CHILDREN'S EDUCATION AND CARE TRAINING PACKAGE PRODUCTS

CONSULTATION GUIDE

20 NOVEMBER 2017

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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 Aged Education and Care
- CHC50213 Diploma of School Aged 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.

As a separate project, SkillsIQ will also develop national assessment tools for the Early Childhood Education and Care qualifications, to support quality assessment of selected units of competency.

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 has informed Draft 1.

National consultation for Draft 1 will be open from the 20th November 2017 to 14th February 2018.

SkillsIQ will be undertaking a number of key activities to engage industry stakeholders and VET professionals. To participate in consultation activities and forums please access the following links:

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

When accessing this link please first refer to the document titled 'Instructions for leaving feedback'. 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 Draft 2, which will be made publically available for validation prior to the submission for endorsement.

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

It is anticipated that the children's education and care training package products will be submitted to the AISC for consideration in mid-2018.

The table below outlines the timelines for the review process.

Initial Consultation Paper	August-September 2017
Feedback analysis	September 2017
Children's Education and Care TAC Meeting 1	September 2017
Preparation Draft 1 & TAC Consultation	October 2017
Consultation Draft 1	November 2017 – February 2018
Feedback analysis & Draft 2 Development	March 2018

About this consultation guide

This guide should be read in conjunction with the Draft 1 training package products. It provides:

- a brief summary of proposed changes and key issues
- key consultation questions on which SkillsIQ seeks feedback
- detailed mapping information, with unit-specific changes and consultation questions

This guide does not include Draft 1 training package components, these can be accessed at

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

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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 1 are based on various combinations of TAC guidance, wider stakeholder feedback and detailed unit analysis. The need for compliance with the Standards for Training Packages also plays a key role.

Coding

In accordance with policy new codes will be issued for all units of competency and will be assigned in the Draft 2 documents.

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
  - few changes have been made in Draft 1, but prior to Draft 2 all units will be fully checked for relevant foundation skills
- 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 - there are many examples where further input is required
- Assessment Conditions
  - changed to provide much greater specification

Key issues

Regional and remote communities and Budget-Based Funded Services

Current training package requirements present challenges for educators in regional and remote communities, particularly in relation to the assessment requirements which specify assessment and minimum work hours to be completed within a regulated education and care setting. Overwhelmingly, feedback supports the need to maintain these requirements, and this is reflected in Draft 1. However, the IRC is fully committed to finding a solution that supports nationally accredited training in these contexts as part of the current review process.

During the national consultation process for Draft 1, SkillsIQ will explore a number of options with stakeholders as outlined below. A final approach may involve a range of different initiatives.

Removal of requirement to demonstrate skills in a regulated service from selected units of competency

All early childhood units of competency currently require demonstration of skills in a regulated service. There may be an opportunity to carefully select units where this requirement could be removed without reducing the regulatory integrity of the overall qualification. For example, could a unit such as *CHCECE010 Support the holistic development of children in early childhood* be adjusted in this way so that diverse contexts for early childhood development can be included? In fact, those contexts go far beyond early childhood education and care into other areas of health and community services. Feedback and analysis also indicates that the holistic nature of its content means that, in practice, its assessment is often integrated into other units. There may be other units that could be considered in this light.

Development of a Certificate II qualification

Potentially, the development of a new qualification at Certificate II level in children's services could address the needs of individuals working in non-regulated services. This idea needs further consultation with stakeholders to identify the overall 'basket' of skills needed and whether Certificate II is the appropriate level of qualification.

Introduction of regulated and non-regulated streams in the Certificate III in Early Childhood Education and Care

The introduction of streams to reflect different workplace contexts could provide the flexibility needed in non-regulated services. The 'non-regulated' stream could be constructed to take account of the broader community context for work, and offer units of particular relevance to those communities. With this option, it would be crucial to maintain the integrity of the regulated stream and to ensure full consultation with ACECQA in relation to any impact on approved qualifications lists.

Scope of work roles

Initial feedback has suggested the need for much greater clarity about workplace expectations, and the need for units of competency to properly reflect the differentiation between skills and knowledge needed by educators working at different levels of responsibility (e.g. responsibilities in the curriculum planning cycle, scope of child development knowledge). Detailed unit analysis supported this feedback and there are many proposed changes to wording.

Entry requirements for qualifications in early childhood education and care

The need for an entry requirement to the Diploma of Early Childhood Education and Care was highlighted by many stakeholders, with regular suggestion that the entry requirement should be the Certificate III in Early Childhood Education and Care, potentially combined with workplace experience.

The need for entry requirements was a key discussion item at the TAC meeting held in September. Ultimately TAC members were concerned that the introduction of Certificate III in Early Childhood Education and Care as an entry would be too restrictive and have unintended consequences. TAC members agreed, however, that some kind of entry requirement should be introduced for both of the early childhood education and care qualifications. Based on the nature of issues experienced across the sector, the TAC proposed that each of the qualifications should have a differentiated entry requirement focused on literacy skills.

The precise nature of this entry requirement is yet to be determined, so for Draft 1 it is flagged as a general proposal.

Workplace hours

Increasing the number of workplace hours was another 'hot' feedback topic. While many supported the need for more workplace hours, there was massive variation in the number of hours suggested. Some people suggested increasing the number of hours, but not requiring all those hours to be in a regulated service. The TAC supported this approach for Draft 1, so an additional 40 hours of this nature is proposed for all qualifications involving work in a regulated service.

Workplace hours in Education Support have not been changed.

Whether hours continue to appear in multiple units within a qualification and/or are divided across units is yet to be resolved.

Skills and knowledge needing more emphasis

Reflection

The need for more focus on reflection, and the importance of reflection in educator work role, was a consistent feedback theme, and was confirmed in TAC discussions. This has been addressed by increased and more explicit references to reflection across all content areas, including the introduction of reflective activities in some Performance Evidence requirements.

National Quality Framework (NQF)

While existing content makes constant reference to the NQF, the nature of those references has been slightly changed based on feedback. It now has more of a focus on knowledge of which standards are relevant to the unit and how outcomes contribute to the standard being achieved. There is also reference to knowledge of organisational standards, policies and procedures specifically linked to the National Quality Standards.

In addition, a new unit has been developed CHCECEXXX *Meet legal and ethical obligations in children's education and care*.

Collaboration and teamwork

Collaboration has been strengthened throughout units of competency. The TAC has also proposed that a children's education and care unit be developed for teamwork and that this should be added to the core of the Certificate III in Early Childhood Education and Care. More detailed analysis of feedback reveals that potentially the need is broader and relates to basic professional practice in a more general sense. New national cross-industry teamwork units are also currently being developed which could inform this area. Some caution may need to be exercised to ensure that any unit added to the core is appropriate for all workers.

