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Children's Education and Care Draft 3 Validation Guide

August 2020

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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, Skills and Employment 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.

Project Background

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

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

The key findings stated in that review were -

Key findings

- The *CHC30113 Certificate III in Early Childhood Education and Care* and *CHC50113 Diploma of Early Childhood Education and Care* are critical qualifications for early childhood education and care workers under the sector requirements of the National Quality Framework for Early Childhood Education and Care.
- Most registered training organisations have difficulty complying with assessment requirements.
- Following time to rectify areas where they were not compliant, most registered training organisations became compliant with the national standards for registered training organisations.
- Training courses are often being delivered in too short a time to enable the development of sufficient skills and knowledge and for valid assessment decisions to be made.
- Learning and assessment in a structured workplace environment is not being done well by many registered training organisations delivering early childhood education and care.

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

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

Technical Advisory Committee

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

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

Draft 3 of the Training Package products now available for industry validation.

Previous Drafts have been considered in consultation periods as outlined below.

Draft 1 Consultation

National consultation on Draft 1 was open from 20th November 2017 to 14th February 2018. It was promoted across SkillsIQ's networks and stakeholders and the Children's Education and Care IRC members' networks.

Draft 1 of 6 qualifications, 6 skill sets and Units of Competency were published and made available via SkillsIQ's Online Feedback Forum. A Consultation Guide was also included on the Feedback Forum for individuals to download and review.

In addition to the 1011 feedback comments submitted via the Feedback Forum, consultation activities comprised seven workshops and two webinars held during November 2019.

On completion, TAC members met to analyse and discuss feedback received on Draft 1 and recommend actions to the IRC for the development of Draft 2.

Draft 2 Consultation

Feedback reviewed during the Draft 1 consultation period informed the development of Draft 2. Draft 2 training package products were released separately for each of the sub sectors within the Children's Education and Care sector as follows –

Early Childhood Education in November 2018

School Age Care released in February 2019

Education Support released in August 2019

The Draft 2 feedback period closed in September 2019. Throughout the consultation period, over 600 people registered for webinars and workshops and 1200 pieces of feedback were submitted on the SkillsIQ Feedback Forum. Other detailed submissions were also received.

Draft 3 Validation

Validation of Draft 3 now allows stakeholders to review changes made to the Draft 2 components and to also compare the proposed changes to the existing training package in order to confirm that the resultant Training Package Products meet the needs of the sectors. It provides an opportunity for final input prior to submission for endorsement.

National validation of Draft 3 will be open from the **12th August to 2nd October 2020**.

Following the close of validation, feedback will be collated and evaluated by the TAC and IRC. This feedback will inform the development of the final draft for submission.

Webinars

SkillsIQ will host a series of webinars to provide information to assist stakeholder input. To register your interest in attending a webinar, please click on one of the links below.

Sector	Webinar Times and Dates
Early Childhood Education and Care	
Webinar 1: Children's Education and Care (ECE) Draft 3 Validation	11am – 1pm AEST Wednesday 19th August 2020
Webinar 2: Children's Education and Care (ECE) Draft 3 Validation	1pm – 3pm AEST Thursday 20th August 2020
School Age Education and Care	
Webinar 3: Children's Education and Care (SAC) Draft 3 Validation	11am-12pm AEST Tuesday 25th August 2020
Education Support	
Webinar 4: Children's Education and Care (EDS) Draft 3 Validation	2pm – 4pm AEST Tuesday 25th August 2020
Webinar 5: Children's Education and Care (EDS) Draft 3 Validation	11am - 1pm Wednesday 26th August 2020
School Age Education and Care	
Webinar 6: Children's Education and Care (SAC) Draft 3 Validation	2pm – 3pm AEST Wednesday 26th August 2020

Online Feedback Forum

Feedback can be provided online via the SkillsIQ Online Feedback Forum. The Feedback Forum is a tool designed to capture stakeholder feedback on draft Training Package Products. It also provides an opportunity for stakeholders to view feedback left by others.

To access the Feedback Forum, please click here.

For information on how to use the Feedback Forum, please click here.

About this Validation Guide

This guide, which should be read in conjunction with the Draft 3 Training Package Products, provides:

- A summary of the themes and issues which have emerged and remain from feedback provided from stakeholders as part of this update project.
- 6 draft qualifications
- 3 draft skill sets
- A list of 62 Draft 3 Units of Competency and associated prerequisites
- An explanation of the contents of the Units of Competency and Assessment Requirements from current Training Package Development Policy is found in **Appendix A**.

