SCHOOL BASED EDUCATION SUPPORT MAPPING TABLES

DETAILED INFORMATION –Draft 3 August 2020

BASED ON DRAFT 3

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.

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General Comments

Overall a positive response to Draft 2 was received .

The role of the Education Support Worker

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

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

ACECQA have indicated that if the changes to the EDS Qualifications and units are endorsed as proposed that the new qualifications will not be listed on their register.

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Feedback Issues from Draft 2 Consultation	Comment – Draft 3
Entry Requirements not supported for Education Support Certificate IV Qualification	The Certificate III and the Certificate IV Qualifications continue to "stand alone" in Draft 3.
First Aid	The First Aid Unit Provide an emergency first aid response in an education and care setting is included as an elective in the Draft 3 Qualifications. This unit will be updated to HLTAID012 Provide first aid in an education and care setting however has not yet been endorsed by the AISC.
Consideration of including a unit to cover autism spectrum disorder in the Certificate III	CHCEDS056 Provide support to students with autism spectrum disorder is included as an elective in the Certificate III. This is a core unit in the Certificate IV.
Behaviour units	Positive responses were received in relation to the behaviour units (EDS058 and EDS061) however there are variations in state terminology in relation to behaviour plans which can be clarified in a Companion Volume Implementation Guide
New skill set for education support workers in communities with Aboriginal and/or Torres Strait Islander students	This was supported in feedback received and the new skill set is proposed As CHCSS00116 Indigenous Education Support
Universal Changes	
Sector Description	School Based Education Support
Qualification Descriptions (Certificate III and Certificate IV)	In draft 3, the following statement replaces the specified age range. This is to address concerns raised about children younger than 5 years old in kindy environments.

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	Education support workers work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation
Qualification Packaging Rules	Include the statement for workplace hours *To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary and secondary school students, within at least one school in Australia. The total number of hours may be applied cumulatively across all units of competency that include the requirement for workplace hours.*
Unit Application	The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
Assessment Conditions	This was the most contentious issue on the Feedback Forum. The TAC recommend and the IRC agreed that the priority is direct observation. Activities that can't be planned or require interactions , for example conflict, could have a simulation option.] Assessment conditions have been reviewed in all units.
Removal of range sections where they existed in units	These are no longer necessary with the clarification of the job role and workplace settings.

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Table 1 – Education Support Qualification Mapping Table (Existing to Draft 3)

Existing Code	Proposed Code	Changes incorporated in Draft 3
CHC30213 Certificate III in Education Support	CHC30220 Certificate III in School Based Education Support	• Total number of units – 15 • 10 core units • 5 elective units *(Existing Qualification CHC 30213 has 17 units packaged as 12 core + 5 electives)* **Qualification Description updated to align with the job role and acknowledge jurisdictional differences** *This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.* *Education support workers work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.* **Workplace hours/environment clarified and incorporated in the packaging rules –** *To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary and secondary school students, within at least one school in Australia. The total number of hours may be applied cumulatively across all units of competency that include the requirement for workplace hours.*
CHC40213	CHC40220	• Total number of units – 17 • 13 core units

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Existing Code	Proposed Code	Changes incorporated in Draft 3
Certificate IV in Education Support	Certificate IV in School Based Education Support	• 4 elective units *(Existing Qualification CHC 40213 has 17 units packaged as 12 core + 5 electives)* **Qualification Description updated to align with the job role and acknowledge jurisdictional differences** *This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings, under the guidance of a teacher or other educational professional. At this level, workers may be involved in both formal and informal facilitation of learning, including for those students in need of additional support. In these roles, the education support worker sources and analyses information from diverse sources, may work with limited direct supervision and could provide guidance to other workers.* *Education support workers work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.* **Workplace hours/environment clarified and incorporated in the packaging rules –** *To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary and secondary school students, within at least one school in Australia. The total number of hours may be applied cumulatively across all units of competency that include the requirement for workplace hours.*
CHCCC00058 Education support work skill set	CHCSS00117 School-based education support work skill set	• Updates to units included in the skill set as part of the broader project • No proposed changes to structure *CHCEDS033 Meet legal and ethical obligations in an education environment* *CHCEDS034 Contribute to the planning and implementation of educational programs* *CHCEDS035 Contribute to student education in all developmental domains* *CHCEDS047 Assist in facilitation of student learning*