Child development

Gaps in graduate knowledge in this area have been flagged in all consultations to date. While existing units do cover this content, detailed analysis suggests that there is potential for very wide interpretation of requirements. Some changes have been suggested to address this, but more work is needed. SkillsIQ has also identified some issues with the 'holistic development' units that seem to be designed to support this knowledge. Key questions are flagged in the detailed mapping table. The review provides an opportunity to clarify the intent and content of those units. As highlighted above, there may also be potential for one of these units to have application in contexts which are broader than regulated childhood education and care.

Clarity of assessment requirements

One of the main recommendations of the ASQA strategic review related to improving the clarity of assessment requirements and a strong majority of stakeholder have supported the need for much greater specification and clarity around which skills need to be assessed in the workplace, whether they need to be directly observed and when simulation may be appropriate. Of course, with greater specification comes the need to be vigilant so that requirements do not become so prescriptive that all flexibility is lost. Key actions reflected in Draft 1 include:

- removal of items in performance evidence that just repeat performance criteria with more focus on volume and sufficiency of evidence linked to specific skills – potentially this approach could be taken further with greater specification of particular tasks
- initial suggestions for specifications around age groups in some units
- clear statements about the amount of direct observation (and inclusion of video observation as an option) with an underpinning approach that skills involving interactions with children must be directly observed
- more detail about resource requirements.

Linked to this is initial work completed to provide more clarity around the breadth and depth of knowledge requirements. Many current units include very general statements about knowledge that could be interpreted in vastly different ways, and this does not support consistent assessment practice. More work needs to be done in this area with industry input on specific knowledge requirements.

Code of ethics and United Nations Convention on the Rights of the Child

Almost all existing early childhood units include broad references to *'code of ethics'* and '*United Nations Convention on the Rights of the Child'.* In the context of providing more clarity about the breadth and depth of knowledge requirements specific to individual units, what is the specific knowledge that individuals need? For example, is there a specific Code of Ethics that applies (ECA)?. Do educators specifically need to just know about the intent of the United Nations Convention on the Rights of the Child and the content of the particular articles that apply to the job role?

Proposed new, merged and removed units

Full details of all proposed new units, merged units and units proposed for removal are found, along with a rationale, in table 2 at the bottom of this document Units of Competency Mapping *of changes for Draft 1 and specific consultation questions*. Some of these proposed changes relate to**:**

- health and safety / healthy eating / care for children (units or components of units merged)
- relationships with children / guiding behaviour (units merged)
- legal and ethical obligations in children's education and care (new unit)
- promotion of understanding of Aboriginal and/or Torres Strait Islander cultures (new unit)
- general administrative units (proposed use of Business Services units that more fully describe skill requirements).

All changes are proposed and subject to consultation.

Questions for consideration

The following questions are included to guide feedback for Draft One. Please also see the detailed tables below where there are important questions about specific units of competency. **In all cases, please provide your comments on the feedback forum**

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

For general comments on units, please put these under the Application box, and for general comments on qualifications, please put these under the Description and Entry Requirements box.

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 to allow for diverse work contexts?

Skill sets

- Are the skill sets still appropriate for industry?
- Are they being used, and in what contexts?

Units of Competency

- Do the units have gaps? If so, what are they?
- Do the units reflect the scope of workplace roles? If not, what should be changed?

Titles and Application

- Does the title reflect the skill being described? Is there potential to simplify?
- Does the application statement provide a clear and accurate description?

Elements and Performance Criteria

- Do elements accurately describe what people do on a day-to-day basis in the workplace?
- Do the units have gaps? If so, what are they?
- Do the units reflect the real world scope of the work role? If not, what should be changed?

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?
- Are the statements clear? Would assessors understand exactly what they must do?
- How well do the requirements articulate the amount of evidence a person would need to be able to provide to show that they are competent? Please provide a rationale for responses.

Knowledge Evidence

- What is the essential knowledge required to perform the task described?
- Is there anything that should be added or deleted?
- Is the breadth and depth described well enough to assist assessors understand the scope?

Assessment Conditions

- Are the new requirements clear? Would interpretation by assessors be consistent?
- Is the specification around what must be directly observed a reasonable expectation?
- What equipment, resources documents do people use in the workplace? Are those listed relevant, accurate and current? Is the level of specification appropriate?
- Are the assessor competency requirements appropriate? Should anything be added or deleted?

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

Table 2 Units of competency: mapping of changes for Draft 1 and specific consultation questions

(Units are grouped according to the NQF categories)

Table 3 Units of competency: Feedback Forum Folder location - Draft 1

(Table listing units in numerical order showing which subfolder they are filed in in the Feedback Forum)

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

Existing Code	Existing Title	Proposed Code	Proposed Title	Changes for Draft 1
CHC30113	Certificate III in Early Childhood Education and Care	CHC30118	Certificate III in Early Childhood Education and Care	• Literacy requirements proposed as entry requirement. • Total number of units reduced from 18 to 16: ○ core reduced by 2 ○ elective unit number remains the same • Changes to core: ○ new ECE unit *CHCECEXXX Meet legal and ethical obligations in children's education and care* replaces existing broad CHC legal & ethical unit ○ new ECE unit *CHCECEXXX Promote understanding of Aboriginal and/or Torres Strait Islander cultures* replaces existing unit on cultural safety ○ content of existing *CHCECE006 Support behaviour of children and young people* merged into *CHCECE007 Develop positive and respectful relationships with children* ○ new health and safety unit *CHCECEXXX Support children's physical health and safety* combines existing health and safety and healthy eating units, plus aspects care for children unit – this unit removed based on duplicated content.
CHC50113	Diploma of Early Childhood Education and Care	CHC50118	Diploma of Early Childhood Education and Care	• Literacy requirements proposed as entry requirement. • Total number of units remains the same: ○ core increased by 1 ○ elective units reduced by 1. • Changes to core: ○ new ECE unit *CHCECEXXX Meet legal and ethical obligations in children's education and care* replaces existing broad CHC legal & ethical unit ○ new ECE unit *CHCECEXXX Promote understanding of Aboriginal and/or Torres Strait Islander cultures* replaces existing unit on cultural safety ○ content of existing *CHCECE006 Support behaviour of children and young people* merged into *CHCECE007 Develop positive and respectful relationships with children* ○ new health and safety unit *CHCECEXXX Support children's physical health and safety* combines existing health and safety and healthy eating units, plus aspects care for children unit – this unit removed based on duplicated content ○ addition of multiple units from Certificate III in the Diploma:

