



**SKILLSIQ**

CAPABLE PEOPLE MAKE CLEVER BUSINESS

# **Certificate II in Children's Education Services**

## **Consultation Guide**

### **February 2019**

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## Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education and Training to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce and ensuring training package products reflect these needs.

## Project Background

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

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

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

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

## Technical Advisory Committee

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

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

Draft 1 of the Certificate II in Children's Education Services is now available for consultation.

## Development of the Certificate II in Children's Services

The development of this qualification has been in response to industry feedback throughout the Draft 1 consultation for the other six children's education and care qualifications.

It was raised that there are significant barriers for those who do not have access to a regulated service in terms of being able to complete the current qualifications. In many cases in regional and remote areas there may be no regulated service and yet there is still a need for a skilled workforce that can care for the needs of children in those places.

Further, industry and RTOs noted a proportionately higher non-completion rate for those students undertaking the Certificate III in secondary school situations, as well as those who enter directly from school, with no prior knowledge or experience.

And finally, feedback has indicated that there are a number of employers and RTOs who are currently trying to meet the skill requirements of their workers in non-regulated services through use of the Certificate II in Community Services and that this does not provide the best outcome for those intending to work in children's education, rather a dedicated qualification is required.

The Certificate II in Children's Services is designed to provide skills and knowledge for people who may be preparing for work in children's services, or who may already work in a non-regulated service, such as a community centre in a remote area.

It is suitable for VET Delivered to Secondary Students delivery method.

The core provides skills and knowledge across children's education and a range of electives that provide introductory skills and knowledge across the three sub-sectors that are addressed by the existing six qualifications – early childhood, school age care and education support.

A number of the units are focussed on under-pinning knowledge of the sector, as this not only provides a base for those looking to enter the sector and progress to a Certificate III or higher, it provides the under-pinning knowledge that is required by people who may be required to or may already be caring for children in a practical sense in a non-regulated service, such as in a remote community.

There is a component of practical placement, as industry has indicated that this is essential in ensuring that particularly new entrants to the sector have a realistic understanding of what is involved. This placement is limited to 30 hours, in acknowledgement of the issues with obtaining placements, particularly in regional and remote areas and also in line with many state jurisdictions high school work placement requirements.

The units do include references to the NQF and NQS, as while it is clearly indicated in the qualification descriptor that this qualification does not meet requirements for work in a regulated service, it is imperative that people preparing to enter the industry via this qualification have an understanding of the place and purpose of these structures in the sector and how they relate to work and the skills and knowledge needed to undertake jobs in children's education.

Additionally, while people who are not currently employed in a regulated service may not be required to comply with the requirements of the NQF and NQS, there is no restriction on them having a knowledge and understanding of the frameworks and standards that apply to children's education in Australia. These structures are provided to ensure quality in the sector and industry has indicated that the principles contained are still relevant to anyone working in children's education.

A unit relating to Aboriginal and Torres Strait Islander culture has been included in elective group A. This packaging again reflects industry feedback that including a unit covering this material as a core may be culturally inappropriate for students of Aboriginal and/or Torres Strait Islander background. Therefore, it is listed as an elective, allowing for different cohorts of students to be accommodated in a culturally appropriate manner.

We encourage you to provide feedback on the qualification and units contained in this first draft and welcome your input to this important project. All feedback will be considered by the TAC and IRC in moving forward with future iterations.

## Consultation Activities and Timelines

National consultation for Draft 1 is open from 26<sup>th</sup> February to 29<sup>th</sup> March 2019. During this period input will be sought on the following training package products relating to the Certificate II in Children's Education Services:

- 1 Qualification
- 13 Units of Competency and associated Assessment Requirements.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here:

<https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/ChildrensEducationandCareTPD>

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

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

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

To remain up to date with project developments, subscribe to SkillsIQ at:

<http://www.skillsiq.com.au/Subscribetoournewsletter.aspx>

## About this Consultation Guide

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

- list of Draft 1 Training Package Products (1 Qualification and 13 Units of Competency and associated Assessment Requirements)
- mapping of qualifications
- mapping of units
- key consultation questions on which SkillsIQ seeks feedback to provide information to the TAC and the IRC.