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Existing Code	Proposed Code	Changes incorporated in Draft 3
		CHCEDS049 Supervise students outside the classroom
NEW	CHCSS00116 Indigenous Education Support	This new skill set *provides the skills and knowledge to equip individuals to provide support for teachers and students in Aboriginal and/or Torres Strait Islander communities*. Incorporates existing units - CHCEDS038 Communicate in an Aboriginal or Torres Strait Islander language CHCEDS039 Work effectively as an Aboriginal or Torres Strait Islander education worker CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

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Table 2 Education Support Mapping Table Units of Competency (Existing to Draft 3)

EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	CHCEDS033	Meet legal and ethical obligations in an education support environment	Changes wording for clarity and to align with updated terminology. Range of conditions deleted as the updated Application clause defines the environment. PE – additional and more specific requirements have been added KE – additional detail to clarify existing requirements and new requirements for potential legal and ethical dilemmas and conflicts of interest added AC – resources required for assessment added
CHCEDS002	Assist in implementation of planned educational programs	CHCEDS034	Contribute to the planning and implementation of educational programs	

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Changes in wording to align to job role relationship to the teacher. New PC 1.3 prepare for implementation Existing PC 2.3 deleted – New PC 3.2 wording clarifies the role “”..routine……and according to school policies and procedures… New PC 2.4 refers to coordinating the use of equipment and resources Existing 3.3 renumbered 3.4 New E5 Review the implementation of educational programs to identify potential strategies for improvement Additional PCs 5.1 & 5.2. Existing PC 4.3 moved to 5.3 PE wording amended for clarity KE additional detail to define aspects of existing listed areas of knowledge

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC clarify observation at least once by an assessor and other evidence. Interactions with students must be supervised by a teacher or other educational professional.
CHCEDS003	Contribute to student education in all developmental domains	CHCEDS035	Contribute to student education in all developmental domains	Changes in PC wording to align with role and responsibility with the teacher role Changes to the order of Elements with existing E4 becoming new E1. Existing E3 separated into 2 elements for each domain - New E4 refers to cognitive development and new E5 refers to language development Existing Pcs 4.4 deleted PE changed . Additional task with students added for the domains and domain grouping updated. Reference to curriculum removed – transferred to KE

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				References to reported concerns and inclusion removed as they are covered in PCs 100 hours in the workplace requirement KE lists domains separately curriculum planning cycle and relationship to child development and developmental areas added, strategies and communication to support inclusion added. AC clarify observation at least once by an assessor and other evidence
CHCEDS004	Contribute to organisation and management of classroom or centre	N/A	*Relevant content incorporated in EDS 057*	Removed Relevant content from EDS 004 is incorporated in EDS 057 Support Students with additional needs in the classroom (please refer to elements E1 E2 & E4 in particular). Other relevant units are EDS 034 Contribute to the planning and implementation of educational programs & EDS 041 Set up & Sustain

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Learning areas and EDS051 Facilitate learning for students with disabilities (E1)
CHCEDS005	Support the development of literacy and oral language skills	CHCEDS036	Support the development of literacy and oral language skills	Changes in wording throughout E & PCs to align to job role relationship to the teacher. Existing E2 renumbered E1 Existing 3.6 renumbered 1.6 Content added – new PCs 2.4, 2.5 New E3 Monitor progress. New PCs replace existing 3.4 & 3.5 Range deleted – refer to application PE changed includes specific tasks with understanding of teacher planning documents in 2 curriculum areas in addition to the existing tasks with 2 students and records. Changes in wording and requirements go align to updated PCs