Existing Code	Existing Title	Proposed Code	Proposed Title	Changes for Draft 1
				▪ CHCECE010 Support the holistic development of children in early childhood ▪ CHCECE011 Provide experiences to support children's play and learning ▪ CHCECE013 Use information about children to inform practice ○ addition of leadership unit *BSBLDR502 Lead and manage effective workplace relationships* ○ removal of *CHCECE022 Promote children's agency* • Business Services leadership and management units added to electives.
CHC40113	Certificate IV in School Aged Education and Care	CHC40118	Certificate IV in School Aged Education and Care	• Total number of units remains the same: ○ core units reduced by 2 ○ elective units increased by 2. • Changes to core: ○ new ECE unit *CHCECEXXX Meet legal and ethical obligations in children's education and care* replaces existing broad CHC legal & ethical unit ○ new ECE unit *CHCECEXXX Promote understanding of Aboriginal and/or Torres Strait Islander cultures* replaces existing unit on cultural safety ○ new health and safety unit *CHCECEXXX Support children's physical health and safety* combines existing health and safety and healthy eating units ○ Early childhood unit *CHCECE011 Provide experiences to support children's play and learning* removed as it now includes references to age groups - – still available as elective and planning of play and leisure experiences remains.
CHC50213	Diploma of School Aged Education and Care	CHC50218	Diploma of School Aged Education and Care	• Total number of units remains the same: ○ core units reduced by 2 ○ elective units increased by 2. • Changes to core: ○ new ECE unit *CHCECEXXX Meet legal and ethical obligations in children's education and care* replaces existing broad CHC legal & ethical unit ○ new ECE unit *CHCECEXXX Promote understanding of Aboriginal and/or Torres Strait Islander cultures* replaces existing unit on cultural safety ○ Early childhood unit *CHCECE011 Provide experiences to support children's play and learning* removed as it now includes references to age groups - – still available as elective and planning of play and leisure experiences remains

Existing Code	Existing Title	Proposed Code	Proposed Title	Changes for Draft 1
				○ *CHCECE004 Promote and provide healthy food and drinks* removed based on its merging with other units where content may not be appropriate (e.g. health and safety content not at correct level). • Leadership and management units added to electives.
CHC30213	Certificate III in Education Support	CHC30218	Certificate III in Education Support	• Total number of units reduced by 4: ○ core units reduced by 4 ○ elective unit numbers remain the same • Changes to core: ○ new ECE unit *CHCECEXXX Promote understanding of Aboriginal and/or Torres Strait Islander cultures* replaces existing unit on cultural safety ○ unit added to strengthen pathway to school age care qualifications – *CHCSAC003 Work collaboratively and respectfully with school age children* ○ EDS admin units removed and Business Services units introduced as electives to more fully reflect skills and allow choice ○ Other changes reflect changes to EDS units (see below).
CHC40213	Certificate IV in Education Support	CHC40218	Certificate IV in Education Support	• Total number of units increased by 1: ○ core units increased by 1 ○ elective unit numbers remain the same • Changes to core: ○ core literacy and numeracy units from Certificate III added to core ○ new ECE unit *CHCECEXXX Promote understanding of Aboriginal and/or Torres Strait Islander cultures* replaces existing unit on cultural safety ○ CHCECE006 behaviour unit replaced by *CHCSAC003 Work collaboratively and respectfully with school age children* (which includes behaviour focus) ○ *CHCEDS025 Facilitate learning for students with disabilities* moved from core to elective.
CHCCC00058	Education support work skill set	CHCCC00058	Education support work skill set	• No proposed changes.
CHCCC00059	Middle childhood skill set	CHCCC00059	Middle childhood education and care	• Minor name change.

Existing Code	Existing Title	Proposed Code	Proposed Title	Changes for Draft 1
CHCCC00060	Early childhood skill set	CHCCC00060	Early childhood education and care	• Minor name change. • Units reduced from 4 to 3 based on proposed removal of unit *Provide care for children*.
CHCCC00068	Advanced early childhood education and care skill set	CHCCC00068	Advanced practice in early childhood education and care	• Minor name change.
CHCCC00072	Building inclusive practices in early childhood education and care skill set	CHCCC00072	Inclusive practices in early childhood education and care	• Minor name change.
CHCCC00090	Supporting children and families with complex needs skill set	CHCCC00090	Supporting children and families with complex needs	• No proposed changes

Table 2 Units of competency: mapping of changes for Draft 1 and specific consultation questions

The table below provide a list of all existing and proposed new units of competency. It details changes made in Draft 1 and highlights any unit-specific consultation questions. For ease of reference, units are grouped as detailed below.

- Early childhood education and care (ECE) units are grouped to reflect the areas of the National Quality Standard– note that there are currently no units for staffing in the table as these skills are covered in non-ECE units of competency:
    - Educational program and practice
    - Children's health and safety
    - Physical environment
    - Relationships with children
    - Collaborative partnerships with families and communities
    - Leadership and service management
- School age education and care (SAC)
- Education support (EDS):
    - General work practice
    - Aboriginal and/or Torres Strait Islander education
    - Additional needs
    - Learning and teaching
    - Literacy and language
    - Numeracy

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
EARLY CHILDHOOD EDUCATION AND CARE (ECE)					
Educational program and practice					
CHCECE009	Use an approved learning framework to guide practice	CHCECE009	Use an approved learning framework to guide practice	PCs changed to remove references to comparing different frameworks (to reflect level or role). Other minor changes to structure to improve clarity. PE changed for clarity, including around scope of role (participate in implementing). KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCECE010	Support the holistic development of children in early childhood	CHCECE010	Support the holistic development of children in early childhood	Multiple PCs adjusted to include a performance standard; some PCs combined; some PCs from element 6 removed as they were duplications, others moved to more appropriate elements. A more 'holistic' focus given to final element. PE – specification around ages added; language changed to improve clarity. This unit has an hours requirement – hours increased to 160 hours, of which 120 hours have to be in a regulated service in Australia. KE minor rework to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	The unit title suggests a focus on 'holistic development' but existing content does not really reflect a holistic approach? Many of the PCs in this unit are already covered in other units – and some are very specific. The knowledge component is also reflected in other units. Probably it would be assessed holistically with those other units. Is the overall intent of this unit to provide a vehicle for child development knowledge and its application? If so, it could be structured more simply to achieve this. Or of course combined with a unit like ECE011 (as some suggested in

