arts, including creative arts forms, materials, resources, inclusion, cultural responsiveness, safety, ethical practice and evaluation. (TC feedback; QA requirements; vertical alignment)
Skills	- Updated terminology for consistency against unit according to Technical Committee feedback. - Updated Skills to follow the educator's task sequence: using observations and documentation, designing experiences, planning pedagogical practices, selecting and setting up resources, implementing, adapting and evaluating. Strengthened wording to ensure both visual and performing arts are covered and aligned with the Performance Evidence. (TC feedback; QA requirements; assessment-validity refinement)
Application of Skills and Knowledge	- Updated terminology ("they" to learner) for consistency against unit according to Technical Committee feedback. - Revised wording to align with the other Design units and clarify how knowledge and skills are applied in practice. The section now reflects the learner's role in designing, implementing, adapting and evaluating creative visual and performing arts experiences within role boundaries and according to relevant requirements. (QA requirements; ASK template alignment; role-boundary clarification)
Pre-requisite unit	
Foundation Skills	

Performance Evidence	• Grammatical edits (removing capitalisation). • Updated terminology for consistency against unit according to Technical Committee feedback. • Restructured PE to clarify that learners design creative visual and performing arts experiences across the three age groups and implement one planned experience with children. Updated evidence requirements to address TC feedback that the previous PE only required implementation and evaluation of performing arts and did not sufficiently evidence visual arts. (TC feedback; assessment-validity refinement; consistency across Design units)
Knowledge Evidence	• Grammatical edits (removing capitalisation). • Included 'performing arts' reference to Knowledge Evidence as music was included but not other types of performing arts as per Technical Committee feedback. • Reorganised Knowledge Evidence into clear domains and strengthened coverage of performing arts, rather than limiting the unit mainly to music. Visual arts content was retained but streamlined to avoid overly granular materials and techniques. Added clearer coverage of movement, dance, drama, performance, inclusive participation, cultural protocols, ethical sharing of children's creative work, resource selection and evaluation. (TC feedback; QA requirements; cultural safety; ASK template alignment)
Assessment Conditions	• Removed assessor conditions as superfluous to the template. • Updated Assessment Conditions to align with the ASK template and other Design units. Clarified access to information about children's learning, development, wellbeing, interests and participation; visual and performing arts resources; suitable space; relevant approved learning framework; and organisational procedures. Added the requirement that set-up, implementation, adaptation and evaluation of one planned creative visual or performing arts experience must be demonstrated in a workplace setting with children. Removed generic assessor competency wording. (TC feedback; QA requirements; assessment-validity refinement)

CHCECEXXX Design nature play experiences

Section	Feedback on Draft 1	Changes made post Technical Committee Validation
Title		
Unit outcomes	- Leading sentences standardised. - Modified content to align with Approved Early Learning Frameworks and be more in line with job role outcomes for diploma in line with stakeholder feedback.	- Expanded the occupational outcome from planning alone to designing, implementing and evaluating nature play experiences, reflecting the complete practice cycle identified through Technical Committee feedback. (Technical Committee feedback; ASK template alignment). - Clarified that nature play experiences address children's learning, development, wellbeing and connections with natural environments. (Technical Committee feedback; plain-English and vertical-alignment refinement). - Removed detailed references to topics of investigation, natural-science knowledge and pedagogical practices from the outcome statement for more appropriate coverage through Knowledge and Skills. (ASK template alignment). - Refined the application to educators working directly with children aged birth to 6 years in early childhood education and care settings. (ASK template alignment).
Knowledge	- Leading sentences standardised. - Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback. - Verbs removed. - Modified to focus on Approved Early Years Learning framework elements for Aboriginal and Torres Strait Islander local connection	- Replaced instructional verbs such as outline, describe, source and discuss with clear knowledge outcomes aligned with the ASK structure. (ASK template alignment). - Refined natural-science content to focus on natural environment concepts relevant to play-based Early Childhood Education and Care practice, including ecosystems, biodiversity, conservation, sustainability, scientific thinking and inquiry. (Technical Committee feedback; AQF and occupational-scope refinement). - Updated terminology from Aboriginal and Torres Strait Islander Peoples to First Nations, in line with agreed language changes.

	related to care and connection with country and names for plants, animals seasons etc.	efined cultural content to focus on cultural and community perspectives on nature play, including First Nations connections to Country, Caring for Country, protocols, permissions and acknowledgement. • Added knowledge of inclusive and accessible design, risk management, risk-benefit considerations, active supervision and service context. (Technical Committee feedback; inclusive-practice and safety refinement). • Added pedagogical and reflective practices covering planning, implementation, adaptation, evaluation and use of findings to inform future nature play planning. (Technical Committee feedback; vertical-alignment refinement).
Skills	• Leading sentences standardised. • Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback. • Modified to focus on Approved Early Years Learning framework elements for Aboriginal and Torres Strait Islander local connection related to care and connection with country and names for plants, animals seasons etc.	• Strengthened the use of observations, documentation and children's perspectives to identify nature play opportunities based on children's learning and interests. (Technical Committee feedback; ASK template alignment). • Clarified the design and planning requirements, including intended learning outcomes, inquiry, scientific thinking, dispositions for learning, connections with natural environments and alignment with the relevant approved learning framework. (Technical Committee feedback; vertical-alignment refinement). • Removed Aboriginal and Torres Strait Islander content to require application of relevant cultural protocols when perspectives inform nature play planning, avoiding tokenistic inclusion of cultural examples. (Technical Committee and feedback; culturally responsive practice refinement). • Added adaptation for equitable and inclusive participation and selection and arrangement of natural materials and open-ended resources, including loose parts. (Technical Committee feedback; inclusive-design and unit-boundary refinement).

