



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

**EDUCATION SUPPORT
TRAINING PACKAGE PRODUCTS**

**CONSULTATION GUIDE
AUGUST 2019**

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education and Training to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce and ensuring training package products reflect these needs.

Project background

In 2015, the Australian Skills Quality Authority (ASQA) released its strategic review, *Training for early childhood education and care in Australia*. In response to this review, SkillsIQ, under the guidance of the Children's Education and Care Industry Reference Committee (the IRC), consulted with employers, educators, peak bodies, regulators and RTOs about the ASQA findings and broader issues linked to the children's education and care qualifications and units of competency in the Community Services Training Package.

A Case for Change was submitted to the Australian Industry and Skills Committee (AISC) in 2016 and SkillsIQ was subsequently commissioned to undertake detailed review of the following 6 qualifications and associated 65 units of competency:

- CHC30113 Certificate III in Early Childhood Education and Care
- CHC50113 Diploma of Early Childhood Education and Care
- CHC40113 Certificate IV in School Age Education and Care
- CHC50213 Diploma of School Age Education and Care
- CHC30213 Certificate III in Education Support
- CHC40213 Certificate IV in Education Support

The review is overseen by the IRC, and a Technical Advisory Committee (TAC) provides expert content advice and guidance.

Consultation activities and timelines

SkillsIQ has been keen to maintain continuity in the review process since the commencement of work in response to the ASQA review. Consultation in 2016 highlighted some consistent themes and messages, and these were made a focus of the September 2017 consultation paper. In turn feedback from that paper, combined with guidance provided by the TAC, informed Draft 1.

SkillsIQ has undertaken a range of key activities to engage industry stakeholders and VET professionals to develop the Draft 2 qualifications and units of competency for consultation.

Draft 2 Education Support material will remain open for feedback until the 9/9/2019. The remaining material in Early Childhood Education and Care and School-Aged Care will also remain open until this date.

To register to attend a webinar for the Draft 2 Education Support Training Package Products please access the following link:

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/EducationSupportDraft2Validation>

At this link you will also be able to access the SkillsIQ Online Feedback Forum and leave detailed feedback on the Qualifications, Skill Set and Units of Competency.

When accessing this link please first refer to the document titled 'Instructions for leaving feedback'.

It will provide directions for leaving and submitting comments.

The other material remains available for comment at the following links:

Early Childhood Education and Care

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/EarlyChildhoodEducationandCareDraft2>

Certificate II in Children's Education Services

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/ChildrensEducationServicesDraft1>

School-Aged Care

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/SchoolAgeCareDraft2>

Following the close of the consultation period, all feedback received will be collated for review by the Industry Reference Committee (IRC) and associated Technical Advisory Committee (TAC).

About this Education Support consultation guide

This guide should be read in conjunction with the Draft 2 Education Support (EDS) Training Package Products. It provides:

- a brief summary of proposed changes and key issues
- key consultation questions on which SkillsIQ seeks feedback to advise the IRC and TAC
- mapping information, with unit-specific changes

This guide does not include Draft 2 training package components. These can be accessed at

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices>

Contact details

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Summary of proposed changes and key issues

It is important to note that all changes are proposed and subject to consultation. Changes in Draft 2 are based on various combinations of IRC/TAC guidance, wider stakeholder feedback and detailed unit analysis. Research conducted by Australian Teacher Aide was also used. The need for compliance with the Standards for Training Packages has also been taken into account.

Coding

In accordance with policy new codes have been assigned for all units of competency in the Draft 2 documents. The new codes are used in this guide and show the relationship to existing units.

Global changes

- Unit titles
 - some have been adjusted or simplified to better reflect unit content and intent
- Elements and Performance Criteria
 - changes to wording and order for clarity
 - changes to ensure a standard of performance is included as required by the *Standards for Training Packages*
- Foundation Skills
 - Draft 2 units have been updated to incorporate the Foundation Skills which are not explicit in the performance criteria
- Performance Evidence
 - adjustments to improve clarity of expression
 - changes to better reflect the content of the unit
- Knowledge Evidence
 - adjusted to ensure match between performance criteria and knowledge
 - scope added to assist assessors to understand the breadth and depth of knowledge required
- Assessment Conditions
 - changed to provide greater specification

Key issues - EDS

The role of the Education Support Worker

Although there are variations between the states in relation to how the role of an Education Support worker is defined, including recognition in state frameworks, there are significant aspects of the roles which are common across all states, namely:

- The role is not that of a classroom helper and at both the Certificate III and Certificate IV level the focus is on student support;
- Classroom considerations, where applicable, have been integrated in relevant units. In addition, organisational policies and procedures incorporate school administrative requirements;
- The age group is school-age, which although varies between states always includes a wide span – in this case it has been defined as between 5 – 18 years old; and
- The emphasis is on classroom settings and school environments as distinct from the early childhood setting/context.