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
					feedback). This would then also assist in better communicating the more limited scope of knowledge for the Cert III educator, leaving the unit on fostering development to go into more depth?
CHCECE011	Provide experiences to support children's play and learning	CHCECE011	Provide experiences to support children's play and learning	Minor changes to PCs to include a performance standard. PE reworked – items replicating PCs removed. Group and individual requirement added to PE and removed from PCs, now built around experiences rather than occasions; specification around ages added KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Please review knowledge requirements in terms of guidance on breadth and depth of knowledge. For example, what is needed in relation to: • *theories of play?* What is the difference between supporting and facilitating as currently separated in elements 2 and 3?
CHCECE013	Use information about children to inform practice	CHCECE013	Use information about children to inform practice	Significant changes made in conjunction with review of ECE023 to reflect differing levels of responsibility – some of the prescription in this unit moved to ECE023. Changes to elements and PCs to better reflect 'level' of work – e.g. seeking guidance, contribution. Reflection added; wording made more consistent. PE set out more clearly and adjusted to reflect contribution to the process rather than responsibility for the process.	Please review this unit in conjunction with *CHCECE023 Analyse information to inform learning.*

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	Element 6 placed at front of unit and changes made to reflect the concept of 'holistic' development. Minor changes to PCs to include performance standard. PE changed for clarity – items replicating PCs removed; age range specified. This unit has an hours requirement – hours increased to 280 hours, of which 240 hours have to be in a regulated service in Australia. KE initial rework with specific changes suggested around scope of child development knowledge. AC changed for clarity.	See questions on ECE010 – both units need to be considered together.
CHCECE018	Nurture creativity in children	CHCECE018	Nurture creativity in children	Minor changes to PCs. PE clarified – items replicating PCs removed. Scope (music, visual art etc.) placed in PE rather than PCs as in existing unit. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Feedback about this unit varied from questioning the need for it at all to questioning its overly prescriptive nature (e.g. does not allow for technology or the arts more generally). Please review this unit in the light of comments above? - how much detail should be specified in relation to resources to support play & learning experiences

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCECE023	Analyse information to inform learning	CHCECE023	Analyse information to inform learning	Significant changes made in conjunction with review of ECE013 to reflect differing levels of responsibility – some of the prescription in this unit has been moved from ECE013. A PCs adjusted for flow and inclusion of performance standard. PE reworked to reflect specific requirements – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Please review in conjunction with ECE013. Element 1 may need more clarity – e.g. who develops the assessment methods and tools?
CHCECE024	Design and implement the curriculum to foster children's learning and development	CHCECE024	Design and implement the curriculum to foster children's learning and development	Changes made to element structure to provide more clarity about the process. Made clearer that in this unit you just access the analysis that has already been done in ECE023 (for confirmation). This unit has an hours requirement – hours increased to 280 hours, of which 240 hours have to be in a regulated service in Australia. PE requirements changed from one occasion (not an occasion-based skill) to include 3 experiences, indoor and outdoor with one to be implemented and evaluated KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Please provide advice in relation to requirements for documentation / creation of resources and materials – currently this is not included. Should it be part of this unit?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
	New unit	CHCECEXXX	Promote understanding of Aboriginal and Torres Strait Islander cultures	This unit is based on materials accessed through the ACECQA website.	
Children's health and safety					
CHCECE002	Ensure the health and safety of children	CHCECEXXX	Support children's physical health and safety	Unit changed and combined with ECE004 based on multiple feedback comments, with new combined unit title suggested as *Support children's physical health and safety*. This now also includes content on promotion of physical activity from ECE003. Note – the combination of these units allows for the introduction / importation of a more robust 'food' unit for those who need it. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. Infant Feeding Guidelines removed as it is covered in ECE005 New approach to PE focuses on specific activities for clarity. AC changed for clarity.	What is the rationale for asthma and anaphylaxis to be included in this unit when they are specifically covered in HLTAID004? Element 7 has been identified as duplicating content in HLTWHS001 – please provide feedback with rationale. What should be the focus for a 'food' unit for inclusion in the qualification? For example: https://training.gov.au/Training/Details/HLTFSE001
CHCECE003	Provide care for children			This unit not updated for Draft 1. Content integrated into *Support children's physical health and safety*. Removal proposed. Multiple feedback comments that its content overlaps with other units and analysis supports this.	

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCECE004	Promote and provide healthy food and drinks			See information for ECE002 above.	
CHCECE005	Provide care for babies and toddlers	CHCECE005	Provide care for babies and toddlers	Some changes to PCs to include performance standard and improve clarity. PE reworked and built around specific tasks for clarity; reflection included for relationship building. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Please review knowledge requirements in terms of guidance on breadth and depth of knowledge. For example, what is needed in relation to: • *attachment theory?* What is the scope of knowledge requirement for food safety? Is the scope of knowledge appropriate in relation to healthy eating guidelines?
CHCECE015	Attend to daily functions in home-based child care	CHCECE015	Attend to daily functions in home-based child care	KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. PE clarified – items replicating PCs removed. Need further clarification before full redrafting of AC	Please provide advice about appropriate assessment conditions for this unit.
CHCECE016	Establish and maintain a safe and healthy environment for children	CHCECE016	Establish and maintain a safe and healthy environment for children	Minor changes to elements and PCs pending feedback from consultation. PE changed for clarity and items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Significant changes made to reflect National Regulations. Scope and depth of knowledge needs to be confirmed.	Please confirm the scope of responsibility for this unit. Existing content was not completely clear about whether the person is responsible for the creation of plans and procedures or just for checking and maintaining them. Most (but not all) of the content suggests the latter – in which case this would be done in accordance with an established set of

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				AC changed for clarity.	service procedures developed by someone else?
	New unit	CHCECEXXX	Meet legal and ethical obligations in children's education and care		This unit does not prescribe some level of skills demonstration in the workplace. This is based on: • the fact that some applications are already being assessed in the service other units (e.g. health, safety and wellbeing) • the prevalence of situations that may not arise in the workplace (illness, emergency etc.) Please provide feedback on this proposal.
Physical environment					
CHCECE012	Support children to connect with their world	CHCECE012	Support children to connect with their world	Complexity of unit reduced (current unit asks for development and implementation of strategies) PE reworked – items replicating PCs removed. Group and individual requirement added to PE and removed from PCs, now built around experiences rather than occasions; specification around ages added KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed.	When this unit is adjusted to the appropriate level for Certificate III, there is a question about whether its content is robust enough for a separate unit and whether it would be more effective as part of one or more other units – for example, made a requirement in the 'play' unit? Is this a competency in its own right?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				AC changed for clarity.	Please also review the relationship between this unit and ECE025.
CHCECE025	Embed sustainable practices in service operations	CHCECE025	Embed sustainable practices in service operations	Unit structure changed to provide greater clarity Old El. 1 and 4 combined as part of the same process? Old El 3 removed as content relevant in other elements New element created around implementation and evaluation using and refining existing content PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Please review this unit in conjunction with ECE012; one whole element remains a duplication. Should this unit be more focused on planning, monitoring and evaluation?
Relationships with children					
CHCECE001	Develop cultural competence	CHCECE001	Develop cultural competence	Removed old element 3 related to Aboriginal & Torres Strait Islander culture based on TAC guidance to have two separate units. Removed old 4.4 and 4.5 as both are part of 4.2 (this is now element 3)– now referenced in knowledge Removed old 5.1 – planning beyond scope of Cert III educator role – implementation covered in other PCs	

