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SCHOOL AGE EDUCATION AND CARE MAPPING TABLES

DETAILED INFORMATION –Draft 3 August 2020

Note

Tables 1 and 2 map existing qualifications, skill sets and units to the proposed draft 3

Tables 3 and 4 map the changes which have been made from draft 2 to draft 3

The tables provide summary information and references and need to be used with the qualifications, skill sets and units to see the detail

The tables for each sector (Early Childhood, School Age Education and care and Education Support) are in separate documents and can all be accessed from the SkillsIQ Feedback Forum. The Draft 3 qualifications, skill sets and units are also available from the Feedback Forum.

Contents

Table 1 School Age Education and Care Detailed Qualification Mapping (Existing to Draft 3) 3
Table 2 School Age Education and Care Detailed Units of Competency Mapping (Existing to Draft 3) 6
Table 3 Changes from Draft 2 to Draft 3 Qualification mapping 16
Table 4 Changes from Draft 2 to Draft 3 Units of Competency Mapping 19

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Table 1 School Age Education and Care Detailed Qualification Mapping (Existing to Draft 3)

Existing Qualification Code and Title	Draft 3 Qualification Code and Title	Changes incorporated in Draft 3
CHC40113 Certificate IV in School Age Education and Care	CHC40120 Certificate IV in School Age Education and Care	• Qualification description updated to better reflect the job role • Changes to packaging rules: ◦ Total number of units remains at 19 ◦ 12 core units (15 in the existing qualification) ◦ 7 elective units (4 in the existing qualification) • Hours of work statement added • Changes to core: ◦ The new ECE unit CHCECE055 Meet legal and ethical obligations in children's education and care replaces existing CHCLEG001 Work legally and ethically ◦ The new ECE unit CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander peoples cultures replaces CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety ◦ The new health and safety unit *CHCECE031 Support children's health, safety* and wellbeing combines all aspects previously split between units ◦ Early childhood unit CHCECE036 Provide experiences to support children's play and learning included as an elective *(rather than core)* • ECE unit codes updated – refer to ECE mapping table for a summary of the changes made to the content of the units *Other Units added to the elective bank* BSBMGT517 Manage operational plan BSBWOR502 Lead and manage team effectiveness CHCDIS002 Follow established person-centred behaviour supports CHCECE044 Facilitate compliance in an education and care service CHCEDS038 Communicate in an Aboriginal or Torres Strait Islander language CHCEDS048 Work with students in need of additional learning support

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Existing Qualification Code and Title	Draft 3 Qualification Code and Title	Changes incorporated in Draft 3
		Units deleted from elective bank – CHCCDE004 Implement participation and engagement strategies CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities CHCDIS007 Facilitate the empowerment of people with disability CHCECE006 Support behaviour of children and young people CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs CHCSAC004 Support the holistic development of children in school age care (updated unit SAC009 added to core) HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans HLTFSE001 Follow basic food safety practices BSBINN301 Promote innovation in a team environment BSBMGT605 Provide leadership across the organisation BSBSUS301Implement and monitor environmentally sustainable work practices BSBWOR204 Use business technology BSBWOR301 Organise personal work priorities and development SISXFAC409 Plan and provide sport, fitness and recreation services SISOABL402A Facilitate adventure-based learning activities
CHC50213 Diploma of School Age Education and Care	CHC50220 Diploma of School Age Education and Care	Changes to Packaging rules: ◦ Total number of units remains at 25 ◦ core units 19 (18 in the existing qualification) ◦ elective units 6 (7 in the existing qualification) • Changes to core: ◦ The new ECE unit CHCECE055 Meet legal and ethical obligations in children's education and care replaces existing CHCLEG001 Work legally and ethically ◦ The new ECE unit CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples cultures replaces CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety ◦ Early childhood unit CHCECE036 Provide experiences to support children's play and learning included as an elective (rather than core)

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Existing Qualification Code and Title	Draft 3 Qualification Code and Title	Changes incorporated in Draft 3
		◦ ECE unit codes updated – refer to ECE mapping table for a summary of the changes made to the content of the units *Leadership and management units added to electives* – BSBLED401 Develop teams and individuals, BSBLDR502 Lead and manage effective workplace relationships and BSBMGT517 Manage operational plan *Other Units added to the elective bank* CHCDIS006 Develop and promote positive person-centred behaviour supports CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language CHCEDS048 Work with students in need of additional learning support DIV003 Manage and promote diversity *Units deleted from elective Bank –* CHCDIS007 Facilitate the empowerment of people with disability CHCECE022 Promote children's agency CHCFAM002Work with a child-focused approach BSBINN502 Build and sustain an innovative work environment BSBSU501 Develop workplace policy and procedures for sustainability BSBMGT605 Provide leadership across the organisation CHCDIS007 Facilitate the empowerment of people with disability PSPMNGT605B Manage diversity – *This is replaced with DIV003 Manage and promote diversity*

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Table 2 School Age Education and Care Detailed Units of Competency Mapping (Existing to Draft 3)

SAC- School Age Education and Care				
Current Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Mapping** Equivalence = P (Pending) E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCSAC001	Support children to participate in school age care	CHCSAC006	Support children to participate in school age care	P More detailed information in the Application including reference to general level of responsibility in the job role. Significant Changes in wording in Elements and PCs for clarity and to align with the level of responsibility of job roles in SAC services regulated under the NQF/NQS. Updated terminology throughout the unit in relation to inclusion and diversity, child protection and reflection. Requirements include aspects to support sense of belonging and an understanding of service policies and procedures more explicit. E1 Significant changes in PCs.