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Detailed Mapping Tables

This guide does not include detailed mapping tables. These are provided in separate documents for ease of reference as follows –

Early Childhood Education and Care Mapping Tables

Incorporating

- Draft 2 to Draft 3 mapping
- Existing CHC training package Qualifications, skill sets and units mapped to those proposed in Draft 3

School Age Care Mapping Tables

Incorporating

- Draft 2 to Draft 3 mapping
- Existing CHC training package Qualifications, skill sets and units mapped to those proposed in Draft 3

School Based Education Support Mapping Tables

Incorporating

- Draft 2 to Draft 3 mapping
- Existing CHC training package Qualifications, skill sets and units mapped to those proposed in Draft 3

The Mapping Tables can be accessed from the Attachments section at the Feedback Forum link here. The mapping tables can be used with the Draft 3 qualifications, units and skill sets to identify specific changes.

Contact Details

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Summary of Changes - Draft 2 to Draft 3

General Issues

Certificate II in Children's Education Services – removed from this project

The Certificate II in Children's Education Services will not proceed as part of this project. Although significant support was indicated for a qualification of this nature there were also concerns about potential confusion it could cause if grouped with the Children's Education and Care qualifications and this update.

The Community Sector Development IRC has given approval to proceed with a Case for Change for a specialised stream for children's services within the existing CHC22015 Certificate II Community Services qualification.

Direct observation in Assessment Conditions

A lot of mixed feedback was received in relation to evidence requirements in ECE and EDS draft 2 units of competency.

The IRC agreed that the priority for evidence in assessment is direct observation. Activities that can't be planned or require unpredictable or sensitive interactions could have a simulation option.

The Assessment Conditions in individual units of competency set out the detail of how aspects of required evidence are to be addressed. As a general comment, students need to be directly observed by an assessor on at least one occasion.

ASQA fact sheets are a useful reference in the clarification of evidence requirements and should be part of considering how assessment tools will be reviewed and restructured to address the requirements of the training package.

Child Protection

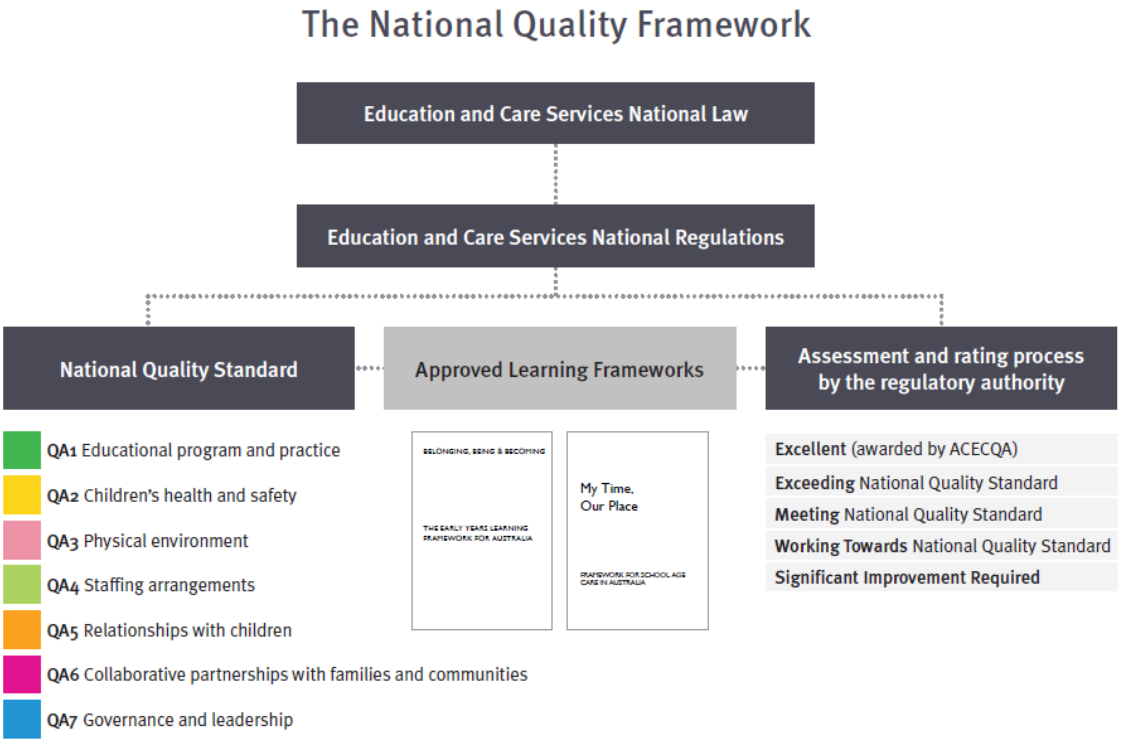
Feedback indicated that the requirements for CHCPRT003 - Work collaboratively to maintain an environment safe for children and young people, is not achievable in the children's education and care sector. Among other issues that do not align the unit specifies that performance evidence is required to be demonstrated in a child protection service.