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				Removed old 5.2 – beyond scope of Cert III educator role – implementation covered in other PCs. Integrated remaining element in new element 4 PE reworked – items replicating PCs removed; requirements changed for clarity. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCECE006	Support behaviour of children and young people			These two units combined based on multiple feedback comments and TAC guidance. Dignity and rights element integrated as many were repeats. Title remains as per CHCECE007 but unit will be not equivalent (note it may need to change). New approach to PE focuses on the contexts for communication rather than the number of children. Note scope of this to be confirmed, and unit also needs to work with ECE020. This unit has an hours requirement – hours increased to 160 hours, of which 120 hours have to be in a regulated service in Australia. KE reworked to improve match between knowledge and elements and performance criteria with inclusion of specific communication techniques. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCECE007	Develop positive and respectful relationships with children	CHCECE007	Develop positive and respectful relationships with children		

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCECE020	Establish and implement plans for developing cooperative behaviour	CHCECE020	Establish and implement plans for developing cooperative behaviour	PCs adjusted for clarity, flow and inclusion of performance standards. PE partially clarified – items replicating PCs removed. Establishment of guidelines, collaborative discussion and age added (2-6 years) added but needs confirmation. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Does the focus of this unit need to change to focus more on belonging rather than behaviour?
CHCECE021	Implement strategies for the inclusion of all children	CHCECE021	Implement strategies for the inclusion of all children	PCs adjusted for clarity, flow and inclusion of performance standard, including re-ordering PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Element 4 refers to Develop an Individual plan- in PC 4.2, should the plan be documented (in the existing unit this is not currently explicit)
CHCECE022	Promote children's agency			Not updated for Draft 1. Removal proposed. As currently drafted, this unit does not appear to reflect skills and knowledge that are different from those which appear in other units. Children's agency is integral to many other units. For discussion during consultation.	
Collaborative partnerships with families and communities					

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCECE026	Work in partnership with families to provide appropriate education and care for children	CHCECE026	Work in partnership with families to provide appropriate education and care for children	Minor changes to PCs to ensure performance standard included. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCECE027	Promote equity in access to the service	CHCECE027	Promote equity in access to the service	Unit structure changed to provide greater clarity. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed.	Note: ECE027, 028 and 029 were last updated separately from all other ECE units. They are therefore written differently, may be targeted differently – and do not reference the NQF at all. There is a need to clarify context for these units and the work roles to which they apply to ensure reflection of current practice.
CHCECE028	Collaborate with families to plan service and supports	CHCECE028	Collaborate with families to plan service and supports	Minor changes to PCs to ensure performance standard included. Following PCs removed – seem to not directly relate to unit –first is whole separate process so if needed unit should be reworked to reflect this focus (quite different skills?) Second is covered in 027? • Develop, implement and review written strategies to ensure that information and service processes are accessible to family members.	

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				• Ensure the process of service delivery aims to increase active and positive participation of families in the community. PE updated for clarity. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed.	
Leadership and service management					
CHCECE014	Comply with family day care administration requirements	CHCECE014	Comply with family day care administration requirements	Reference to NQF removed as did not seem relevant to this unit Suggested change in PE to build a more holistic requirement around reporting periods (rather than filling in forms 3 times etc.) – needs confirmation with FDC sector. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC updated – changed to not include requirement for workplace demonstration of skills based on environment not relevant to administration tasks.	Is this unit really needed (question raised in feedback)? In essence it is a very small unit about a very specific set of administration requirements?
CHCECE019	Facilitate compliance in an education and care services	CHCECE019	Facilitate compliance in an education and care services	Pending feedback on key consultation question about scope: Minor changes to PCs to ensure inclusion of performance standards. PE changed – items replicating PCs removed; requirement adjusted to QIP for one quality area. Hours requirement removed from this unit.	What should the scope of this unit be? Currently elements and performance criteria focus strongly on QIP though the title and knowledge evidence suggests broader compliance?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity and does not require demonstration of skills in a regulated service base.	
CHCECE029	Respond to problems and complaints about the service	CHCECE029	Respond to problems and complaints about the service	Minor changes to elements and performance criteria for clarity. PE changed to make more rigorous. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed.	
	SCHOOL AGE CARE (SAC)				
CHCSAC001	Support children to participate in school age care	CHCSAC001	Support children to participate in school age care	Content focused on communication and behaviour (from element 2) moved to SAC003. Content about working in the framework of SAC moved from SAC003 to this unit. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. This unit has an hours requirement – hours increased to 160 hours, of which 120 hours have to be in a regulated service in Australia. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Given that the implementation aspect of this unit is at the core of SAC002, 003 and 004 – could this aspect be removed from this unit?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCSAC002	Develop and implement play and leisure experiences in school age care	CHCSAC002	Develop and implement play and leisure experiences in school age care	Changes to elements and PCs made for improved flow and clarity. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Content from ECE011 introduced. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	There is nothing about documenting the experiences – should there be?
CHCSAC003	Work collaboratively and respectfully with children in school age care	CHCSAC003	Work collaboratively and respectfully with children in school age care	Content focused on communication and behaviour moved from SAC001 to this unit. Content about working in the framework of SAC moved from this unit to SAC001. Requirements overall made appropriate for use in Education Support to reflect the need for better links between these sectors. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed.	
CHCSAC004	Support the holistic development of children in school age care	CHCSAC004	Support the holistic development of children in school age care	Multiple PCs adjusted to include a performance standard; some PCs combined; some PCs from element 6 removed as they were duplications, others moved to more appropriate elements. A more 'holistic' focus given to final element. PE – specification around ages added; language changed to improve clarity.	Please see comments and questions in ECE010 and 017.