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				Existing PC 1.5 removed (Reference to sibling connection transferred to KE) Existing PCs 1.2 & 1.3 reworded New PC 1.4 explicitly refers to inclusion & diversity Existing PC 1.4 renumbered 1.5 New PC 1.6 Document support needs… E2 Changes to PC wording PC 2.1 refers to individual child's needs. PC 2.2 reworded Minor wording changes for clarity in PC 2.3 & 2.4 E3 renamed Monitor effectiveness of individual support provided. PC 3.1 minor change to align with level of responsibility New PC 3.2 – Use observation and reflection… New PC 3.3 Existing PC 3.4 retained as new PC 3.4 with a reference to colleagues replacing supervisors, other staff Existing PC 4.3 is new PC 3.5

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				Existing 4.4 is new PC 3.6 PE changed to a holistic task which focuses on meeting the needs of 3 different children Work placement hours increased to 160 hours KE significant changes with more specific detail, including the different types of support needs, principles of inclusion and diversity, communication techniques, methods of evaluation and collaboration. Updated terminology AC include - Interactions with children must be supervised by an appropriate educational professional Reference to required resources for assessment
CHCSAC002	Develop and implement play and leisure experiences in school age care	CHCSAC007	Develop and implement play and leisure experiences in school age care	P More detailed information in the Application including reference to general level of responsibility in the job role. Significant Changes in wording in Elements and PCs to align with the terminology, concepts and requirements of the NQS.

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				Significant changes to Elements & PCs E1 PCs reworded with a child centred perspective. New PCs 1.1, 1.2. 1.3 &1.4 replace existing PCs E2 renamed Plan experiences PC 2.1 wording change New PC 2.2 – activities and resources that promote access, equity etc Existing PCs 2.2, 2.3 & 2.4 renumbered 2.3, 2.4 & 2.5 PC 2.5 refers to the planning process rather than the program plan New PC 2.6 – document experience plans… E3 New PC 3.2 – refers to service safety procedures Existing PC 3.2 renumbered 3.4 and Existing PC 3.3 renumbered 3.5 E4 renamed Evaluate experiences Existing PC 4.1 deleted, remaining PCs renumbered. New PC 4.1 is based on existing PC 4.2 with the following change - Use reflection and evaluation strategies.

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				PE Holistic activity with requirements listed for clarity Age range of children specified New requirement for one experience that supports development of a fundamental motor skill KE Additional requirements related to learning frameworks and play, environments . Specific aspects of NQS listed for clarity AC include Aspects of PE which must be directly observed by the assessor Interactions with children must be supervised by an appropriate educational professional Reference to required resources for assessment
CHCSAC003	Work collaboratively and respectfully with children in school age care	CHCSAC008	Work collaboratively and respectfully with school-age children	P More detailed information in the Application including reference to general level of responsibility in the job role.

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				This unit includes reference to behaviour guidance in positive ways. Content is similar to ECE033 Develop positive and respectful relationships with children – particularly in E2 & E3, modified for SAC. Significant Changes in wording in Elements and PCs to align with the terminology, concepts and requirements of the NQS and child development. Significant changes to Elements & PCs E1 renamed Interact positively with school age children Existing PCs retained with minor wording changes. New PC 1.3 relates to approaches to enable children to express their needs in a range of ways E2 renamed Support and respect children PCs updated to align with NQS , and learning frameworks & child development and broader influences on behaviour. New PCs 2.1 to 2.7

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				E3 renamed Guide children's behaviour New PCs 3.1 -3.8 New E4 Reflect on relationships with children New PCs 4.1 & 4.2 New PE requirements to align with updated PC content Reference to hours missing Additional KE relating to self regulation and clarification AC include - Aspects of PE which must be directly observed by the assessor Interactions with children must be supervised by an appropriate educational professional Reference to required resources for assessment
CHCSAC004	Support the holistic development of children in school age care	CHCSAC009	Support the holistic development of children in school age care	P Structure and content of Elements 1-5 and associated PCs retained with minor wording changes for clarity/level of responsibility

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				Additional detail in PC 2.8 – Use communication and modelling to… New PC 4.4Engage children in shared conversations to … Existing PCs 5.5 & 5.6 combined E6 renamed Support holistic learning and development New PC 6.1 & 6.3 Existing PCs 6.3, 6.4, 6.5, 6.6, 6.7 & 6.8 removed (duplicates content in other units) PE reworded for clarity Additional evidence requirements with separate age groups nominated. 160 workplace hours KE Additional content relating to child development including - developmental milestones for the age group 5 – 12 years, curriculum planning cycle, symbol systems Specific aspects of NQS added for clarity AC include -