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				KE content added to specify aspects of literacy, genres and writing styles, communication techniques and processes for monitoring and recording progress AC clarify observation at least once by an assessor and other evidence. Supervised student interactions and resources required also included.
CHCEDS006	Support the development of numeracy skills	CHCEDS037	Support the development of numeracy skills	Changes in wording throughout E & PCs to align to job role relationship to the teacher. E1 deleted with some content transferred to KE New E1 and PCs – emphasis on the teacher role in providing/developing the structure and guidelines

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Existing PC 2.1 wording updated and renumbered PC 1.4 &1.5 E2 new PCs 2.1 based on existing PC 3.1, and 2.4. PC 2.3 wording is existing PC 3.2 New E3 Monitor Progress, and PCs Range deleted – refer to Application PE Significant changes task with 2 students reworded for clarity. Task with recordkeeping updated to specify 2 students. References to communication transferred to KE. KE additional wording to clarify aspects of numeracy AC clarify observation at least once by an assessor and other evidence.

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Supervised student interactions and resources required also included
CHCEDS007	Work effectively with students and colleagues	CHCEDS060	Work effectively with students and colleagues	Significant changes in unit structure and content with updated terminology and concepts. New E1 Interact positively with students based on existing E1. PC 1.4 based on existing PC2.2. New PC 1.5 New E2 Respect and support students – new PCs New PCs 3.2 and 3.3, including self reflection. Existing PC 3.3 renumbered 3.5 AC clarify observation at least once by an assessor and other evidence. Supervised student interactions and resources required also included

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				New PE New KE specifying relevant legislation , communication techniques, negotiation& conflict resolution
CHCEDS008	Comply with school administrative requirements	N/A	Content covered in various units as applicable to the PCs	Removed *Relevant content from EDS 004 is incorporated in EDS 057 Support Students with additional needs in the classroom (please refer to elements E1 E2 & E4 in particular).* *Other relevant units are EDS 034 Contribute to the planning and implementation of educational programs & EDS 041 Set up & Sustain Learning areas and EDS051 Facilitate learning for students with disabilities (E1)*
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS038	Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language	Application changes to clarify…to communicate with people in a school environment Minor changes to Element & PC wording

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				PCs in E2 reordered as follows – Existing PC 2.1 renumbered 2.2 Existing PC 2.2 renumbered 2.3 Existing PC 2.3 renumbered 2.1 PE task changed to a more specific and clearly defined activity. References to communications with students, parents and colleagues included. Additional KE to clarify specific aspects of an Aboriginal or Torres Strait islander language and its conventions, and types of communications where capacity to switch between an Aboriginal or Torres Strait Islander language and English is required. AC clarify observation at least once by an assessor and other evidence. Supervised student interactions and resources required also included

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS039	Work effectively as an Aboriginal or Torres Strait Islander education worker	Minor change in wording in PC 2.3 Change in the order of PCs in E3 as follows - Existing PC 3.1 renumbered 3.2 Existing PC 3.2 renumbered 3.1 New PC 3.4 added – seek feedback on own work performance form supervisors or colleagues Content in range statement defining role model and Personal and professional integrity transferred to KE New PE – 3 specific workplace tasks and identifying any opportunities for improvement upon completion AC clarify observation at least once by an assessor and other evidence. Supervised student interactions and resources required also included

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCEDS011	Search and assess online information	CHCEDS040	Search and assess online information	Minor changes to Element & PC wording PE rewritten to include practical tasks relating to online information in response to 3 different briefs KE additional requirements based on updated references to online research techniques and aspects of copyright. AC Supervised student interactions and resources required included
CHCEDS012	Set up and sustain individual and small group learning areas	CHCEDS041	Set up and sustain learning areas	Updates to wording in PCs for clarity. New PC 1.4 and 2.2 New PE requirements including learning spaces for an individual and a group and demonstrated use of 3 different techniques

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				New KE refers to different types of customised learning spaces – physical and virtual and features, techniques & equipment AC Supervised student interactions and resources required also included
CHCEDS013	Use an e-learning management system	CHCEDS042	Provide support for e-learning	Significant changes to structure of elements and PCs Existing PCs 2.2 and 2.3 replace existing PCs 1.2 and 1.3 Existing E2 deleted Existing E3 Implement e learning support and PCs renumbered as E2 Existing E4 and PCs Review e learning renumbered as E3