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				This unit has an hours requirement – hours increased to 160 hours, of which 120 hours have to be in a regulated service in Australia. KE minor rework to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	Element 6 placed at front of unit and changes made to reflect the concept of 'holistic' development. Minor changes to PCs to include performance standard. PE changed for clarity – items replicating PCs removed; age range specified. This unit has an hours requirement – hours increased to 280 hours, of which 240 hours have to be in a regulated service in Australia. KE initial rework with specific changes suggested around scope of child development knowledge. AC changed for clarity.	Please see comments and questions in ECE010 and 017.
	EDUCATION SUPPORT (EDS)				
General work practice					

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed KE reworked to improve match between knowledge and elements and performance criteria – but please see consultation questions. AC changed for clarity.	This unit is about compliance with legislation – other community services sectors also have a focus on ethical issues, which seems very relevant to the sector. Should this unit be broadened to incorporate ethical issues?
CHCEDS004	Contribute to organisation and management of classroom or centre			Not updated for Draft 1. Removal proposed. This unit is in essence a generic administration unit about processing documentation, and using computers and other equipment. Recommendation is to use the relevant units from the Business Services Training Package that more fully reflect skills and knowledge requirements – these may be selected based on individual needs. For example: BSBITU201 Produce simple word processed documents BSBITU202 Create and use spreadsheets BSBITU302 Create electronic presentations BSBITU303 Design and produce text documents BSBITU304 Produce spreadsheets BSBWOR204 Use business technology This approach would align with feedback suggesting use of BSB units based on individual need.	

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS007	Work effectively with students and colleagues			Not updated for Draft 1. Removal proposed. Content covered either in reworked CHCSAC003 *Work collaboratively and respectfully with school age children* or *CHCDIV001 Work with diverse people*.	
CHCEDS008	Comply with school administrative requirements			Not updated for Draft 1. Removal proposed. This unit is in essence an elective generic administration unit about processing information, handling enquiries and the use of multiple software programs Recommendation is to use the relevant units from the Business Services Training Package that more fully reflect skills and knowledge requirements – these may be selected based on individual needs. For example: BSBITU201 Produce simple word processed documents BSBITU202 Create and use spreadsheets BSBITU302 Create electronic presentations BSBITU303 Design and produce text documents BSBITU304 Produce spreadsheets BSBWOR204 Use business technology	
CHCEDS011	Search and assess online information	CHCEDS011	Search and assess online information	Very minor changes to PCs for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed.	This is a very basic digital literacy unit that has limited specific application to an education environment. Is this appropriate for job roles where

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	individuals are supporting students with literacy and research skills?
CHCEDS017	Contribute to the health and safety of students			Not updated for Draft 1. Removal proposed. And HLTWHS unit to be used in Certificate III as it is in Certificate IV. There is very little in this unit that is not captured in HLTWHS001. For those working with younger children *CHCECEXXX Support children's physical health and safety* may be appropriate.	
CHCEDS023	Supervise students outside the classroom	CHCEDS023	Supervise students outside the classroom	Elements and PCs adjusted for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
Aboriginal and/or Torres Strait Islander education					

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS009	Communicate in an Aboriginal or Torres Strait Islander language	Title simplified and adjusted to reflect content of unit. Minor changes to PCs to add performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. Minor changes to KE. AC changed for clarity.	
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	Very minor changes to PCs for clarity. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE – removed: *own culture, western systems and structures and how this impacts on Aboriginal and/or Torres Strait Islander culture* – as this person is an Aboriginal and/or Torres Strait Islander person*?* *developmental milestones of children/young people (cognitive, physical, language, social/emotional)* – not part of this unit, not working with students? AC changed for clarity.	•
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	CHCEDS029	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	Title changed to reflect content of unit. Elements and PCs adjusted for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed.	To support a cohesive approach across CEC sectors, is there potential for the new unit CHCECEXXX *Promote understanding of Aboriginal and Torres Strait Islander cultures* to be used instead of this one?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	It would need some minor adjustments.
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS024	Support Aboriginal and/or Torres Strait Islander education	Elements and PCs adjusted for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
Additional needs					
CHCEDS016	Support learning for students with disabilities in a classroom environment			Not updated for Draft 1 – content integrated into EDS022 or EDS025. Removal proposed. This unit was characterised as 'an introduction' to working with disability, so there was no real outcome. EDS022 provides for a broad outcome and EDS025 has been reviewed to provide more robust approach to working with students with disabilities (feedback reflects this need)	
CHCEDS018	Support students with additional needs in the classroom environment			Not updated for Draft 1. Removal proposed. It was unclear what this unit would cover that is not already covered in other units – whether those additional needs be literacy, numeracy, research, related to disability etc.	

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS022	Work with students in need of additional support	CHCEDS022	Work with students in need of additional support	Significant changes to unit incorporating aspects of EDS016. Changes to PCs to add performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCEDS025	Facilitate learning for students with disabilities	CHCEDS025	Facilitate learning for students with disabilities	Significant changes to unit to provide more robust framework, Incorporates aspects of EDS016 and content to strengthen knowledge.	
CHCEDS031	Provide support to students with autism spectrum disorder	CHCEDS031	Provide support to students with autism spectrum disorder	Elements and PCs restructured for greater clarity – there is still a need to confirm the scope of the education support worker role. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
Learning and teaching					

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS002	Assist in implementation of planned educational programs	CHCEDS002	Contribute to the planning and implementation of educational programs	Title adjusted to reflect unit content PCs adjusted for clarity and to include a performance standard. The following removed pending feedback - *Assist students through correct use and demonstration of digital technology features* – this is potentially huge – what skills are required? PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. This unit has a workplace hours requirement of 100 hrs. KE reworked to improve match between knowledge and elements and performance criteria – but please see consultation questions. Removed potential hazards and risks for students in KE as it seemed misplaced. AC changed for clarity.	What is the scope of digital technology skills required in this unit? The scope of knowledge evidence is not clear. For example, what knowledge of the education system's policies and procedures is required? Please review
CHCEDS003	Contribute to student education in all developmental domains	CHCEDS003	Contribute to student education in all developmental domains	PCs adjusted for clarity and to include a performance standard. PE reworked slightly – items replicating PCs removed. This unit has a workplace hours requirement of 100 hrs. KE - please see consultation questions. AC changed for clarity.	Clarification needed about the scope and depth of knowledge. For example, what is the requirement for the following knowledge items: • curriculum and curriculum framework • education system policies • language programs?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS012	Set up and sustain individual and small group learning areas	CHCEDS012	Set up and sustain learning areas	Title simplified. Very minor changes to PCs for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. Some content added to KE – please see consultation questions. AC changed for clarity.	The application of this unit suggests relevance to both physical and virtual spaces – but some content limits this. What is the expectation? In terms of virtual environments, what is the relationship with e-learning, and would a worker at this level actually be setting up a virtual learning environment? What is meant by knowledge of 'learning technologies' in terms of scope and depth?
CHCEDS013	Use an e-learning management system	CHCEDS013	Use an e-learning management system	Element 1 and 2 combined. Very minor changes to PCs for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. See consultation questions. AC changed for clarity.	The scope of knowledge required in this unit needs to be clarified. Draft 1 provides some initial suggestions but further input from stakeholders is required.
CHCEDS021	Assist in facilitation of student learning	CHCEDS021	Assist in facilitation of student learning	Element 1 integrated across units as it was largely knowledge. Changes to PCs to add performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. This unit has a workplace hours requirement of 100 hrs.	The scope of knowledge required in this unit needs to be clarified. For example, what is the knowledge expectation in the following: • *reading, writing, language and numeracy competence required to perform effectively in an education support role*