A new unit CHCECE057 Use collaborative practices to uphold child protection principles has been developed and included as an elective in the proposed CHC50120 Diploma of Early Childhood Education and Care.

CHCPRT001 Identify and Respond to children and young people at risk has been retained as a core unit in the proposed CHC30120 Certificate III in Early Childhood Education and Care.

References to the National Quality Framework (NQF)

Units of competency refer to aspects of the NQF in knowledge evidence and assessment conditions. The following summary diagram from the ACECQA Guide to the NQF (https://www.acecqa.gov.au/nqf/about/guide) can be useful in clarifying the relationships between terminology and references in Draft 3 Units of Competency.



Overview – School Age Education and Care

As part of this project, significant changes have been made to the core and elective structures of the qualifications to better define the application to the sector. Specific feedback received indicated support for retaining some ECE units in the qualifications and the need to include disability support and behavioral units.

The Feedback Forum comments, interviews and discussions in relation to this sector highlighted the challenges in defining skills requirements without a national workforce development strategy or readily available workforce where strong growth has been experienced and forecast to continue.

Feedback received throughout this project has confirmed that SAC is a distinct sector to early childhood education and care and needs more specific consideration in the future.

Overview - School Based Education Support

Overall a positive response was received to Draft 2 of the Education Support qualifications and units of competency. The feedback provided throughout this project has clarified the education support job roles and workplace contexts.

Feedback did highlight some concerns with the specification of an age range from 5 – 18 years of age. This has been removed in Draft 3 and the Application clauses of units includes the following –

This unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional, to support student education

according to established curriculum. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.

Range statements, where they exist in the current EDS units have been removed in Draft 3.

Comments relating to direct observation within this sector were similar to those received for the early childhood sector in respect to the amount and circumstances where direct observation is not appropriate.

Feedback indicated strong support for

- an Aboriginal and Torres Strait Islander Education Support Skill Set and this has been introduced in Draft 3 as referenced on the mapping tables.
- the inclusion of a unit for supporting students with autism spectrum disorder in the Certificate III.

  In draft 3 CHCEDS056 Provide support to students with autism spectrum disorder has been retained as a core unit in the Certificate IV and added as an elective in the Certificate III.

General Comments - Early Childhood Education and Care

Entry Requirements

A lot of feedback was received in respect to the entry requirements proposed in Draft 2 for the Diploma of Early Childhood Education and Care qualification with a range of views expressed.

There was a general concern about the reference to the one-year full time experience in the proposed Draft 2. Consistency in applying this provision was a major concern and viewed as potentially subjective and inconsistent thereby adding problems rather than alleviating them.

Feedback generally indicated that the separation of the Certificate III was a good idea but there are concerns with entry requirements creating unnecessary burdens and expense on students, being a disincentive for progression to a Diploma and potentially adding to difficulties with meeting labour supply requirements.

In the feedback forum and workshops concerns about disadvantaging students already enrolled in qualifications, or with the current Certificate III qualification progressing to the Diploma had been strongly expressed. A range of views were expressed about how long it would take existing workers to qualify for entry to the Diploma and the challenges faced by different student cohorts.

It must be noted that the sector has a concern with the quality and duration of training and the significant numbers of non-completions in the qualifications.

The IRC could not reach agreement about entry requirements and a vote was taken to determine whether they should remain in Draft 3. The majority view supported modifying the entry requirements proposed in Draft 2 to -

Entry to this qualification is open to individuals who hold a CHC30120 Certificate III in Early Childhood Education and Care or a CHC30113 Certificate III in Early Childhood Education and Care.

This would then allow current learners and those who hold the current Certificate III qualification CHC30113, to enroll in the proposed new Diploma.

ACECQA, who are represented on both the IRC and the TAC have confirmed that they do not support entry requirements and highlighted concerns with the potential barriers (real or perceived) to qualified Certificate III educators and prospective educators who hold higher education qualifications in other disciplines and/ or several years of work experience in other professions, who are seeking a career change. In addition, concerns with the additional costs within existing subsidy initiatives have been expressed. It is noted that State based funding of the new qualifications will be determined after they are approved.