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				New PE & KE requirements - significant changes and updated references and terminology for aspects of e learning AC Supervised student interactions and resources required also included
CHCEDS014	Support students with English as a second language	CHCEDS043	Support students with English as an additional language	Title change Minor changes to PC wording Existing P.C 3.2 renumbered 2.2 New P.C 3.1 evaluate student progress against milestones Range deleted New PE requirements , similar structure to existing PE New KE requirements – added detail to each existing aspect AC Direct observation by an assessor at least once Supervised student interactions and resources required also included

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCEDS015	Support development of student research skills	CHCEDS044	Support development of student's research skills	Minor changes to Element & PC wording consistent with levels of responsibility in the EDS job role New wording in P.C s 3.2 and 3.3 New PE requirements , significant changes New KE requirements – updated reference and detail to online research skills (replaces existing reference to digital technologies), reference to grammar et al removed. AC Direct observation by an assessor at least once Supervised student interactions and resources required also included
CHCEDS016	Support learning for students with disabilities in a classroom environment	CHCEDS057	Support students with additional needs in the classroom	Emphasis is on the classroom environments and the mix of needs as referred to in the updated Application. EDS057 is an introductory unit at Certificate III level as distinct from the more

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				specific units included in the Certificate IV. Content from EDS 016 Support learning for students with disabilities in a classroom environment and EDS 018 Support students with additional needs in the classroom environment incorporated in separate elements. Existing unit deleted – disabilities and other additional needs are merged within the application of the new unit - refer to Application clause E3 in EDS57 Support the rights interests and needs of students with disabilities as part of the education team is based on E2 in EDS 16 Existing PC 1.1 incorporated in new E1 in EDS057 Existing PC 1.5 incorporated in new PC 3.4 Existing PC 2.1 incorporated in new PC 3.5

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Existing PC 2.3 incorporated in new PC 5.5 Consent is included in KE
CHCEDS018	Support students with additional needs in the classroom environment	CHCEDS057	Support students with additional needs in the classroom	Introductory unit at Certificate III level as distinct from the more specific units included in the Certificate IV Content from EDS 016 Support learning for students with disabilities in a classroom environment and EDS 018 Support students with additional needs in the classroom environment incorporated in separate elements. - refer to Application clause Structure of unit is based on EDS 018 New E3 and renumbering of existing elements 3 and 4. New PCs 2.1 - self reflection and 2.3 New PE and KE - significant changes

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC Direct observation by an assessor at least once Supervised student interactions and resources required also included
CHCEDS017	Contribute to the health and safety of students	CHCEDS059	Contribute to the health, safety and wellbeing of students	Title change Content updated to emphasise the student safety as distinct from workplace health and safety. PCs in E1 renumbered – existing PCs 1.1 & 1.2 renumbered 1.5 and 1.6 Existing PCs 2.4 and 2.5 renumbered 5.2 and 5.1 Elements and PC structure basically unchanged Range of conditions deleted – relevant content transferred to KE PE& KE rewritten – significant changes.

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC Direct observation by an assessor at least once Supervised student interactions and resources required also included
CHCEDS019	Support students' mathematics learning	CHCEDS045	Support student's mathematics learning	Structure of elements and PCs retained, some changes in wording and ordering of PCs to align with job role and level of responsibility. E1 renamed Monitor mathematics skills Existing PCs 1.1 and 1.2 deleted Existing PC 1.4, renumbered 1.1 New PC 1.2 added – provide information to inform planning Existing PC 1.3 modified and renumbered to PC 2.4 Terminology changes in PC 2.2 PE& KE rewritten – significant changes. Additional KE to clarify