		• Added nature-play-specific risk management, risk-benefit considerations and planning for active supervision based on children's ages, capabilities, the experience and service context. (Technical Committee feedback; safety and role-boundary refinement). • Expanded the original implementation and evaluation requirement to include implementation, adaptation and evaluation in response to observations and children's perspectives, with findings used to inform future planning. (Technical Committee feedback; ASK template and vertical-alignment refinement).
Application of Skills and Knowledge	• Leading sentences standardised. • Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback.	• Clarified that knowledge and skills are applied independently and collaboratively in Early Childhood Education and Care settings, within role boundaries and in accordance with legislation, the relevant approved learning framework and organisational requirements. (ASK template alignment). • Removed references to working with an assessor or more experienced educator and the unsupported requirement to demonstrate leadership. (Diploma role-boundary refinement). • Standardised terminology to learner and clarified the use of initiative in designing, implementing, adapting and evaluating nature play experiences through environments, provocations and topics of investigation. (Technical Committee feedback; plain-English and vertical-alignment refinement). • Strengthened the application of child development, natural environment concepts, intentional and inquiry-based pedagogy, cultural protocols and inclusive practice. (Technical Committee and feedback). • Added responsibility for nature-play risk management, planning for active supervision and seeking advice on matters beyond the learner's

		role. (Technical Committee feedback; safety and role-boundary refinement).
Pre-requisite unit		
Foundation Skills		
Performance Evidence	• Leading sentences standardised. • Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback. • Modified to focus on Approved Early Years Learning framework elements for Aboriginal and Torres Strait Islander local connection related to care and connection with country and names for plants, animals seasons etc.	• Restructured Performance Evidence to clearly demonstrate the complete design, planning, set-up, implementation, adaptation and evaluation cycle. (Technical Committee feedback; ASK template alignment). • Clarified evidence across infants, toddlers and preschool-aged children and specified the intended outcomes and nature play opportunities that must be demonstrated collectively. (Technical Committee feedback; assessment-validity refinement). • Required documented plans for the designed experiences and integrated performance evidence through the implementation and evaluation of one of those experiences with children. (Technical Committee feedback; vertical-alignment refinement). • Strengthened evidence of natural and open-ended resources, loose parts, equitable and inclusive participation, risk management, risk-benefit considerations and active supervision. (Technical Committee feedback; inclusive-practice and safety refinement). • Required adaptation in response to observations and children's perspectives and use of evaluation findings to inform future nature play planning. (Technical Committee feedback; Diploma-level practice refinement). • Removed Aboriginal and Torres Strait Islander content as a mandatory experience category because it did not align with the Performance Evidence stem and could encourage tokenistic assessment; the requirement was more appropriately addressed through Skills and

		Knowledge Evidence. (Technical Committee and feedback; culturally responsive practice refinement).
Knowledge Evidence	• Leading sentences standardised. • Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback. • Modified to focus on Approved Early Years Learning framework elements for Aboriginal and Torres Strait Islander local connection related to care and connection with country and names for plants, animals seasons etc.	• Reorganised and consolidated Knowledge Evidence into clear knowledge domains aligned with the revised Knowledge, Skills and Performance Evidence requirements. (ASK template and vertical-alignment refinement). • Strengthened National Law, Regulations, National Quality Standards, relevant approved learning framework and organisational policy requirements relating to nature play, educational programs, documentation, safety, supervision and excursions. (Regulatory/National Quality Standards mapping; ASK template alignment). • Clarified the characteristics and benefits of nature play and developmental variation across infants, toddlers and preschool-aged children. (Technical Committee feedback; occupational-scope refinement). • Added inclusive and accessible nature play considerations, including strengths, capabilities, sensory preferences, barriers, reasonable adjustments and multiple ways to participate. (Technical Committee feedback; strength-based and inclusive-language refinement). • Consolidated ecosystems, biodiversity, conservation and sustainability into Early Childhood Education and Care-relevant natural environment concepts and removed specialist engineering, hydrology, astronomy, chemistry and material-science content that exceeded Diploma-level requirements. (Technical Committee feedback; AQF and occupational-scope refinement). • Updated terminology from Aboriginal and Torres Strait Islander Peoples to First Nations, in line with agreed language changes. efined cultural content to focus on cultural and community perspectives on nature play, including First Nations connections to Country, Caring for Country,

		protocols, permissions and acknowledgement. (Technical Committee and feedback; culturally responsive practice refinement). • Strengthened nature-play-specific risk management, risk-benefit assessment, active supervision and consideration of children's ages, capabilities, environmental conditions and service context. (Technical Committee feedback; safety and role-boundary refinement). • Strengthened knowledge of natural materials, open-ended resources, loose parts, intentional and inquiry-based pedagogy, observation, documentation, critical reflection and evaluation informing future planning. (Technical Committee feedback; unit-boundary and vertical-alignment refinement). • Removed the named Early Childhood Australia statement from Knowledge Evidence while retaining the required occupational knowledge of outdoor play and risky play; the source may be referenced in the Companion Volume. (ASK template alignment).
Assessment Conditions	• Leading statements and assessment requirements standardised and clarified.	• Clarified that the set-up, implementation, adaptation and evaluation of one planned nature play experience must be demonstrated in a workplace setting with children, addressing feedback that assessment should not be entirely simulated. (Technical Committee feedback; assessment-validity refinement) • Retained workplace-representative assessment options for the remaining evidence, including planning across the three age groups. (ASK template alignment) • Specified access to nature-play-related observations, documentation and children's perspectives, a suitable natural environment, natural materials, open-ended resources and loose parts. (Technical Committee feedback; Performance Evidence and AC alignment) • Added access to the relevant approved learning framework and organisational policies and procedures relating to risk management,

		active supervision, inclusion and documentation. (ASK template and vertical-alignment refinement) Confirmed that organisational policies and procedures must be followed during performance and removed the generic assessor competency statement. (ASK template alignment)
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CHCECEXXX Design STEM experiences