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				Aspects of PE which must be directly observed by the assessor Interactions with children must be supervised by an appropriate educational professional Reference to required resources for assessment
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	CHCSAC010	Foster holistic middle childhood learning, development and wellbeing	P Application highlights that the unit is about the application of knowledge to support holistic development. References the aspects of the educator job role to develop and implement curriculum. THIS UNIT HAS BEEN DECONSTRUCTED & RECONSTRUCTED. Elements & PC content restructured . Some existing PC content in relation to each domain transferred to KE. Clear differentiation with this unit SAC 009. New structure is not based on each domain separately and includes requirements for application of theory to practice, collaboration and improvement. PE Specific and detailed integrated assessment tasks to demonstrate the

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				application of theory to practice in SAC environments. Requirements - Research/plan, document & implement experiences/collaborate & reflect on experiences includes 280 hours of work in a regulated service. KE additional detail to specify the relevant areas of the NQS, developmental theory from 5 to 12 years etc Existing PC content for each developmental domain transferred to KE AC include - Aspects of PE which must be directly observed by the assessor Interactions with children must be supervised by an appropriate educational professional Reference to required resources for assessment

END

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Table 3 Changes from Draft 2 to Draft 3 Qualification mapping

Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Draft 3 changes
CHC40113 Certificate IV in School Age Education and Care	CHC40119 Certificate IV in School Age Education and Care	Qualification code updated CHC4020 Certificate IV in School Age Education and Care The following statement has been added in the Qualification description - *There are no national qualification requirements for educators within an Outside of School Care service, however, State and Territory jurisdictions may have specific regulatory requirements regarding qualifications for School Age Care educators.* Packaging rules include the following statement - *To achieve this qualification the individual must have completed a total of at least 160 hours of work in a regulated education and care service. The total number of hours may be applied cumulatively across all units of competency that includes a requirement for workplace hours.* *Units added to elective bank* CHCDIS002 Follow established person-centred behaviour supports CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language CHCECE044 Facilitate compliance in an education and care service DIV003 Manage and promote diversity *Units deleted from elective Bank –* BSBINN301 Promote innovation in a team environment BSBLDR511Develop and use emotional intelligence BSBLDR502Lead and manage effective workplace relationships BSBSU401Implement and monitor environmentally sustainable work practices BSBWOR204 Use business technology BSBWOR301 Organise personal work priorities and development CHCCDE004 Implement participation and engagement strategies CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities CHCDIS007 Facilitate the empowerment of people with disability

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Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Draft 3 changes
		HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans HLTFSE001 Follow basic food safety practices SISOABL402A Facilitate adventure-based learning activities SISXFAC409 Plan and provide sport, fitness and recreation services
CHC50213 Diploma of School Age Education and Care	CHC50219 Diploma of School Age Education and Care	Qualification code updated to CHC50220 CHC5020 Diploma of School Age Education and Care The following statement has been added in the Qualification description - *There are no national qualification requirements for educators within an Outside of School Care service, however, State and Territory jurisdictions may have specific regulatory requirements regarding qualifications for School Age Care educators.* Changes in the number of core and elective units - Total number of units remains at 25 • 19 core units (increased from 17 in draft 2) • 6 elective units, (decreased from 8 in Draft 2 Packaging rules include the following statement - *To achieve this qualification the individual must have completed a total of at least 280 hours of work in a regulated education and care service. The total number of hours may be applied cumulatively across all units of competency that includes a requirement for workplace hours.* *Units added to elective bank* CHCDIS006 Develop and promote positive person-centred behaviour supports CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language CHCEDS048 Work with students in need of additional learning support CHCDIV003 Manage and promote diversity *Units deleted from elective Bank –* BSBLDR511Develop and use emotional intelligence

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Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Draft 3 changes
		BSBSU501 Develop workplace policy and procedures for sustainability CHCDIS007 Facilitate the empowerment of people with disability

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Table 4 Changes from Draft 2 to Draft 3 Units of Competency Mapping

Existing Unit Code and Title	Draft 2 New Unit Code and Title	Draft 3 Comment in relation to unit
CHCSAC001 Support children to participate in school age care *This unit is currently in the Cert IV & Diploma*	CHCSAC006 Support children to participate in school age care	• 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
This unit is currently in the Cert IV & Diploma
	CHCSAC007 Develop and implement play and leisure experiences in school age care	• 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
This unit is currently in the Cert IV & Diploma
	CHCSAC008 Work collaboratively and respectfully with school-age children	• 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	• Increased work placement hours from 120 to 160 hours. • Clarity between the Performance Criteria /Knowledge Evidence and Performance Evidence

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Existing Unit Code and Title	Draft 2 New Unit Code and Title	Draft 3 Comment in relation to unit
This unit is currently in the Cert IV & Diploma		• Changes to Assessment Conditions: ◦ resource requirements ◦ direct observation by assessor.
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care *This unit is currently in the Cert IV & Diploma*	CHCSAC010 Foster holistic middle childhood learning, development and wellbeing	• 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.

END

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