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				mathematics terminology and concepts, factors affecting skills development and key strands of curriculum AC Direct observation by an assessor at least once Supervised student interactions and resources required also included
CHCEDS020	Support students' literacy learning	CHCEDS046	Support student's literacy learning	Structure of elements and PCs retained, some changes in wording and ordering of PCs to align with job role and level of responsibility. PC 3.2 renumbered 3.1 Wording changes in PC 3.6 and 3.7 Wording changes in E4 and PCs PE& KE rewritten – significant changes. Additional KE to clarify styles of communication, literacy, language, texts and support strategies terminology and concepts, factors affecting skills development

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC Direct observation by an assessor at least once Supervised student interactions and resources required also included
CHCEDS021	Assist in facilitation of student learning	CHCEDS047	Assist in facilitation of student's learning	Significant changes in Application , PE & KE E1 deleted and PC 1.2 and 1.3 retained Remaining elements and PCs renumbered Remaining elements renumbered Behaviour terminology updated in existing PC 4.5 PE& KE rewritten – significant changes. PE includes a task to guide children's behaviour 100 hours in a workplace (school)

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Additional KE to clarify contemporary learning theories and practices, principles of practice for the identified school environment, student learning styles, features and formats of curriculum documentation relevant legislation including child protection, confidentiality and privacy, duty of care responsibilities applicable to non – teaching staff. AC Direct observation by an assessor at least once Supervised student interactions and resources required also included
CHCEDS022	Work with students in need of additional support	CHCEDS048	Work with students in need of additional learning support	Update to title & Application Emphasis is on learning support and the curriculum in a classroom inclusive environment Significant changes to unit incorporating aspects of EDS016.

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				E2 renumbered E1 and existing PCs 2.1, 2.2, 2,3 & 2.4 renumbered 1.3-1.6 Existing E 3 renumbered E2. New PCs 2.2, 2.3 & 2.6 Existing PC 3.1 transferred to KE (assistive technologies) New E3 Respond to situations of risk or potential risk added – content from EDS16 E3. New PC 3.5 – Evaluate actions KE expanded for clarity PE& KE rewritten – significant changes. PE includes a task to guide children's (?) behaviour Additional KE to clarify reasons some students require additional support, support strategies, an inclusive approach, individual learning plans and classroom safety considerations within the scope of the EDS role

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC Direct observation by an assessor at least once Supervised student interactions and resources required also
CHCEDS023	Supervise students outside the classroom	CHCEDS049	Supervise students outside the classroom	Structure and content of elements and most PCs retained . Existing PCs 2.5 & 3.4 merged in new PC 2.5 New content in PC 4.2 (self reflection and 4.3 Identify potential for changed approaches New PE requirements Additional content in KE to specify principles of active supervision, verbal & non verbal techniques to influence student behaviour, sources of additional information about students to be supervised, potential risks and hazards and specific organisational policies and procedures

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				AC Direct observation by an assessor at least once Supervised student interactions and resources required also
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS050	Support Aboriginal and/or Torres Strait Islander education	Change in title Changes in wording in Application, Elements and PCs for clarity Structure of elements and PCs retained. PC 1.4 updated to follow on from PC 1.3 (Use acquired local knowledge…) PC 3.4 deleted New PE and changes in wording in KE for clarity AC Direct observation by an assessor at least once Supervised student interactions and resources required also
CHCEDS025	Facilitate learning for students with disabilities	CHCEDS051	Facilitate learning for students with disabilities	

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Significant changes to Elements & PCs unit to provide more robust framework. Incorporates aspects of EDS016 and content to strengthen knowledge New Element 1 – Establish the context for working with students with disabilities Updated PC 1.1 to align with the level of responsibility of the EDS role. New PCs 1.2 & 1.3 refer to self reflection and using reflection to inform practice and ways of working Terminology in E2 PCs updated . Sense of belonging requirements explicit in PC 2.2 & 2.5 PC 2.4 refers to safe learning environment for all students Updated wording in PC 2.3 E4 & PCs change in terminology to Contribute to individual behaviour plans.