Section	Feedback on Draft 1	Changes made post Technical Committee Validation
Title		
Unit outcomes	- Leading sentences standardised. - Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback.	- Clarified the occupational outcome as designing, implementing and evaluating play-based STEM experiences, completing the practice cycle identified in Technical Committee feedback. (Technical Committee feedback; ASK template alignment) - Made the play-based approach and children's inquiry explicit while retaining learning and development as the intended outcomes. (Technical Committee feedback; plain-English refinement) - Removed the separate sentence listing investigation and thinking skills. These details are now addressed through Knowledge, Skills and evidence requirements. (ASK template and vertical-alignment refinement) - Refined the application wording to align with the other Diploma Design units and specify educators working directly with children aged birth to 6 years in Early Childhood Education and Care settings. (ASK template alignment).
Knowledge	- Leading sentences standardised - Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback.	- Refined the regulatory, National Quality Standard and approved learning framework requirements to focus on STEM educational programs. (ASK template alignment) - Clarified the organisational policies and procedures relevant to planning, documentation, technology use, risk management,

	• Verbs removed. • Indigenous knowledge modified to respectful access of knowledge in line with community protocols.	supervision and service constraints. (Technical Committee feedback; ASK template alignment) • Strengthened the STEM knowledge outcomes to include play-based, inquiry-based and integrated approaches, including computational thinking. (Technical Committee feedback) • Added inclusive design considerations across children's ages, strengths, capabilities and ways of participating. (Technical Committee feedback; inclusive-language refinement) • Updated terminology from Aboriginal and Torres Strait Islander Peoples / Indigenous Ecological Knowledge to First Nations knowledge and perspectives, in line with agreed language changes. efined cultural content to focus on cultural and community influences on STEM learning, including protocols, permissions and acknowledgement when local or community-held knowledge is included. • Added STEM-specific safety, active supervision and risk-benefit considerations, with digital safety addressed where relevant. (Technical Committee feedback) • Added knowledge of planning, implementation, adaptation and evaluation so the Knowledge outcomes align with the full practice cycle in Skills and evidence. (Technical Committee feedback; ASK template alignment).
Skills	• Leading sentences standardised • Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback. • Implementation and evaluation added in line with general stakeholder feedback.	• Refined the Skills to cover the full STEM practice cycle: identifying opportunities, designing and planning, implementing, adapting, evaluating and using findings for future planning. (Technical Committee feedback; ASK template alignment) • Made play-based inquiry and connections between STEM concepts explicit, including opportunities for computational thinking. (Technical Committee feedback)

		- Added assessable skills for inclusive participation, selecting and arranging resources, applying risk-benefit considerations and planning active supervision. (Technical Committee feedback; Diploma role-boundary refinement) - Corrected the copy-and-paste reference to nature play so the implementation and evaluation Skills consistently refer to STEM experiences. (Technical Committee feedback; editorial correction)
Application of Skills and Knowledge	- Leading sentences standardised - Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback.	- Clarified that the Diploma learner works independently and collaboratively within educator role boundaries, rather than under the direction of an assessor or more experienced educator. Removed the unsupported reference to leading other educators. (Technical Committee feedback; Diploma role-boundary refinement) - Clarified responsibility for designing, implementing, adapting and evaluating play-based STEM experiences using observations, children's perspectives, connected STEM concepts and inquiry-based pedagogy. (Technical Committee feedback; ASK template alignment) - Added accountability for inclusive practice, cultural protocols, STEM-related risk management and active supervision, with digital safety and privacy applying when digital technologies are used. (Technical Committee feedback; ASK template alignment).
Pre-requisite unit		
Foundation Skills		
Performance Evidence	- Leading sentences standardised. - Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback.	- Restructured the evidence to show how observations, documentation, children's perspectives and the approved learning framework inform the design of play-based STEM experiences across the three age groups. (ASK template alignment) - Clarified that the designed experiences collectively cover science, technology, engineering and mathematics, alongside inquiry and

	• Implementation and evaluation added in line with general stakeholder feedback. • Specificity and volume reduced in line with stakeholder feedback.	inclusive participation. (Technical Committee feedback; vertical-alignment refinement) • Linked the documented plans to setting up, implementing, adapting and evaluating one of the designed experiences with children, completing the practice cycle identified in Technical Committee feedback. (Technical Committee feedback; ASK template alignment) • Clarified the evidence for resource selection, risk management, active supervision, adaptation and evaluation, including how findings inform future STEM planning. (Technical Committee feedback; vertical-alignment refinement).
Knowledge Evidence	• Leading sentences standardised • Modified content to align with Approved Early Years Learning framework and be more in line with job role outcomes for Diploma in line with stakeholder feedback. • Indigenous knowledge modified to respectful access of knowledge in line with community protocols.	• Replaced instructional verbs such as outline, describe, source and discuss with clear knowledge outcomes aligned with the ASK structure. (ASK template alignment) • Refined natural-science content to focus on natural environment concepts relevant to play-based ECEC practice, including ecosystems, biodiversity, conservation, sustainability, scientific thinking and inquiry. (TC feedback; AQF and occupational-scope refinement) • Added knowledge of inclusive and accessible design, risk management, risk-benefit considerations, active supervision and service context. (Technical Committee feedback; inclusive-practice and safety refinement) • Updated terminology from Aboriginal and Torres Strait Islander Peoples / Indigenous Ecological Knowledge to First Nations knowledge and perspectives, in line with agreed language changes. efined cultural content to focus on cultural and community influences on STEM learning, including protocols, permissions and acknowledgement when local or community-held knowledge is included. • Added pedagogical and reflective practices covering planning, implementation, adaptation, evaluation and use of findings to inform future nature play planning. (Technical Committee feedback; ASK