It is also recognised that the qualifications are used in respect to other settings within the community, where the supervision requirements are met, i.e. under the direction of a teacher.

Scope of the Education Support Role

The following statement is incorporated in the Draft 2 EDS Units of Competency:

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work in other education settings within the community.

Demonstrated work in a classroom environment

The proposed Certificate III in Education Support refers to work in a classroom environment.

This requirement is in the proposed unit *EDS034 Contribute to the planning and implementation of educational programs* within the Performance Evidence – this is a core unit of the Certificate III.

The proposed Certificate IV in Education Support also refers to work in a classroom environment.

This requirement is in the proposed unit *EDS047 Assist in Facilitation of student learning* within the Performance Evidence – this is a core unit of the Certificate IV.

Proposed new, merged and removed units

Feedback received in respect to Draft 1 EDS Qualifications and Units emphasised the importance of units related to behaviour, student safety and classroom considerations. Feedback was also received about the structure and application of the Certificate III and Certificate IV qualifications.

Table 2 found on page 10 of this document, titled *Units of Competency Mapping of changes for Draft 2* provides an overview of these changes, including the new codes that have been allocated.

Questions for consideration

The following questions are included to guide feedback for Draft 2.

Please provide your comments on the SkillsIQ Online Feedback Forum. This will enable all stakeholders to be able to view the feedback that is provided.

Draft 2 content can be accessed using the link below. You can view the drafts and the comments/feedback that have been submitted without logging in and you can download a copy of the documents by clicking the instruction to *Create a pdf of all documents in this project*.

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/ChildrensEducationandCareDraft1>

In order to leave comments, you will be required to first **login** to the SkillsIQ Feedback Forum. Comments can be left on the relevant section of the training package products by clicking on the Qualification, Skill Set or Unit of Competency on which you wish to provide feedback.

Distinct questions relating to specific EDS Training Package Product areas

Entry Requirements

- Should the Certificate III be the nominated Entry Requirement for the Certificate IV? Or should direct entry to Certificate IV be allowed?

First Aid

- Is the inclusion of the first aid unit *HLTAID004 Provide emergency first aid response in an education and care setting* appropriate for these qualifications? If not, which first aid unit should be considered?

Students with additional needs

- Is there anything legislative or regulatory that exists to define additional needs or disabilities that should be referenced in either the Units of Competency or the Companion Volume Implementation Guide?
- How can the unit relating to Autism Spectrum Disorder best be assessed to ensure minimum impact on the student with ASD?

Behaviour Units

- Is the content regarding behaviour that has been added to Draft 2 (namely EDS058 and EDS061) appropriate to cover the requirements at a Certificate III and Certificate IV level respectively?

Assessment Requirements

- Do these units need to be assessed in a school/classroom environment?
- Is the specification around what must be directly observed a reasonable expectation?

Skill Sets

- Should a specific Skill Set be included for workers in Aboriginal and Torres Strait Islander communities? If so, what should it cover? Which units should be included?

General questions relating to EDS Training Package Products

Qualifications

- Does each qualification reflect the skills and knowledge required by the job outcome?
- Are the core units appropriate and required by all workers in these roles?
- Is there sufficient flexibility through electives to allow for diverse work contexts?

Skill sets

- Is the skill set still appropriate for industry?
- Do the updated units included in the skill set provide the right skills for the work outcome?

Units of Competency

- Are there any essential prerequisites that should be nominated for particular units? If so what are they?

Titles and Application

- Does the title reflect the skill being described?
- Does the application statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do elements accurately describe what people do on a day-to-day basis in an EDS role?

- Do the elements and performance criteria accurately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in the unit outcomes, including performance criteria, foundation skills and knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little? Too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required to perform the tasks described in the performance criteria? Is the knowledge evidence requirement specific enough?
- Is there anything that should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors in understanding the scope?

Assessment Conditions

- Are the nominated assessment environments appropriate?
- Are the statements clear? Would assessors understand what they must provide?