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Existing PC 4.1 deleted New Element 5 Respond to situations of risk or potential risks of – content and structure based on E3 in existing unit EDS 016 with a focus on risk form behaviours. Additional PC 5.5 to evaluate actions (Note also used in EDS 048) New PE Additional KE to specify legal and ethical requirements, potential impacts of own values, attitudes and experiences, inclusive practice, types of disability, the language used to describe them and their potential impacts on learning, support strategies, principles of holistic and individual care AC Direct observation by an assessor at least once Supervised student interactions and resources required also

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EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCEDS026	Deliver elements of teaching and learning programs	CHCEDS052	Deliver elements of teaching and learning programs	
CHCEDS027	Support flexible learning in an education environment	N/A		Removed
]CHCEDS028	Assist in production of language resources	CHCEDS053	Assist in production of language resources	Minor changes in wording on PCs for clarity Range statements deleted – refer to Application New PE Additional KE relating to types of resource requirements for structured delivery and specific techniques and strategies and their application to different student cohorts AC Direct observation by an assessor at least once Supervised student interactions and resources required also

BASED ON DRAFT

EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	CHCEDS054	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	Change in title to align with the job role Existing PCs 1.1 and 1.2 merged New PCs 1.2 and 1.3 Existing PC 3.1 moved to PC 1.4 E2 renamed New PC 2.1 Existing PC 2.1 content reworded to align with teacher/support roles in new PC 2.2 Content in existing PC 2.2, 2.3,2.4 and 2.5 reworded in PCs 2.2,2.3 and 2.4 E3 renamed Existing PC 3.3 renumbered 3.1 Existing PC 2.6 renumbered PC 3.2
CHCEDS030	Coordinate e-learning programs	CHCEDS055	Coordinate e-learning programs	Minor changes in Elements and PCs

BASED ON DRAFT

EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Existing PC 1.1 removed, remaining PCs renumbered. Minor wording change in existing PC 1.2 and 4.6 PE updated to clarify specific requirements Additional KE – tools within an e learning system and how they are used for listed purposes. AC Supervised student interactions and resources required
CHCEDS031	Provide support to students with autism spectrum disorder	CHCEDS056	Provide support to students with autism spectrum disorder	Significant changes to PCs including updated terminology and positive language Existing PC1.1 deleted and content transferred to KE. Wording in remaining PCs updated. Includes an emphasis on student learning Existing E3 renumbered E2 – Provide support to teachers Existing PC 3.1 renumbered 2.1

BASED ON DRAFT

EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Existing PC 3.4 renumbered 2.2 Existing PCs 3.2, 3.3 and 3.5 transferred, with minor wording changes to E3 Provide support for students Existing PC 2.3 renumbered 3.1 Existing PC 3.5 renumbered 3.4 Foundation Skills Added PE changed to 3 specific tasks with clearer definition of requirements Additional KE – significant changes and additional content AC Direct observation by an assessor on one occasion Supervised student interactions and resources required specified
CHCEDS032	Support learning and implementation of responsible behaviour	CHCEDS058	Support the implementation of behaviour plans	Update to title

BASED ON DRAFT

EDS- Education Support				Equivalence – Pending for all units
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**	**Unit Mapping** E – Element PC Performance Criteria PE – Performance Evidence KE – Knowledge Evidence AC – Assessment Conditions
				Content terminology is in relation to school age children
New Unit		CHCEDS061	Support responsible student behaviour	New unit to reflect age range, classroom/school environment. New unit required as ECE 006 Support behaviour of children and young people was removed from the core units in EDS Certificate III & Certificate IV core.

END

BASED ON DRAFT

Table 3 – Education Support Qualifications and skill sets: mapping of changes from Draft 2 to Draft 3

Existing Code	Proposed Code	Draft 2	Changes for Draft 3
CHC30213 Certificate III in Education Support	CHC30219 Certificate III in Education Support	• Total number of units – 15 • 10 core units • 5 elective units *(Existing Qualification CHC 30213 has 17 units packaged as 12 core + 5 electives)*	Code and title updated to - CHC30220 Certificate III in School based Education Support *Qualification description updated.* This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures. *Age range replaced in the descriptiogn and packaging rules to accommodate all jurisdictions.* Education support workers work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary and secondary school students, within at least one school in Australia. The total number of hours may be applied cumulatively across all units of competency that include the requirement for workplace hours.