		template alignment; vertical-alignment refinement; culturally responsive practice and role-boundary refinement)
Assessment Conditions	Leading statements and assessment requirements standardised and clarified.	- Clarified that assessment may use a workplace or an environment accurately representing one, while requiring the planned STEM experience to be set up, implemented, adapted and evaluated with children in a workplace. (Technical Committee feedback; assessment validity) - Specified access to the observations, documentation, space, resources, approved learning framework and organisational policies needed to demonstrate the Performance Evidence. (ASK template alignment) - Corrected the formatting, removed incomplete assessment guidance and the generic assessor competency statement, and clarified that organisational policies and procedures must be followed during performance. (Technical Committee feedback; ASK template alignment).

CHCECEXXX Lead teams of educators

Section	Feedback on Draft 1	Changes made post Technical Committee Validation
Title		
Unit outcomes	Leading statements standardised. Content modified to be more in line with Diploma job role in line with stakeholder feedback.	Changed "in accordance with" to "according to" (Training Package Organising Framework Standing Rule: use "according to" consistently).
Knowledge	Leading statements standardised. Content modified to be more in line with Diploma job role in line with stakeholder feedback. Verbs removed.	Added new/expanded bullets: Quality Improvement Plan requirements and self-assessment processes; organisational policies and procedures and their relationship to workplace legislation and codes of practice; change management theories relevant to early childhood education and care settings; strategies expanded to "change management theories and strategies for change and conflict resolution"
Skills	Leading statements standardised. Content modified to be more in line with Diploma job role in line with stakeholder feedback.	Changed "develop a professional personal philosophy" to "review and refine a professional personal philosophy with a leadership focus" (Diploma-level differentiation); Added new bullet: "model and promote sustainable practices within the team"; Expanded "model reflective practice and facilitate self-assessment and assessment and rating processes" to include "and quality improvement cycles"; Changed "responding assertively" to "respond assertively".
Application of Skills and Knowledge	Leading statements standardised. Content modified to be more in line with Diploma job role in line with stakeholder feedback.	
Pre-requisite unit		
Foundation Skills		

Performance Evidence	Modified to align with updates to skills and knowledge. Leading statement standardised.	Changed "develop a professional personal philosophy" to "review and refine a professional personal philosophy with a leadership focus"; Restructured quality improvement section from "identify an area of quality improvement and:" to "lead a service quality improvement cycle including:"; Added explicit sub-bullets: use self-assessment tool, use Quality Improvement Plan, integrate sustainability principles; Changed "support the team to critical reflect" to "facilitate the team to critically reflect"; Added "model self-regulation and co-regulation strategies with colleagues to maintain a psychologically safe environment".
Knowledge Evidence	Leading statements standardised. Content modified to be more in line with Diploma job role in line with stakeholder feedback.	- Added Quality Improvement Plan requirements and self-assessment tool processes as explicit sub-bullets under National Law and Regulations; Added new bullet: workplace legislation and codes of practice relevant to team leadership including Fair Work Act, awards and enterprise agreements, employment relations principles, codes of practice, and how service policies reflect legislative requirements; - Added sustainability leadership to contemporary leadership theory sub-bullets; - Added change management theories and their application to Early Childhood Education and Care contexts as sub-bullet; Changed "developing a personal professional philosophy" to "personal professional philosophy development"; - Changed "importance of understanding how leadership is enacted in local indigenous community" to "enactment of leadership in local First Nation community"; - Changed "providing leadership to a small team" to "leadership provision to a small team"; - Changed "workplace skill instruction skills" to "workplace skill instruction";

		• Changed "identifying and utilising staff strengths and interests" to "staff strengths and interests"; • Changed "resolving conflict and building a culture" to "conflict resolution and building a culture of respect and trust"; • Removed "supporting positive change management processes" (duplication with change management theories bullet).
Assessment Conditions	• Leading statements standardised. Content and requirements clarified.	• Added specific documentation requirements: Quality Improvement Plan, self-assessment tool, service policies and procedures; • Updated assessor reference from "AQTF mandatory competency requirements" to "Standards for Registered Training Organisations (Registered Training Organisations) mandatory competency requirements" (Training Package Organising Framework compliance); Pending Technical Committee decision: simulated vs actual workplace assessment requirement (currently allows both).

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New Units Post Consultation

CHCECEXXX Design and lead food environment practices

Section	Changes made post Technical Committee Validation
Unit code	Title updated according to technical committee feedback (plan to design).
Unit title	Updated unit title to Design and lead food environment practice to better reflect mealtime practice and food education, without implying food play.
Unit mapping information Mandatory field	Confirmed “No equivalent unit” because no superseded unit has been identified. CHCECE041, CHCECE046, CHCECE048 and CHCECE049 were reviewed as related units that inform food safety, inclusion, curriculum planning and sustainability but do not establish a superseding relationship. (Unit mapping check; unit-boundary/duplication refinement).
Modification history Mandatory field	Training Package Organising Framework template wording removed.
Unit outcomes <i>Mandatory field</i>	- Clarified the unit’s two occupational outcomes: designing, implementing and evaluating food education experiences, and planning, leading and reviewing mealtime and feeding practices. - Combined the occupational outcome and application statements to remove repetition and clarify that the unit applies to educators working with children aged birth to six years. - Replaced the unclear term food environment practices with explicit wording describing what the Diploma educator is expected to do. (feedback; approved unit-intent clarification; ASK template alignment; Design-suite consistency)
Knowledge	efined Knowledge outcomes to clearly cover responsive mealtimes, feeding practices, menu review and food education. added food allergy management, children’s and families’ perspectives, inclusive practice and factors influencing children’s relationships with food. Updated terminology from Aboriginal and Torres Strait Islander Peoples to First Nations, and refined cultural content to focus on cultural and community perspectives in food and mealtime practice. Removed the stray outdoor-experiences reference and retained detailed theoretical and procedural scope for knowledge Evidence (External review; feedback; approved unit-intent clarification; ASK template alignment ; culturally responsive and inclusive-language refinement).