The following table summarises the changes in structure from the existing qualifications to those proposed in Draft 3.

Existing Qualifications	Proposed Draft 3 Qualifications
CHC30113 Certificate III in Children's Education and Care a total number of 18 units, comprising 15 core units +3 elective units.	CHC30120 Certificate III in Children's Education and Care a total number of 17 units, comprising 15 core units +2 elective units.
CHC50113 Diploma of Early Childhood Education and Care has a total number of 28 units, comprising 23 core units + 5 elective units.	CHC50120 Diploma of Early Childhood Education and Care has a total number of 15 units, comprising 12 core units + 3 elective units.
	Total units in the proposed Certificate III and the Diploma - 32

Behaviour Units

In Draft 1, content from the existing behaviour unit CHCECE006 Support behaviour of children and young people (existing elective at CIII), was combined with CHCECE007 Develop positive and respectful relationships with children (existing Core CIII) - this was based on TAC guidance and feedback comments which emphasised the significance of the broader context of relationships with children in understanding behaviours. Mixed feedback was received in Draft 2 with some concerns with the complexity of the wording in the draft 2 unit.

In Draft 3 the wording in CHC ECE033 Develop positive and respectful relationships with children has been updated. Aspects of child behaviour are also explicit in other units relating to child development.

Child Development

Feedback received indicated a range of views in respect to the grouping of the following units for delivery. The TAC determined that where units fit together it is more about clustering than needing to define prerequisites or mandating delivery order . This applies also to the units which relate to curriculum planning.

CHCECE036 Provide experiences to support children's play and learning

CHCECE038 Observe children to inform practice

These units can also be considered in conjunction with CHCECE035 Support the holistic learning and development of children.

Information will be included in the CVIG for RTOS to consider clustering of learning and assessment material for CHCECE036, CHCECE038 and CHCECE035 for delivery.

Cultural Safety

The CHCDIV002 unit has been replaced with the new unit CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures. There are significant wording changes in the Draft 3 unit which are noted in the mapping tables.

Aspects of Aboriginal and/or Torres Strait Islander Peoples cultures have also been embedded in the following units in Draft 3 to strengthen opportunities to encourage understanding –

CHCECE037 Support children to connect with the natural environment

CHCECE043 Nurture creativity in children

CHCECE049 Embed environmental responsibility service operations

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ECE Qualifications and Units of Competency Draft 2 to Draft 3

Questions for Consideration

The following series of questions has been developed to guide feedback for Draft 3 of the Children's Education and Care Training Package Products.

Entry Requirements for the Diploma of Early Childhood Education and Care

The entry requirement for the Diploma proposed in Draft 3 is -

Entry to this qualification is open to individuals who hold a CHC30120 Certificate III in Early Childhood Education and Care or a CHC30113 Certificate III in Early Childhood Education and Care.

Is this appropriate?

New Unit - CHCECE057 Use collaborative practices to uphold child protection principles

CHCECE057 Use collaborative practices to uphold child protection principles has been introduced as an elective in the Diploma in Draft 3, and requires a close review to ensure the content meets the requirements of the sector.

Is the content of this unit appropriate?

Direct Observation

Are the requirements for direct observation throughout units appropriate and reasonable in terms of safeguarding the rights of children as well as the quality and integrity of the assessment process?

Qualifications

- Does the qualification provide a clear and accurate description of the skills outcome for the qualification?
- Are the qualifications structured appropriately?
- Are the core units and numbers of electives appropriate?
- Are the imported units appropriate? Are there any other imported units which should be listed? *(Note: the content of any imported units is outside the scope of this review).*

Units of Competency

- Are all draft Units required? Should any be removed?
- Are there any essential prerequisites that should be nominated?
- Are there any additional Units of Competency required?

Titles and Application Statements - Units of Competency

- Does the Title reflect the skill being described? Could any Titles be changed to better indicate what the Unit covers?
- Does the Application Statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in children's education and care job roles in each sector? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and Knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors in understanding the scope?

Assessment Conditions

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

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Draft 3 Qualifications, Skill Set and Units of Competency

Overview only – please refer to separate mapping documents for detail

Note - Equivalence will be determined on the basis of the final products for submission in accordance with the requirements of the Training Package Development Policy which was updated in December 2019. In the detailed mapping tables and training package units the equivalence status is shown as Pending.