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Existing Code	Proposed Code	Draft 2	Changes for Draft 3
			Added to electives *CHCEDS056 Provide support to students with autism spectrum disorder*
CHC40213 Certificate IV in Education Support	CHC40219 Certificate IV in Education Support	• Total number of units – 17 • 13 core units • 4 elective units *(Existing Qualification CHC 40213 has 17 units packaged as 12 core + 5 electives)* • At least 100 hours in a classroom environment is now noted in packaging rules	Code and title updated to - CHC40220 Certificate IV in School based Education Support Specifies To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary and secondary school students, within at least one school in Australia. The total number of hours may be applied cumulatively across all units of competency that include the requirement for workplace hours • Qualification description updated Added to core CHC DIV001Work with diverse people to the core *Transferred from core to elective* • *CHCEDS050 Support Aboriginal and/or Torres Strait Islander education*
CHCCC00058 Education support work skill set	CHCSS00117 School based education support	• Updates to units included in the skill set as part of the broader project • No proposed changes to structure in D2	Terminology in the Title and descriptor updated to *school based* education support …. • Updates to units included in the skill set as part of the broader project EDS 33, 34, 35 , 47 and 49

BASED ON DRAFT 3

Existing Code	Proposed Code	Draft 2	Changes for Draft 3
N/A New Skill Set added in Draft 3	CHCSS00116 Aboriginal and Torres Strait Islander Education Support Skill Set		A new skill set including the following units – CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander Peoples cultures CHCEDS039 Work effectively as an Aboriginal or Torres Strait Islander education worker CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

BASED ON DRAFT 3

Table 4 – Education Support Units of competency mapping of changes from Draft 2 to Draft 3

Existing Code	Existing Title	Draft 2 Unit Code	Draft 2 Unit Title	Changes for Draft 3 in relation to Draft 2
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	CHCEDS033	Meet legal and ethical obligations in an education support environment	Minor change for clarity in PC 1.3
CHCEDS002	Assist in implementation of planned educational programs	CHCEDS034	Contribute to the planning and implementation of educational programs	Minor changes for clarity in PC 2.1 and 4.2. Self management skills added to Foundation Skills Minor changes for clarity in PE
CHCEDS003	Contribute to student education in all developmental domains	CHCEDS035	Contribute to student education in all developmental domains	Minor changes for clarity in PC 3 Cognitive and language development separated - New E 4 and PCs added - Support the language development of students - Changes also in wording of the PE and KE Contribute to the inclusion of all students renumbered to E5
CHCEDS004	Contribute to organisation and management of classroom or centre	N/A		Removed *Relevant content from EDS 004 is incorporated in EDS 057 Support Students with additional needs in the classroom (please refer to elements E1 E2 & E4 in particular).* *Other relevant units are EDS 034 Contribute to the planning and implementation of educational programs & EDS 041 Set up & Sustain Learning areas and EDS051 Facilitate learning for students with disabilities (E1)*

BASED ON DRAFT 3

Existing Code	Existing Title	Draft 2 Unit Code	Draft 2 Unit Title	Changes for Draft 3 in relation to Draft 2
CHCEDS005	Support the development of literacy and oral language skills	CHCEDS036	Support the development of literacy and oral language skills	Minor changes for clarity in PE
CHCEDS006	Support the development of numeracy skills	CHCEDS037	Support the development of numeracy skills	Minor changes for clarity in PE
CHCEDS007	Work effectively with students and colleagues	CHCEDS060	Work effectively with students and colleagues	Minor changes for clarity i
CHCEDS008	Comply with school administrative requirements			Removed
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS038	Communicate in an Aboriginal or Torres Strait Islander language	CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language Original title retained , with the student first, for consistency with the purpose and content of the unit
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS039	Work effectively as an Aboriginal or Torres Strait Islander education worker	Universal changes only