Skills	• Refined Skills to clearly cover both occupational outcomes: leading responsive mealtime and feeding practice, and designing, implementing and evaluating food education experiences. • Added use of children’s and families’ perspectives, documented professional advice, food allergy management and inclusive participation. • Strengthened menu review to consider dietary guidance, individual dietary requirements, variety and cultural responsiveness within educator role boundaries. • Removed the undefined reference to mealtime models and clarified the complete design, implementation, adaptation and evaluation cycle. • (External review; feedback; approved unit-intent clarification; ASK template alignment ; Diploma role-boundary refinement)
Application of Knowledge & Skills	• Clarified that the learner works independently and collaboratively within educator role boundaries, removing the potentially misleading reference to working with or under an assessor. • Clarified responsibility for planning, leading and reviewing responsive mealtime and feeding practices and for designing, implementing and evaluating food education experiences. • Added use of children’s and families’ perspectives, food safety and allergy management, documented professional advice and processes for seeking advice beyond educator role. • Clarified that menu-review findings inform considerations within learner responsibilities, without implying authority to approve menus or make service-wide decisions. • Replaced vague references to leadership and best practice with specific, observable responsibilities (External review; feedback; approved unit-intent clarification; ASK template alignment; Diploma role-boundary refinement).
Pre-requisite unit	
Competency field	
Unit sector	
Foundation skills	
Range of conditions	
Assessment Requirements	

Performance evidence	• Restructured Performance Evidence to clearly show what must be designed across infants, toddlers and preschool-aged children and what must be demonstrated with children. • Integrated mealtime and food education evidence so learning may occur through routine mealtimes as well as planned experiences, avoiding unnecessary duplication. • Required the learner to plan, lead and evaluate one routine mealtime and implement, adapt and evaluate one planned food education experience. • Strengthened evidence of responsive and respectful mealtime practice, belonging, positive relationships with food, food safety, allergy management and equitable participation. • Added use of children’s and families’ perspectives, responses to complex feeding situations within educator role, and menu review using dietary guidance and children’s individual dietary requirements. • Removed the unrelated outdoor play space and outdoor-experience requirements and corrected the structure of the collective evidence requirements (Technical Committee feedback; external review; feedback; approved unit-intent clarification; ASK template alignment; assessment-validity and role-boundary refinement).
Knowledge evidence	• Reorganised overlapping content into clear knowledge areas consistent with the other Diploma Design units. • Strengthened legislative, regulatory, National Quality Standard, approved learning framework and organisational requirements for food provision, mealtimes, allergies, individual food requirements and family information. • Expanded responsive feeding and respectful mealtime knowledge to cover hunger and fullness cues, autonomy, non-pressuring practices, belonging and respectful language about food, eating and bodies. • Clarified factors affecting children’s eating experiences, including cultural practices, food access, sensory preferences, previous experiences, emotional regulation and health and feeding requirements. • Strengthened developmental and inclusive practice across infancy, toddlerhood and preschool age, including reasonable adjustments and responses to complex feeding concerns within educator role boundaries. • Updated terminology from Aboriginal and Torres Strait Islander Peoples to First Nations, and refined cultural content to focus on cultural and community perspectives in food and mealtime practice.

	• Strengthened food pedagogy across mealtimes and planned experiences and added observation, documentation, evaluation and use of findings to inform future practice. • Removed the formal Quality Improvement Plan requirement and clinically framed trauma language where these exceeded the agreed competency or educator role (External review; feedback; regulatory/National Quality Standards mapping; ASK template alignment; role-boundary, inclusive-language and Design-suite refinement).
Assessment conditions <i>Mandatory field</i>	• Clarified access to children, mealtime settings, food, resources, menus, documentation and information needed to assess the revised Performance Evidence. • Required planning, leading and evaluating one routine mealtime and implementing, adapting and evaluating one food education experience with children in a workplace. • Allowed actual or simulated documentation, family-provided information, menus and complex feeding information where direct workplace access is not required. • Added access to relevant approved learning framework and organisational policies and procedures for food safety, allergy management, inclusion and documentation. • Added the requirement to follow organisational policies and procedures during performance and removed the generic assessor competency statement (ASK template alignment; assessment-validity refinement; approved unit intent).
Unit mapping information <i>Mandatory field</i>	
Links <i>Mandatory field</i>	

