SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Draft 2 School Age Education and Care Training Package Products

Validation Guide

February 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

This update will address the outcomes of the ASQA strategic review and update the Training Package Products to response to the Case for Change findings. It will also action input received in response to the Children's Education and Care consultation paper and ensure revised Products reflect current industry skills needs.

This review continues on from previous work in response to the 2015 Australian Skills Quality Authority (ASQA) strategic review, Training for early childhood education and care in Australia. The ASQA findings and broader issues relate to the Children's Education and Care Qualifications and Units of Competency contained in the CHC Training Package.

The following six Qualifications and associated 65 Units of Competency in the Children's Education and Care Sector are currently under review:

- 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.

Technical Advisory Committee

To inform the development of the School Age Education and Care Training Package Products, a Technical Advisory Committee (TAC) was formed. The Children's Education and Care TAC reports to the Children's Education and Care IRC and is made up of stakeholders and subject matter experts from across Australia who provide:

- guidance at the national level to ensure training package products are flexible and responsive to changing needs and practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- support and facilitation of communication and consultation with others, including other members of their organisation, association members and other networks.

Draft 2 of School Age Education and Care Training Package products now available for broad validation.

Validation Activities and Timelines

National validation for Draft 2 is open from 4th February to 28th February 2019. During this period input will be sought on the following training package products relating to School Age Care:

- 2 Qualifications
- 5 Units of Competency and associated Assessment Requirements.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here:
https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/ChildrensEducationandCareTPD

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at
https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices

When accessing the Feedback Forum, please first refer to the "How To" guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of the Final Draft.

To remain up to date with project developments, subscribe to SkillsIQ at:
http://www.skillsiq.com.au/Subscribetoournewsletter.aspx

About this Consultation Guide

This guide, which should be read in conjunction with the applicable Draft 2 Training Package Products, provides:

- list of Draft 2 Training Package Products (2 Qualifications and 5 Units of Competency and associated Assessment Requirements)
- mapping of qualifications
- mapping of units
- key consultation questions on which SkillsIQ seeks feedback to provide information to the TAC and the IRC.

Contact details

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List of School Age Care Qualifications

Qualification Code	Qualification Title
CHC40119	Certificate IV in School Age Education and Care
CHC50219	Diploma of School Age Education and Care

List of School Age Care Units and Prerequisites

Unit Code	Unit Title	Prerequisite(s)
CHCSAC006	Support children to participate in school age care	Nil
CHCSAC007	Develop and implement play and leisure experiences in school age care	Nil
CHCSAC008	Work collaboratively and respectfully with school age children	Nil
CHCSAC009	Support the holistic development of children in school age care	Nil
CHCSAC010	Foster holistic middle childhood learning development and wellbeing	Nil

Qualification mapping

Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Comment in relation to previous version E = Equivalent N = Not Equivalent
CHC40113 Certificate IV in School Age Education and Care	CHC40119 Certificate IV in School Age Education and Care	• Equivalent • Minor changes to packaging rules: ◦ Total number of units remains at 19 ◦ 12 core units ◦ 7 elective units • Changes to core: ◦ new ECE unit CHCECE055 Meet legal and ethical obligations in children's education ◦ new ECE unit CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander cultures replaces existing unit on cultural safety ◦ new health and safety unit CHCECE031 Support children's health, safety and wellbeing unit ◦ Early childhood unit CHCECE036 Provide experiences to support children's play and learning included

Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Comment in relation to previous version E = Equivalent N = Not Equivalent
		as an elective *(rather than core)*
CHC50213 Diploma of School Age Education and Care	CHC50219 Diploma of School Age Education and Care	• Equivalent • Minor Changes to Packaging rules: ◦ Total number of units remains at 25 ◦ core units 17 ◦ elective units 8 • Changes to core: ◦ new ECE unit CHCECE055 Meet legal and ethical obligations in children's education and care replaces existing broad CHC legal & ethical unit ◦ new ECE unit CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander cultures replaces existing unit on cultural safety ◦ Early childhood unit CHCECE036 Provide experiences to support children's play and learning included as an elective (rather than core) • Leadership and management units added to electives.

Unit of Competency Mapping

Previous Unit Code and Title	New Unit Code and Title	Comment in relation to unit E = equivalent N = not equivalent
CHCSAC001 Support children to participate in school age care	CHCSAC006 Support children to participate in school age care	• N • Increased work placement hours from 120 to 160 hours. • Content related to working in SAC framework integrated into other elements and PCs; documentation of needs and strategies added. • Clarity between the Performance Criteria /Knowledge Evidence and Performance Evidence • Changes in Assessment Conditions.

CHCSAC002 Develop and implement play and leisure experiences in school age care	CHCSAC007 Develop and implement play and leisure experiences in school age care	• N
		• Clarity between the Performance Criteria /Knowledge Evidence and Performance Evidence
		• Changes to Assessment Conditions:
		  ◦ environment and resource requirements
		  ◦ direct observation by assessor.

CHCSAC003 Work collaboratively and respectfully with children in school age care	CHCSAC008 Work collaboratively and respectfully with school-age children	• N
		• Work placement requirement removed
		• New Element added on reflective practices.
		• Clarity between the Performance Criteria /Knowledge Evidence and Performance Evidence
		• Changes to Assessment Conditions:
		  ◦ resource requirements
		  ◦ direct observation by assessor.