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	• *contemporary theories of learning* • *principles of practice for the identified education environment* • *learning process*
CHCEDS026	Deliver elements of teaching and learning programs	CHCEDS026	Deliver elements of teaching and learning programs	Elements and PCs adjusted for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
CHCEDS027	Support flexible learning in an education environment			Not updated for Draft 1. Removal proposed. This unit seems to be mainly about e-learning / distance education which is covered in other units? There is a suggestion that it could be classroom-based – however, all of the other units are about using flexible approaches to meet individual needs?	
CHCEDS030	Coordinate e-learning programs	CHCEDS030	Coordinate e-learning programs	PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Note that the use of this unit seems to be extremely limited with virtually no enrolments on a year-to-year basis. It would be timely to confirm its overall appropriateness for education support work roles.

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
CHCEDS032	Support learning and implementation of responsible behaviour			Unit not updated for Draft 1. Removal proposed based on changes to SAC003 to allow for better links between education support and school age care, and the inclusion of that unit in education support qualifications.	
Literacy and language					
CHCEDS005	Support the development of literacy and oral language skills	CHCEDS005	Support the development of literacy and oral language skills	PCs adjusted for clarity and to include a performance standard. Element 1 removed and put into KE as it is essentially knowledge. Additional element added for monitoring of progress. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria – but please see consultation questions. AC changed for clarity.	Clarification needed about the scope and depth of knowledge. For example, what is the requirement for the following knowledge items: • genres and writing styles • accurate spelling, grammar and punctuation (at what level?)
CHCEDS014	Support students with English as a second language	CHCEDS014	Support students with English as a second language	Changes to elements and PCs for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed.	The scope of knowledge required in this unit needs to be clarified (knowledge evidence content). Draft 1 provides some initial suggestions but further input from stakeholders is required.

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. See consultation questions. AC changed for clarity.	
CHCEDS015	Support development of student research skills	CHCEDS015	Support development of student research skills	Very minor changes to PCs to add performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	The scope of knowledge required in this unit needs to be clarified. For example, what is the knowledge expectation in the following: • grammar, punctuation and spelling sufficient to guide student's work
CHCEDS020	Support students' literacy learning	CHCEDS020	Support students' literacy learning	Changes to PCs to add performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Please review scope of knowledge evidence requirements.
CHCEDS028	Assist in production of language resources	CHCEDS028	Assist in production of language resources	Elements and PCs adjusted for clarity and addition of performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed.	

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
				KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	
Numeracy					
CHCEDS006	Support the development of numeracy skills	CHCEDS006	Support the development of numeracy skills	Structure changed to make consistent with literacy support units and improve clarity. Element 1 removed and put into KE as it is essentially knowledge. PE clarified and change suggested to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria – but please see consultation questions. AC changed for clarity.	What is the scope of numeracy skills in this unit – the following statement is used in PC 2.2 but is unclear: • *numbers* • *use of number computations* • *measurement* • *numerical data* Please clarify.
CHCEDS019	Support students' mathematics learning	CHCEDS019	Support students' mathematics learning	Changes to PCs to add performance standard. PE clarified and changed to reflect content and scope of unit – items replicating PCs removed. KE reworked to improve match between knowledge and elements and performance criteria. Scope and depth of knowledge needs to be confirmed. AC changed for clarity.	Unit applications states that unit reflects skills and knowledge to: *support students in pre-primary, primary and secondary to develop mathematics skills in number and algebra, measurements and geometry, and statistics and probability as included in current curriculum documents* Is the expectation that all of those will be covered? And at what depth?

Existing Code	Existing Title	Existing Code *(will change in Draft 2)*	Proposed Title	Changes for Draft 1	Specific Draft 1 Consultation Questions
					Numeracy unit would cover at least pre-primary? Is the differentiation between Element 2 and Element 3 strong enough?

Table 3 Units of competency: Feedback Forum Folder Content - Draft 1

Existing Code	Existing Title	Existing Code *(will change in Draft 2*	Proposed Title	Feedback Forum Folder 1
	EARLY CHILDHOOD EDUCATION AND CARE (ECE)			**EARLY CHILDHOOD EDUCATION AND CARE (ECE)/**
CHCECE001	Develop cultural competence	CHCECE001	Develop cultural competence	Sub folder – Relationships with Children
CHCECE002	Ensure the health and safety of children	CHCECEXXX	Support children's physical health and safety	Sub folder – Children's Health and Safety
CHCECE003	Provide care for children			*NA*
CHCECE004	Promote and provide healthy food and drinks			*NA*
CHCECE005	Provide care for babies and toddlers	CHCECE005	Provide care for babies and toddlers	Sub folder – Children's Health and Safety
CHCECE006	Support behaviour of children and young people			Sub folder – Relationships with Children

Existing Code	Existing Title	Existing Code *(will change in Draft 2*	Proposed Title	Feedback Forum Folder 1
CHCECE007	Develop positive and respectful relationships with children	CHCECE007	Develop positive and respectful relationships with children	Sub folder – Relationships with Children
CHCECE009	Use an approved learning framework to guide practice	CHCECE009	Use an approved learning framework to guide practice	Sub folder - Educational program and practice
CHCECE010	Support the holistic development of children in early childhood	CHCECE010	Support the holistic development of children in early childhood	Sub folder - Educational program and practice
CHCECE011	Provide experiences to support children's play and learning	CHCECE011	Provide experiences to support children's play and learning	Sub folder - Educational program and practice
CHCECE012	Support children to connect with their world	CHCECE012	Support children to connect with their world	Sub folder – Physical Environment
CHCECE013	Use information about children to inform practice	CHCECE013	Use information about children to inform practice	Sub folder - Educational program and practice
CHCECE014	Comply with family day care administration requirements	CHCECE014	Comply with family day care administration requirements	Sub folder – Leadership and service management

Existing Code	Existing Title	Existing Code *(will change in Draft 2*	Proposed Title	Feedback Forum Folder 1
CHCECE015	Attend to daily functions in home-based child care	CHCECE015	Attend to daily functions in home-based child care	Sub folder – Children's Health and Safety
CHCECE016	Establish and maintain a safe and healthy environment for children	CHCECE016	Establish and maintain a safe and healthy environment for children	Sub folder – Children's Health and Safety
	New unit	CHCECEXXX	Meet legal and ethical obligations in children's education and care	Sub folder – Children's Health and Safety
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	Sub folder - Educational program and practice
CHCECE018	Nurture creativity in children	CHCECE018	Nurture creativity in children	Sub folder - Educational program and practice
CHCECE019	Facilitate compliance in an education and care services	CHCECE019	Facilitate compliance in an education and care services	Sub folder – Leadership and service management
CHCECE020	Establish and implement plans for developing	CHCECE020	Establish and implement plans for developing cooperative behaviour	Sub folder – Relationships with Children