CHCECEXXX Design outdoor environments and physically active play experiences

Section	Changes made post Technical Committee Validation
Unit code	
Unit title	
Unit mapping information Mandatory field	Removed Training Package Organising Framework developer instructions and added the formal superseding and non-equivalence relationship with CHCECE042, CHCECE041 and CHCECE048. (Technical Committee feedback; ASK template alignment; unit-mapping refinement).
Modification history Mandatory field	Removed Training Package Organising Framework developer instructions and added the initial release information for the new unit. (Technical Committee feedback; ASK template alignment).
Unit outcomes <i>Mandatory field</i>	- Refined the outcome to clarify the focus on outdoor environments and physically active play and added movement, exploration and participation. - Removed the subjective terms “aesthetic” and “engaging” from the outcome while retaining their intent through assessable Knowledge, Skills and Knowledge Evidence. - Updated the application to refer consistently to early childhood education and care settings. (ASK template alignment; plain-English refinement; vertical-alignment refinement).
Knowledge	- Refined regulatory, National Quality Standards, Workplace Health and Safety and approved learning framework wording for clarity and accuracy. - Clarified physical development terminology, including gross motor, perceptual and sensory development and fundamental movement skills. - Added outcome-level knowledge of outdoor environment design, aesthetics, engagement and participation. - Added resources and equipment, pedagogical practices and cultural and community perspectives already addressed elsewhere in the unit. - Added engagement with natural environments and environmental responsibility to align with Skills, Performance Evidence and Knowledge Evidence. - Strengthened observation, documentation and evaluation knowledge to cover use of findings in future outdoor design. - Included loose parts contextually in Knowledge Evidence rather than as a mandatory Knowledge or performance requirement.

	• Improved alignment between Knowledge, Skills, Performance Evidence and Knowledge Evidence.. • Updated terminology from Aboriginal and Torres Strait Islander Peoples to First Nations, and refined cultural content to focus on cultural and community perspectives on outdoor learning and physical activity. (Technical Committee feedback; ASK template alignment ; regulatory/National Quality Standards mapping; vertical-alignment refinement; unit-boundary/duplication refinement)
Skills	• Replaced “assess child documentation” with using observations, documentation and children’s perspectives to identify outdoor-play opportunities. • Clarified the distinction between outdoor play experiences generally and physically active play. • Strengthened environmental design requirements to include functionality, aesthetics, adaptability and equitable and inclusive participation. • Refined risk-taking to managed risk-taking and linked opportunities to identified dispositions for learning. • Added engagement with natural environments and environmental responsibility to align with Performance Evidence and Knowledge Evidence.. • Added observable selection and arrangement of resources, materials and equipment. • Added application of risk management, risk-benefit and active supervision considerations. • Replaced the broad requirement to implement experiences with facilitation and adaptation in response to observations of children. • Strengthened evaluation by identifying the frameworks and evidence used and requiring findings to inform future design. • Refined all Skills to use active, observable and assessable wording. (Technical Committee feedback; ASK template alignment ; regulatory/National Quality Standards mapping; vertical-alignment refinement; Diploma-level progression; unit-boundary/duplication refinement)
Application of Knowledge & Skills	• Removed reference to working with an assessor or more experienced educator because this describes assessment arrangements rather than workplace application. • Clarified that the learner applies skills independently and collaboratively within role boundaries. • Standardised terminology by replacing “individual” and “they” with “learner”.

	• Removed the undefined leadership requirement because the unit does not require the learner to lead other educators. • Clarified how information about children’s physical development, movement skills, interests and wellbeing informs outdoor play planning. • Strengthened the application cycle to cover design, facilitation, adaptation and evaluation of environments and experiences. • Refined risk-taking to managed risk-taking and added responsibility for risk management and active supervision planning. • Added environmental responsibility and clarified engagement with natural environments. • Added accountability for seeking advice on matters outside the learner’s role. (ASK template alignment ; vertical-alignment refinement; Diploma-level role refinement; unit-boundary/duplication refinement)
Pre-requisite unit	
Competency field	
Unit sector	
Foundation skills	
Range of conditions	
Assessment Requirements	
Performance evidence <i>Mandatory field</i>	• Replaced “assessment of child documentation” with use of observations, documentation and children’s perspectives. • Retained variation across infants, toddlers and preschool-aged children and clarified its relationship to the environment and experience designs. • Restructured the collective requirements beneath the main design requirement to address the Technical Committee feedback and correct the relationship with the stem sentence. • Refined risk-taking to challenge, managed risk-taking and risky play. • Replaced self-soothing with relaxation and self-regulation. • Clarified engagement with natural environments and environmental responsibility. • Linked setup and implementation by requiring one planned experience to be implemented within one of the designed outdoor play spaces.

	• Added adaptation of the experience in response to observations and children’s perspectives. • Added selection and arrangement of resources, safety requirements, equitable access, inclusive participation, active supervision, risk management and risk-benefit considerations. • Integrated documentation of designs and evaluation findings into the overall performance requirement. • Clarified evaluation of both the outdoor play space and experience against the relevant approved learning framework. • Moved the overarching requirement to follow organisational policies and procedures to Assessment Conditions. Technical Committee feedback; ASK template alignment ; regulatory/National Quality Standardsmapping; vertical-alignment refinement; Diploma-level progression)
Knowledge evidence	• Reorganised Knowledge Evidence into clear knowledge domains and removed duplicated content relating to development, learning dispositions, resources and holistic learning. • Clarified legislative, regulatory and National Quality Standards requirements for outdoor spaces, physical activity, participation, resources and supervision. • Expanded Workplace Health and Safety content to include weather exposure, environmental and equipment hazards, risk management processes and risk-benefit considerations. • Separated approved learning framework principles from the developmental benefits of outdoor environments and physically active play. • Consolidated physical development, fundamental movement skills, developmental variation and relationships between movement, health and wellbeing. • Replaced self-soothing with opportunities for calm, relaxation and self-regulation. • Clarified learning dispositions and capabilities and removed duplicated reference to agency. • Added outdoor design principles covering functionality, aesthetics, adaptability, active and quiet play, built and natural features and active supervision. • Consolidated resource knowledge and included open-ended resources and loose parts contextually in response to Technical Committee feedback. • Consolidated intentional teaching, movement-skill scaffolding, managed risk-taking, risky play and adaptation under pedagogical practices. • Updated terminology from Aboriginal and Torres Strait Islander Peoples to First Nations, and refined cultural content to focus on cultural and community perspectives on outdoor learning and physical activity. • Removed the unnecessary global scope and narrow reference to future engagement with sport. • Reframed inclusion using strength-based, barrier-focused language, reasonable adjustments and multiple ways to participate.