CHCSAC004 Support the holistic development of children in school age care	CHCSAC009 Support the holistic development of children in school age care	• N • Increased work placement hours from 120 to 160 hours.

Previous Unit Code and Title	New Unit Code and Title	Comment in relation to unit E = equivalent N = not equivalent

		• Clarity between the Performance Criteria /Knowledge Evidence and Performance Evidence
		• Changes to Assessment Conditions:
		  ◦ resource requirements
		  ◦ direct observation by assessor.

CHCSAC005 Foster the holistic development and wellbeing of the child in school age care	CHCSAC010 Foster holistic middle childhood learning, development and wellbeing	• N
		• Title updated to better reflect unit outcome
		• Significant changes made throughout unit
		• Clarity between the PC/KE and PE
		• Changes to Assessment Conditions:
		  ◦ resource requirements
		  ◦ direct observation by assessor.

Questions for consideration

The following series of questions have been developed to guide feedback for Draft 2.

Qualifications

- Does the qualification provide a clear and accurate description of the skills outcome for the qualification?
- Are the qualifications structured properly so that learners could progress from Certificate IV to Diploma, if required?
- Are the Early Childhood Education and Care (ECE) units packaged within the qualifications appropriate? If not, what (if anything) should replace them?
- Are the core units appropriate and numbers of electives?
- Are the imported units appropriate? Are there any other imported units which should be listed? *(Note: the content of any imported units is outside the scope of this review).*

Suite of units of competency

- Are all draft units required? Should any be deleted?
- Are there any essential prerequisites that should be nominated?

Titles and Application statement - units of competency

- Does the title reflect the skill being described? Could any be changed to better indicate what the unit covers?
- Does the application statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do the elements and performance criteria accurately describe what people do in School Age Education and Care? If not, what could be added?
- Do the performance criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all 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 of an individual in order to perform the tasks described in the performance criteria? Is the knowledge evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors understand the scope?

Assessment Conditions

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

Appendix A: Units of Competency and Assessment Requirements Explained

Each Unit of Competency follows this format:

UNIT CODE	Units are coded in sequence from 005 onwards, for example CHCSAC006 Support children to participate in school age care CHC = Training Package identifier (Community Services) SAC = competency field (School Age Care) Codes do not contain an AQF indicator as units do not have an AQF level; Qualifications do. To identify complexity of a unit: • read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered • read the Application Statement which describes to whom the unit applies • refer to the table in the Companion Volume Implementation Guide (when developed) to check where Units of Competency first appear in a qualification. Version indicators are not included. Subsequent versions of Units of Competency will be given a new and unique code.
UNIT TITLE	Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in workplace/skill based language.
APPLICATION	This statement introduces the unit, assists users to understand its complexity and includes this information: • a brief description of unit content and its complexity • the unit's relationship to any specific occupational licensing, certification or laws; where none exist this is stated.
PREREQUISITE UNIT	Outlines any prerequisite units that must be completed prior to a unit of competency. Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as 'Nil'.
COMPETENCY FIELD	Units can be divided into a number of fields to indicate the function of the skill described, e.g. Early Childhood Education, Education Support or School Age Care
ELEMENTS	**PERFORMANCE CRITERIA**
Elements break down and describe the key outcomes which make up the Unit of Competency	Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable "tasks".

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills: • reading • writing • oral communication • numeracy • learning • problem-solving • initiative and enterprise • teamwork • planning and organising • self-management • technology They will only be described in this section of they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.	
RANGE OF CONDITIONS This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply. It is not used in the way that Range Statements were previously. Anything identified is mandatory for performance and, therefore, must be assessed. No SAC units include Range of Conditions.	
UNIT MAPPING INFORMATION	Specifies code and title of any equivalent Unit of Competency from the previous version. If the unit has been determined as not equivalent, the entry is shown as 'No equivalent unit.' Does not include detailed information about changes to a Unit of Competency. Full details are provided in the mapping table.
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide (when developed).

Each Assessment Requirements follows this format:

TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE	Performance Evidence specifies the mandatory: • types of product and process evidence • volume and or frequency of product or process evidence Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently. In other words, what does an individual have to do to prove they: • prove that they can competently do xyz? • cover all performance criteria and foundation skills • prove they have all the knowledge to effectively perform the work task? Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs. This section uses sufficiency and consistency as a guiding principle for reliable assessment. There must be enough Performance Evidence to prove that an individual is truly competent in the Unit of Competency and consistently demonstrates the outcomes.
KNOWLEDGE EVIDENCE	Knowledge Evidence specifies: • what the individual must know in order to effectively complete the work task described in the Unit of Competency • the breadth and depth of what the individual must know • the amount of evidence that must be collected. Knowledge Evidence relates directly to the performance criteria.
ASSESSMENT CONDITIONS	This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies: • where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • what equipment or resources, if any, must be provided for assessment • what workplace documentation must be provided • other people who must be present during assessment. These statements are tailored to each Unit of Competency.
LINKS	This provides a hyperlink to Companion Volume Implementation Guide (when developed).