Existing Code	Existing Title	Existing Code *(will change in Draft 2*	Proposed Title	Feedback Forum Folder 1
	cooperative behaviour			
CHCECE021	Implement strategies for the inclusion of all children	CHCECE021	Implement strategies for the inclusion of all children	Sub folder – Relationships with Children
CHCECE022	Promote children's agency			Sub folder – Relationships with Children
CHCECE023	Analyse information to inform learning	CHCECE023	Analyse information to inform learning	Sub folder - Educational program and practice
CHCECE024	Design and implement the curriculum to foster children's learning and development	CHCECE024	Design and implement the curriculum to foster children's learning and development	Sub folder - Educational program and practice
	New unit	CHCECEXXX	Promote understanding of Aboriginal and Torres Strait Islander cultures	Sub folder - Educational program and practice

Existing Code	Existing Title	Existing Code *(will change in Draft 2*	Proposed Title	Feedback Forum Folder 1
CHCECE025	Embed sustainable practices in service operations	CHCECE025	Embed sustainable practices in service operations	Sub folder – Physical Environment
CHCECE026	Work in partnership with families to provide appropriate education and care for children	CHCECE026	Work in partnership with families to provide appropriate education and care for children	Sub folder – Collaborative partnerships with families and communities
CHCECE027	Promote equity in access to the service	CHCECE027	Promote equity in access to the service	Sub folder – Collaborative partnerships with families and communities
CHCECE028	Collaborate with families to plan service and supports	CHCECE028	Collaborate with families to plan service and supports	Sub folder – Collaborative partnerships with families and communities
CHCECE029	Respond to problems and complaints about the service	CHCECE029	Respond to problems and complaints about the service	Sub folder – Leadership and service management

Existing Code	Existing Title	Existing Code *(will change in Draft 2*	Proposed Title	Feedback Forum Folder 1
	SCHOOL AGE CARE (SAC)			***- no sub folders apply to the SAC Units***
CHCSAC001	Support children to participate in school age care	CHCSAC001	Support children to participate in school age care	
CHCSAC002	Develop and implement play and leisure experiences in school age care	CHCSAC002	Develop and implement play and leisure experiences in school age care	
CHCSAC003	Work collaboratively and respectfully with children in school age care	CHCSAC003	Work collaboratively and respectfully with children in school age care	
CHCSAC004	Support the holistic development of children in school age care	CHCSAC004	Support the holistic development of children in school age care	
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	

	EDUCATION SUPPORT (EDS)			
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	Sub folder – General work practice
CHCEDS002	Assist in implementation of planned educational programs	CHCEDS002	Contribute to the planning and implementation of educational programs	Sub folder – Learning & Teaching
CHCEDS003	Contribute to student education in all developmental domains	CHCEDS003	Contribute to student education in all developmental domains	Sub folder – Learning & Teaching
CHCEDS004	Contribute to organisation and management of classroom or centre			Sub folder – General work practice
CHCEDS005	Support the development of literacy and oral language skills	CHCEDS005	Support the development of literacy and oral language skills	Sub folder – Literacy and Language
CHCEDS006	Support the development of numeracy skills	CHCEDS006	Support the development of numeracy skills	Sub folder – Numeracy
CHCEDS007	Work effectively with students and colleagues			Sub folder – General work practice

CHCEDS008	Comply with school administrative requirements			Sub folder – General work practice
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS009	Communicate in an Aboriginal or Torres Strait Islander language	Sub folder – Aboriginal and/or Torres Strait Islander Education
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	Sub folder – Aboriginal and/or Torres Strait Islander Education
CHCEDS011	Search and assess online information	CHCEDS011	Search and assess online information	Sub folder – General work practice
CHCEDS012	Set up and sustain individual and small group learning areas	CHCEDS012	Set up and sustain learning areas	Sub folder – Learning & Teaching
CHCEDS013	Use an e-learning management system	CHCEDS013	Use an e-learning management system	Sub folder – Learning & Teaching
CHCEDS014	Support students with English as a second language	CHCEDS014	Support students with English as a second language	Sub folder – Literacy and Language

CHCEDS015	Support development of student research skills	CHCEDS015	Support development of student research skills	Sub folder – Literacy and Language
CHCEDS016	Support learning for students with disabilities in a classroom environment			Sub folder – Additional Needs
CHCEDS017	Contribute to the health and safety of students			Sub folder – General work practice
CHCEDS018	Support students with additional needs in the classroom environment			Sub folder – Additional Needs
CHCEDS019	Support students' mathematics learning	CHCEDS019	Support students' mathematics learning	Sub folder – Numeracy
CHCEDS020	Support students' literacy learning	CHCEDS020	Support students' literacy learning	Sub folder – Literacy and Language
CHCEDS021	Assist in facilitation of student learning	CHCEDS021	Assist in facilitation of student learning	Sub folder – Learning & Teaching

CHCEDS022	Work with students in need of additional support	CHCEDS022	Work with students in need of additional support	Sub folder – Additional Needs
CHCEDS023	Supervise students outside the classroom	CHCEDS023	Supervise students outside the classroom	Sub folder – General work practice
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS024	Support Aboriginal and/or Torres Strait Islander education	Sub folder – Aboriginal and/or Torres Strait Islander Education
CHCEDS025	Facilitate learning for students with disabilities	CHCEDS025	Facilitate learning for students with disabilities	Sub folder – Additional Needs
CHCEDS026	Deliver elements of teaching and learning programs	CHCEDS026	Deliver elements of teaching and learning programs	Sub folder – Learning & Teaching
CHCEDS027	Support flexible learning in an education environment			Sub folder – Learning & Teaching
CHCEDS028	Assist in production of language resources	CHCEDS028	Assist in production of language resources	Sub folder – Literacy and Language
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait	CHCEDS029	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	Sub folder – Aboriginal and/or Torres Strait Islander Education

	Islander language and culture lessons			
CHCEDS030	Coordinate e-learning programs	CHCEDS030	Coordinate e-learning programs	Sub folder – Learning & Teaching
CHCEDS031	Provide support to students with autism spectrum disorder	CHCEDS031	Provide support to students with autism spectrum disorder	Sub folder – Additional Needs
CHCEDS032	Support learning and implementation of responsible behaviour			Sub folder – Learning & Teaching