	• Consolidated observation, documentation and critical reflection and focused these requirements on children's use of outdoor environments and participation in play experiences. • Clarified how findings are used to adapt environments and experiences while maintaining the boundary with the broader curriculum unit. • (Technical Committee feedback; ASK template alignment ; regulatory/National Quality Standards mapping; strength-based and culturally responsive language refinement; vertical-alignment refinement; unit-boundary/duplication refinement)
Assessment conditions <i>Mandatory field</i>	• Retained the HumanAbility standard opening for workplace or workplace-representative assessment. • Clarified that actual or simulated observations, documentation and children's perspectives must relate specifically to participation, learning, development and wellbeing in outdoor environments and play experiences. • Added access to an outdoor play environment required to demonstrate Performance Evidence. • Expanded equipment requirements to include age-appropriate resources, materials and equipment. • Added access to the relevant approved learning framework and organisational policies and procedures for outdoor environments and play experiences. • Added an overarching requirement for organisational policies and procedures to be followed when performing unit activities. • Removed the generic RTO assessor competency statement because no additional unit-specific assessor requirements apply. • (ASK template alignment ; vertical-alignment refinement)
Unit mapping information <i>Mandatory field</i>	• Removed Training Package Organising Framework developer instructions and added the formal superseding and non-equivalence relationship with CHCECE042, CHCECE041 and CHCECE048. (Technical Committee feedback; ASK template alignment ; unit-mapping refinement)
Links <i>Mandatory field</i>	

Section	Changed made to Draft 1	Changes made post Technical Committee Validation
Unit code	New unit developed post access to advanced level ACCP training	
Unit title		
Modification History		
Application <i>Mandatory field</i>		Refined to clarify Diploma-level responsibility for modelling, monitoring and improving health, safety and wellbeing practices; clarified responsibility for guiding and monitoring other educators; strengthened risk management and collaborative critical reflection focus; streamlined references to organisational requirements and clarified role boundaries.
Licensing and regulatory information		
Pre-requisite unit		
Competency field		
Unit sector		
Elements and Performance Criteria		
1		efined Performance Criteria to improve clarity, assessability and Diploma-level expectations. Consolidated overlapping requirements for communicating expectations, supervising and providing direction to colleagues.

		• Clarified collaborative critical reflection and use of authoritative sources. • Removed repeated references to organisation policies and procedures where these are addressed in Assessment Conditions, while retaining them where they provide the required benchmark for monitoring and reflection.
2		strengthened in response to Technical Committee feedback to explicitly address health and safety risks affecting both children and educators. Clarified hazard identification, risk assessment, implementation of controls and collaborative review of control effectiveness. strengthened Workplace Health and Safety alignment for documenting and reporting injuries, illnesses and near misses and streamlined overlapping risk management requirements.
3		efined and consolidated requirements for excursions, transport, safe arrival and collection. Added requirement to identify and respond to risks associated with people entering and remaining on service premises to strengthen regulatory and child safety alignment. Removed repeated organisational policy and procedure references were addressed in Assessment Conditions.
4		efined to focus on observable Diploma-level practice relating to educator wellbeing. etained identification of stress and burnout, research and sharing of wellbeing and self-care information, and reflection on factors affecting own wellbeing. loved the relationship between educator and child wellbeing to Knowledge evidence and removed unnecessary prescription relating to development of a formal self-care plan.
5		ubstantially streamlined in response to Technical Committee feedback to reduce duplication with Certificate III child safety units while retaining essential diploma-level child safe leadership responsibilities.

		efocused Performance Criteria on leading and modelling child safe practice, guiding colleagues, addressing unsafe practice and reviewing supervision arrangements. professional conduct and boundaries, developmentally appropriate approaches to consent and body safety, and trauma-informed, culturally safe and inclusive approaches were retained as underpinning Knowledge Evidence rather than separate performance requirements.
Foundation skills		
Range of conditions		
Assessment Requirements		
Performance Evidence <i>Mandatory field</i>		- Streamlined to reduce duplication with Performance Criteria and Certificate III units while retaining evidence of Diploma-level leadership, modelling, monitoring, risk management, information sharing, critical reflection and educator wellbeing. strengthened evidence relating to Workplace Health and Safety and risks affecting both children and educators. consolidated routine health, safety and hygiene practices. efined risk assessment and reporting requirements. - removed unnecessary prescription, including formal self-care plan requirements.
Knowledge Evidence		strengthened in response to Technical Committee regulatory mapping and quality assurance feedback. added and clarified Workplace Health and Safety requirements, including educator responsibilities, consultation, incident reporting and physical and psychosocial hazards

		- clarified hazard and risk management requirements for children and educators strengthened National Law, National Regulations and National Quality Standards alignment - added management-level coverage of medication and medical management, safe sleep/rest and service access; strengthened educator wellbeing knowledge - retained essential child safe knowledge while reducing duplication with Certificate III units. - Overlapping and overly prescriptive knowledge requirements were consolidated.
Assessment Conditions <i>Mandatory field</i>		- Revised to align with updated Performance Evidence and project drafting precedent. clarified use of regulated workplace and realistic simulation. - consolidated requirement to follow organisation policies and procedures specified access to children, colleagues, organisational documentation, risk management information and authoritative resources required for assessment. - separated mandatory workplace requirements from general assessment conditions.
Unit mapping information <i>Mandatory field</i>		Update to reflect final equivalence/mapping outcome for new unit.