QUALIFICATIONS			
Existing Code	**Existing Code**	**Draft 3 Code**	**Draft 3 Title**
CHC30113	Certificate III in Early Childhood Education and Care	CHC30120	Certificate III in Early Childhood Education and Care
CHC50113	Diploma of Early Childhood Education and Care	CHC50120	Diploma of Early Childhood Education and Care
CHC40113	Certificate IV in School Age Education and Care	CHC40120	Certificate IV in School Age Education and Care
CHC50213	Diploma of School Age Education and Care	CHC50220	Diploma of School Age Education and Care
CHC30213	Certificate III in Education Support	CHC30220	Certificate III in School Based Education Support
CHC40213	Certificate IV in Education Support	CHC40220	Certificate IV in School Based Education Support

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SKILL SETS			
Existing Code	**Existing Title**	**Draft 3 Code**	**Draft 3 Title**
CHCSS00090	Supporting Children and Families with Complex Needs	NA to this project	
CHCSS00072	Building Inclusive Practices in Early Childhood Education and Care Skill Set	Removed	
CHCSS00068	Advanced Early Childhood Education and Care Skill Set	Removed	
CHCSS00060	Early childhood skill set	Removed	
CHCSS00059	Middle childhood skill set	CHCSS00115	Out of School Hours Care skill set
CHCSS00058	Education support work skill set	CHCSS00117	School based education support work skill set
New skill set		CHCSS00116	Indigenous Education Support skill set

UNITS OF COMPETENCY			
Current Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**
CHCECE001	Develop cultural competence	CHCECE030	Support inclusion and diversity
CHCECE002	Ensure the health and safety of children	CHCECE031	Support children's health, safety and wellbeing - Incorporates Content from *CHCECE004 Promote and provide healthy food and drinks* and *CHCECE003 Provide care for children*
CHCECE003	Provide care for children	N/A	
CHCECE004	Promote and provide healthy food and drinks	N/A	
CHCECE005	Provide care for babies and toddlers	CHCECE032	Nurture babies and toddlers
CHCECE006	Support behaviour of children and young people	N/A	

UNITS OF COMPETENCY			
Current Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**
CHCECE007	Develop positive and respectful relationships with children	CHCECE033	Develop positive and respectful relationships with children Incorporates content from *CHCECE006 Support behaviour of children and young people*
CHCECE009	Use an approved learning framework to guide practice	CHCECE034	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood	CHCECE035	Support the holistic learning and development of children
CHCECE011	Provide experiences to support children's play and learning	CHCECE036	Provide experiences to support children's play and learning
CHCECE012	Support children to connect with their world	CHCECE037	Support children to connect with the natural environment (*This units is a pre requisite for CHCECE049 Embed environmental responsibility in service operations)*
CHCECE013	Use information about children to inform practice	CHCECE038	Observe children to inform practice
CHCECE014	Comply with family day care administration requirements	CHCECE039	Comply with family day care administration requirements
CHCECE015	Attend to daily functions in home-based child care	CHCECE040	Attend to daily functions in home-based child care
CHCECE016	Establish and maintain a safe and healthy environment for children	CHCECE041	Maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	CHCECE042	Foster holistic early childhood learning, development and wellbeing
CHCECE018	Nurture creativity in children	CHCECE043	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services	CHCECE044	Facilitate compliance in an education and care service
CHCECE020	Establish and implement plans for developing cooperative behaviour	CHCECE045	Foster positive and respectful interactions and behaviour in children

UNITS OF COMPETENCY			
Current Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**
CHCECE021	Implement strategies for the inclusion of all children	CHCECE046	Implement strategies for the inclusion of all children
CHCECE022	Promote children's agency	N/A	Content incorporated in CHCECE036 Provide experiences to support children's play and learning
CHCECE023	Analyse information to inform learning	CHCECE047	Analyse information to inform children's learning
CHCECE024	Design and implement the curriculum to foster children's learning and development	CHCECE048	Plan and implement children's education and care curriculum
CHCECE025	Embed sustainable practices in service operations	CHCECE049	Embed environmental responsibility in service operations *CHCECE037 Support children to connect with the natural environment is a pre requisite for this unit)*
CHCECE026	Work in partnership with families to provide appropriate education and care for children	CHCECE050	Work in partnership with children's families
CHCECE027	Promote equity in access to the service	CHCECE051	Promote equity in access to the service
CHCECE028	Collaborate with families to plan service and supports	CHCECE052	Plan service and supports for children and families
CHCECE029	Respond to problems and complaints about the service	CHCECE053	Respond to grievances and complaints about the service
New Unit		CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures
New Unit		CHCECE055	Meet legal and ethical obligations in children's education and care
New Unit		CHCCEC056	Work effectively in children's education and care