Table 1 - Qualifications and skill set: mapping of changes for Draft 2

Table 2 - Units of competency: mapping of changes for Draft 2

Table 1 - Qualifications and skill sets: mapping of changes for Draft 2

Existing Code	Proposed Code	Changes for Draft 2
CHC30213 Certificate III in Education Support	CHC30219 Certificate III in Education Support	<ul style="list-style-type: none"> Total number of units – 15 10 core units 5 elective units <p><i>(Existing Qualification CHC 30213 has 17 units packaged as 12 core + 5 electives)</i></p> <ul style="list-style-type: none"> At least 100 hours in a classroom environment is now noted in packaging rules Specifies application with children aged between 5 and 18 years Qualification description updated
CHC40213 Certificate IV in Education Support	CHC40219 Certificate IV in Education Support	<ul style="list-style-type: none"> Total number of units – 17 13 core units 4 elective units <p><i>(Existing Qualification CHC 40213 has 17 units packaged as 12 core + 5 electives)</i></p> <ul style="list-style-type: none"> At least 100 hours in a classroom environment is now noted in packaging rules Specifies application with children aged between 5 and 18 years Qualification description updated
CHCCC00058	Education support work skill set	<ul style="list-style-type: none"> Updates to units included in the skill set as part of the broader project No proposed changes to structure in D2

Table 2 - Units of competency: mapping of changes for Draft 2

The table below provides a list of all existing and proposed new units of competency

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
	EDUCATION SUPPORT (EDS)			
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	CHCEDS033	Meet legal and ethical obligations in an education support environment	Minor changes for clarity of wording. Update to title to more accurately reflect the content of the unit.
CHCEDS002	Assist in implementation of planned educational programs	CHCEDS034	Contribute to the planning and implementation of educational programs	Minor changes for clarity of wording. Update to title to more accurately reflect the content of the unit.
CHCEDS003	Contribute to student education in all developmental domains	CHCEDS035	Contribute to student education in all developmental domains	Minor changes for clarity of wording.
CHCEDS004	Contribute to organisation and management of classroom or centre	N/A		Removal proposed Relevant content from EDS 004 is incorporated in EDS 057 Support Students with additional needs in the classroom (please refer to elements E1 E2 & E4 in particular). Other relevant units are EDS 034 Contribute to the planning and implementation of educational programs & EDS 041 Set up & Sustain Learning areas and EDS051 Facilitate learning for students with disabilities (E1)

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
CHCEDS005	Support the development of literacy and oral language skills	CHCEDS036	Support the development of literacy and oral language skills	Minor changes for clarity of wording.
CHCEDS006	Support the development of numeracy skills	CHCEDS037	Support the development of numeracy skills	Minor changes for clarity of wording.
CHCEDS007	Work effectively with students and colleagues	CHCEDS060	Work effectively with students and colleagues	Content updated based on D1 feedback.
CHCEDS008	Comply with school administrative requirements			Removal proposed. Feedback on D1 clearly indicated the focus of the role is on student support rather than administrative assistance. School administrative requirements are covered in various units – either in respect to a function such as record keeping or in the references to organisational policies and procedures.
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS038	Communicate in an Aboriginal or Torres Strait Islander language	Minor changes for clarity of wording. Update to title to more accurately reflect the content of the unit.
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS039	Work effectively as an Aboriginal or Torres Strait Islander education worker	Minor changes for clarity of wording

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
CHCEDSO11	Search and assess online information	CHCEDSO40	Search and assess online information	Minor changes for clarity of wording
CHCEDSO12	Set up and sustain individual and small group learning areas	CHCEDSO41	Set up and sustain learning areas	Minor changes for clarity of wording. Update to title to more accurately reflect the content of the unit
CHCEDSO13	Use an e-learning management system	CHCEDSO42	Provide support for e-learning	Minor changes for clarity of wording. Update to title to more accurately reflect the content of the unit
CHCEDSO14	Support students with English as a second language	CHCEDSO43	Support students with English as an additional language	Terminology updated to reflect English as an “additional” language as it may not always be the second language.
CHCEDSO15	Support development of student research skills	CHCEDSO44	Support development of student research skills	Minor changes for clarity of wording
CHCEDSO16	Support learning for students with disabilities in a classroom environment	CHCEDSO57	Support students with additional needs in the classroom environment	New unit CHC057 combines content from EDS 016 and EDS 018. Content updated based on D1 feedback around the need for an introductory unit at Certificate III level as distinct from the more specific units included in the Certificate IV Content from EDS 016 Support learning for students with disabilities in a classroom environment and EDS 018 Support students with additional needs in the classroom environment, incorporated in separate elements.