CHCECEXXX Contribute to the development, implementation and evaluation of inclusion strategies

Section	Changes made post Technical Committee Validation
Title	
Unit outcomes	• Wording changed to fit the ASK template and fixed paragraph flow. Use of early childhood education and care settings and inclusion support plan as consistent terms through the unit. • Added Commonwealth/state legislation and no licensing requirements caveat • Terminology changed - "inclusion plans instead of inclusion support plans", different terminology used across different states. • Removed reference to family day care
Knowledge	• Legislative standards and frameworks added. • added on service setting and service model, Added privacy, confidentiality and consent • Added universal design for learning principles • Added developmental stages wording
Skills	• Added barriers to inclusion and strategies to address them • Added universal design for learning • Added document actions
Application of Skills and Knowledge	• Addition of different age and developmental groupings and different service settings • Added autonomy statement • Added accountability statement
Pre-requisite unit	
Foundation Skills	
Performance Evidence	• Inclusion of at least one child under 3 years • Specified different age groups - apply inclusion strategies and inclusion plans for children from at least two different age groups: - o infant (birth to 18 months) - o toddler (18 months to 3 years) - o preschooler (3 to 6 years)

Knowledge Evidence	• Legislative frameworks, Disability Discrimination Act added, instead of families-> individuals involved in the child's learning, development and wellbeing used due to increasing service hesitancy around access for students to families
Assessment Conditions	• Added scenarios across age groups, developmental groupings and service settings including family day care • Changed "case studies" to "scenarios" • Added children profiles, documentations, policies and procedures • detailed children profiles, documentations, policies and procedures and organisation documents • scenarios depicting barriers to inclusion across different age or developmental groupings and different service settings • Removed reference to family day care •

CHCECEXXX Contribute to the development of individual behavioural support plans

Section	Changes made post Technical Committee Validation
Title	
Unit outcomes	
Knowledge	Added: - developmental considerations when contributing to behaviour support plans for children across age groups, including birth to 3 years and 3 to 5 years - ways individual behavioural support plans inform the planning cycle, intentional teaching, learning environments, group experiences and educator interactions - importance of educator wellbeing in behaviour support work - professional boundaries when collaborating with children, families and professionals - role of debriefing and support networks in maintaining educator wellbeing - trauma-informed and inclusive approaches to behaviour support planning - Amended- "contemporary models of behaviour guidance and support, and their cultural appropriateness and application in diverse contexts, including: Circle of Security, 6Rs framework, Porter's behaviour guidance model"
Skills	apply trauma-informed and inclusive approaches when contributing to behaviour support planning
Application of Skills and Knowledge	
Pre-requisite unit	
Foundation Skills	
Performance Evidence	- Changed "in simulated collaboration" to "in collaboration" - Changed "conduct a functional behavioural assessment for two children" to "contribute to a functional behavioural assessment for two children from different age groups (one aged birth to 3 years, one aged 3 to 5 years) using trauma-informed and inclusive approaches" - Changed "propose an individual behavioural support plan" to "contribute to an individual behavioural support plan" <u>PE language changed to map it to the rest of the section for consistency.</u>

Knowledge Evidence	• trauma-informed and inclusive approaches to behaviour support planning • developmental considerations when contributing to behaviour support plans for children across age groups, including birth to 3 years and 3 to 5 year • Amended- "contemporary models of behaviour guidance and support, and their cultural appropriateness and application in diverse contexts, including Circle of Security, 6Rs framework, Porter's behaviour guidance model" • Added levels of behavioural support provided in early childhood education and care settings including universal, targeted and individual
Assessment Conditions	• Changed "Assessment must be conducted in a simulated environment that accurately reflects an early childhood education and care setting" to "Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace" • Changed "scenarios and case studies depicting behaviours suited to individual behavioural support plans in early childhood settings" to "opportunities to contribute to individual behavioural support plans for children across age groups, including children aged birth to 3 years and children aged 3 to 5 years, and children who have experienced trauma or have disability"

CHCECEXXX Embed First Nations cultures and perspectives

Section	Feedback on Draft 1	Changes made post Technical Committee Validation
Title	Embed First Nations cultures and perspectives	
Unit outcomes		
Knowledge		
Skills		
Application of Skills and Knowledge		Changed "in consultation and collaboration with First Nations communities" to "in partnership and co-design with local First Nations communities"; changed "promote a culturally safe and responsive service" to "promote cultural safety for First Nations children and families"
Pre-requisite unit		
Foundation Skills		
Performance Evidence		- Changed "access and interpret a Reconciliation Action Plan" to "access and interpret a Reconciliation Action Plan and identify two opportunities to support reconciliation actions in their service". Added: New item "identify two strategies to strengthen cultural safety for First Nations children and families across their service". Revised: Changed "integration" to "embedding" in resource folder item - wording changed to - research First Nations ways of knowing and propose two activities that engage children from birth to 6 years old, acknowledging the specific First Nations community or communities whose practices informed the activities

Knowledge Evidence		
Assessment Conditions		Added: "current information from First Nations peak bodies and knowledge authorities" as second bullet point. Added: New paragraph "Assessment must include evidence gathered across multiple scenarios and over time to demonstrate the learner's ability to embed First Nations cultures and perspectives as ongoing practice."

CHCECEXXX Contribute to the development, implementation and evaluation of inclusion strategies

Section	Draft 1 for Public and Government Consultation	Feedback on Draft 1	Changes made post Technical Committee Validation
Title	Contribute to the development, implementation and evaluation of inclusion strategies		
Unit outcomes			
Knowledge			
Skills			
Application of Skills and Knowledge			
Pre-requisite unit			
Foundation Skills			
Performance Evidence			
Knowledge Evidence			
Assessment Conditions			