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Units of Competency - SAC- School Age Education and Care			
Current Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**
CHCSAC001	Support children to participate in school age care	CHCSAC006	Support children to participate in school age care
CHCSAC002	Develop and implement play and leisure experiences in school age care	CHCSAC007	Develop and implement play and leisure experiences in school age care
CHCSAC003	Work collaboratively and respectfully with children in school age care	CHCSAC008	Work collaboratively and respectfully with school-age children
CHCSAC004	Support the holistic development of children in school age care	CHCSAC009	Support the holistic development of children in school age care
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	CHCSAC010	Foster holistic childhood learning, development and wellbeing for school age children

Units of Competency - School Based Education Support			
Existing Unit Code	**Current Unit Title**	**Draft 3 Unit Code**	**Draft 3 Unit Title**
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS002	Assist in implementation of planned educational programs	CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS003	Contribute to student education in all developmental domains	CHCEDS035	Contribute to student education in all developmental domains
CHCEDS004	Contribute to organisation and management of classroom or centre	N/A	Relevant content incorporated in EDS 057
CHCEDS005	Support the development of literacy and oral language skills	CHCEDS036	Support the development of literacy and oral language skills
CHCEDS006	Support the development of numeracy skills	CHCEDS037	Support the development of numeracy skills
CHCEDS007	Work effectively with students and colleagues	CHCEDS060	Work effectively with students and colleagues

CHCEDS008	Comply with school administrative requirements	N/A	Content covered in various units as applicable to the PCs
CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS038	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language
CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS039	Work effectively as an Aboriginal or Torres Strait Islander education worker
CHCEDS011	Search and assess online information	CHCEDS040	Search and assess online information
CHCEDS012	Set up and sustain individual and small group learning areas	CHCEDS041	Set up and sustain learning areas
CHCEDS013	Use an e-learning management system	CHCEDS042	Provide support for e-learning
CHCEDS014	Support students with English as a second language	CHCEDS043	Support students with English as an additional language
CHCEDS015	Support development of student research skills	CHCEDS044	Support development of student's research skills
CHCEDS016	Support learning for students with disabilities in a classroom environment	CHCEDS057	Support learning for students with additional needs in the classroom
CHCEDS017	Contribute to the health and safety of students	CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS018	Support students with additional needs in the classroom environment	CHCEDS057	Support students with additional needs in the classroom
CHCEDS019	Support students' mathematics learning	CHCEDS045	Support student's mathematics learning
CHCEDS020	Support students' literacy learning	CHCEDS046	Support student's literacy learning
CHCEDS021	Assist in facilitation of student learning	CHCEDS047	Assist in facilitation of student's learning
CHCEDS022	Work with students in need of additional support	CHCEDS048	Work with students in need of additional learning support
CHCEDS023	Supervise students outside the classroom	CHCEDS049	Supervise students outside the classroom
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS050	Support Aboriginal and/or Torres Strait Islander education
CHCEDS025	Facilitate learning for students with disabilities	CHCEDS051	Facilitate learning for students with disabilities
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	
CHCEDS028	Assist in production of language resources	CHCEDS053	Assist in production of language resources
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
CHCEDS030	Coordinate e-learning programs	CHCEDS055	Coordinate e-learning programs
CHCEDS031	Provide support to students with autism spectrum disorder	CHCEDS056	Provide support to students with autism spectrum disorder
		CHCEDS057	Allocated to EDS018 Support students with additional needs in the classroom
CHCEDS032	Support learning and implementation of responsible behaviour	CHCEDS058	Support the implementation of behaviour plans
		CHCEDS059	Allocated to EDS 017 Contribute to the health, safety and wellbeing of students
		CHCEDS060	Allocated to EDS 007 Work effectively with students and colleagues
New Unit		CHCEDS061	Support responsible student behaviour

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Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must know and demonstrate in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation. and elaborates the Unit of Competency's scope, purpose and operation in different contexts - for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

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ASSESSMENT CONDITIONS	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts. They may specify any of the following: • The conditions under which competency must be assessed, including variables such as the assessment environment or necessary equipment or tools • Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • Resource implications, for example access to particular equipment, infrastructure or situations • Any required characteristics of the assessor, e.g. whether the assessor must hold a higher qualification in that field, etc.

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