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Existing Code	Existing Title	Draft 2 Unit Code	Draft 2 Unit Title	Changes for Draft 3 in relation to Draft 2
CHCEDS011	Search and assess online information	CHCEDS40	Search and assess online information	Universal changes only
CHCEDS012	Set up and sustain individual and small group learning areas	CHCEDS041	Set up and sustain learning areas	Universal changes only
CHCEDS013	Use an e-learning management system	CHCEDS042	Provide support for e-learning	Universal changes only
CHCEDS014	Support students with English as a second language	CHCEDS043	Support students with English as an additional language	Universal changes only
CHCEDS015	Support development of student research skills	CHCEDS044	Support development of student research skills	Universal changes only
CHCEDS016	Support learning for students with disabilities in a classroom environment	CHCEDS057	Support students with additional needs in the classroom environment	Universal changes Addition to Foundation Skills in Oral communication skills
CHCEDS017	Contribute to the health and safety of students	CHCEDS059	Contribute to the health, safety and wellbeing of students	Universal changes only

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Existing Code	Existing Title	Draft 2 Unit Code	Draft 2 Unit Title	Changes for Draft 3 in relation to Draft 2
CHCEDS018	Support students with additional needs in the classroom environment	CHCEDS057	Support students with additional needs in the classroom environment	*As above for CHC EDS 016* Universal changes Addition to Foundation Skills in Oral communication skills
CHCEDS019	Support students' mathematics learning	CHCEDS045	Support student mathematics learning	Minor changes for clarity in PC2
CHCEDS020	Support students' literacy learning	CHCEDS046	Support students' literacy learning	Deleted FS - Reading skills to: Comprehend content of teacher planning documents. Deleted reference to curriculum information in the KE
CHCEDS021	Assist in facilitation of student learning	CHCEDS047	Assist in facilitation of student learning	Minor changes for clarity
CHCEDS022	Work with students in need of additional support	CHCEDS048	Work with students in need of additional learning support	Universal changes only
CHCEDS023	Supervise students outside the classroom	CHCEDS049	Supervise students outside the classroom	Minor changes for clarity in PE and KE Minimum group size reduced to 5 in PE
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS050	Support Aboriginal and/or Torres Strait Islander education	Universal changes only

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Existing Code	Existing Title	Draft 2 Unit Code	Draft 2 Unit Title	Changes for Draft 3 in relation to Draft 2
CHCEDS025	Facilitate learning for students with disabilities	CHCEDS051	Facilitate learning for students with disabilities	Changes to terminology in PC 4 and AC to include individual behaviour plans Simulation clarification
CHCEDS026	Deliver elements of teaching and learning programs	CHCEDS052	Deliver elements of teaching and learning programs	Universal changes only Terminology in KE to different phases of learning
CHCEDS027	Support flexible learning in an education environment			Removed
CHCEDS028	Assist in production of language resources	CHCEDS053	Assist in production of language resources	Minor changes for clarity in application clause – English is an additional language
CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	CHCEDS054	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	Universal changes only
CHCEDS030	Coordinate e-learning programs	CHCEDS055	Coordinate e-learning programs	Universal changes only
CHCEDS031	Provide support to students with autism spectrum disorder	CHCEDS056	Provide support to students with autism spectrum disorder	Universal changes only

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Existing Code	Existing Title	Draft 2 Unit Code	Draft 2 Unit Title	Changes for Draft 3 in relation to Draft 2
CHCEDS032	Support learning and implementation of responsible behaviour	CHCEDS058	Support the implementation of behaviour plans	Minor changes for clarity Reference to child and adolescent development clarified in the KE
NEW UNIT		CHCEDS057	Support students with additional needs in the classroom	Addition to FS oral communication requirements
NEW UNIT		CHCEDS061	Support responsible student behaviour	Minor changes for clarity in KE to explicitly refer to principles of trauma informed practice Changes to FSK oral communication

END

BASED ON DRAFT 3