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
				Emphasis is on the classroom environments and the mix of student needs.
CHCEDSO17	Contribute to the health and safety of students	CHCEDSO59	Contribute to the health, safety and wellbeing of students	Update to title Reinstated with updated content for D2 – Feedback emphasised the distinction between student and workplace safety as well as broader aspects of hygiene & wellbeing. Content updated to emphasise the student as distinct from workplace health and safety. HLTWHS001 moved to electives
CHCEDSO18	Support students with additional needs in the classroom environment	CHCEDSO57	Support students with additional needs in the classroom environment	New unit CHC057 combines content from EDS 016 and EDS 018. Content updated based on D1 feedback around the need for an introductory unit at Certificate III level as distinct from the more specific units included in the Certificate IV Content from EDS 016 Support learning for students with disabilities in a classroom environment and EDS 018 Support students with additional needs in the classroom environment, incorporated in separate elements. Emphasis is on the classroom environments and the mix of student needs.
CHCEDSO19	Support students' mathematics learning	CHCEDSO45	Support student mathematics learning	Minor content changes based on draft 1 feedback
CHCEDSO20	Support students' literacy learning	CHCEDSO46	Support students' literacy learning	Minor content changes based on draft 1 feedback

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
CHCEDSO21	Assist in facilitation of student learning	CHCEDSO47	Assist in facilitation of student learning	Minor changes for clarity of wording.
CHCEDSO22	Work with students in need of additional support	CHCEDSO48	Work with students in need of additional learning support	Update to title This unit includes a reference to assistive technologies in the KE KE expanded for clarity Emphasis is on learning support and the curriculum in a classroom inclusive environment
CHCEDSO23	Supervise students outside the classroom	CHCEDSO49	Supervise students outside the classroom	Minor changes for clarity of wording.
CHCEDSO24	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDSO50	Support Aboriginal and/or Torres Strait Islander education	Update to title Minor changes for clarity of wording.
CHCEDSO25	Facilitate learning for students with disabilities	CHCEDSO51	Facilitate learning for students with disabilities	Significant changes to unit to provide a more robust framework
CHCEDSO26	Deliver elements of teaching and learning programs	CHCEDSO52	Deliver elements of teaching and learning programs	Minor changes for clarity of wording

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
CHCEDSO27	Support flexible learning in an education environment			Removal proposed in Draft 1. Feedback does not support reinstatement
CHCEDSO28	Assist in production of language resources	CHCEDSO53	Assist in production of language resources	Minor changes for clarity of wording
CHCEDSO29	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	CHCEDSO54	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	Update to title to more accurately reflect the content of the unit The new unit CHCECE054 <i>Promote understanding of Aboriginal and Torres Strait Islander cultures is also included as an elective</i>
CHCEDSO30	Coordinate e-learning programs	CHCEDSO55	Coordinate e-learning programs	Minor changes for clarity of wording
CHCEDSO31	Provide support to students with autism spectrum disorder	CHCEDSO56	Provide support to students with autism spectrum disorder	Content changes based on D1 feedback. Concerns expressed in relation to assessment particularly the references to observations and video evidence in D1. Reference to videoing removed (but could be discretionary with the wording) and observation required "once"
CHCEDSO32	Support learning and implementation of responsible behaviour	CHCEDSO58	Support the implementation of behaviour plans	Update to title Content terminology is in relation to school age children

Existing Code	Existing Title	Draft 2 Code	Proposed Title	Changes for Draft 2
NEW UNIT		CHCEDS057	Support students with additional needs in the classroom environment	<p>Introductory unit at Certificate III level as distinct from the more specific units included in the Certificate IV</p> <p>Content from EDS 016 Support learning for students with disabilities in a classroom environment and EDS 018 Support students with additional needs in the classroom environment incorporated in separate elements.</p> <p>Emphasis is on the classroom environments and the mix of needs.</p>
NEW UNIT		CHCEDS061	Support responsible student behaviour	<p>New unit to reflect age range, classroom/school environment</p> <p>Removal of ECE 006 Support behaviour of children and young people in existing Certificate III & Certificate IV core units.</p>

END