### Contact details

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## List of Children's Education Services Qualifications

Qualification Code	Qualification Title
CHC20119	Certificate II in Children's Education Services

## List of Children's Education Services Units and Prerequisites

Unit Code	Unit Title	Prerequisite(s)
<b>Children's Education Services (CEC)</b>		
CHCCEC001	Prepare for work in children's education and care	Nil
CHCCEC002	Source and review information on childhood learning, development and play	Nil
CHCCEC003	Source and review information on approved learning frameworks	Nil
CHCCEC004	Investigate inclusion and diversity in children's education and care work	Nil
CHCCEC005	Communicate as part of a children's education and care team	Nil
CHCCEC006	Source and review information on children's health, safety and wellbeing	Nil
CHCCEC007	Support children's group activities	Nil
CHCCEC008	Develop knowledge of Aboriginal and or Torres Strait Islander cultures	Nil
CHCCEC009	Identify and set up equipment for children's activities	Nil
<b>Early Childhood Education and Care (ECE)</b>		
CHCECE057	Source and review information about the care needs of babies and toddlers	Nil
<b>Education Support (EDS)</b>		
CHCEDS065	Investigate children's additional needs in education and care environments	
CHCEDS066	Investigate the role of the education support worker in student development	Nil
<b>School Age Education and Care (SAC)</b>		
CHCSAC011	Source and review information about play for school age children Draft	

## Qualification mapping

Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Comment in relation to previous version E = Equivalent N = Not Equivalent
New Qualification	CHC20119 Certificate II in Children's Education Services	N/A

## Unit of Competency Mapping

Previous Unit Code and Title	New Unit Code and Title	Comment in relation to unit E = equivalent N = not equivalent
New Unit	CHCCEC001 Prepare for work in children's education and care	N/A
New Unit	CHCCEC002 Source and review information on childhood learning, development and play	N/A
New Unit	CHCCEC003 Source and review information on approved learning frameworks	N/A
New Unit	CHCCEC004 Investigate inclusion and diversity in children's education and care work	N/A
New Unit	CHCCEC005 Communicate as part of a children's education and care team	N/A
New Unit	CHCCEC006 Source and review information on children's health safety and wellbeing	N/A
New Unit	CHCCEC007 Support children's group activities	N/A
New Unit	CHCCEC008 Develop knowledge of Aboriginal and or Torres Strait Islander cultures	N/A
New Unit	CHCCEC009 Identify and set up equipment for children's activities	N/A
New Unit	CHCECE057 Source and review information about the care needs of babies and toddlers	N/A
New Unit	CHCEDS065	N/A



Previous Unit Code and Title	New Unit Code and Title	Comment in relation to unit E = equivalent N = not equivalent
	Investigate children's additional needs in education and care environments	
New Unit	CHCEDS066 Investigate the role of the education support worker in student development	N/A
New Unit	CHCSAC011 Source and review information about play for school age children	N/A

## Questions for consideration

The following series of questions have been developed to guide feedback for Draft 1 of the Certificate II in Children's Education Services.

### Qualifications

- Does the qualification provide a clear and accurate description of the skills outcome for the qualification?
- Are the qualifications structured properly so that learners could progress from Certificate II to Certificate III, if required?
- Are the core units appropriate and numbers of electives?
- Are there any imported units which should be listed? *(Note: the content of any imported units is outside the scope of this review).*

### Suite of units of competency

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

### Titles and Application statement - units of competency

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

### Elements and Performance Criteria

- Do the elements and performance criteria accurately describe what people do in Children's Education services? If not, what could be added?
- Do the performance criteria adequately describe the level of proficiency?

### Performance Evidence

- Would the types of evidence prove that a person is competent in all the unit outcomes, including performance criteria, foundation skills and knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

### Knowledge Evidence

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

### Assessment Conditions

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

## Appendix A: Units of Competency and Assessment Requirements Explained

Each Unit of Competency follows this format:

<b>UNIT CODE</b>	<p>Units are coded in sequence from 001 onwards, for example</p> <p>CHCCEC001</p> <p>CHC = Training Package identifier (Community Services)</p> <p>CEC = competency field (Children's Education Service)</p> <p>Codes do not contain an AQF indicator as units do not have an AQF level; Qualifications do. To identify complexity of a unit:</p> <ul style="list-style-type: none"> <li>• read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered</li> <li>• read the Application Statement which describes to whom the unit applies</li> <li>• refer to the table in the Companion Volume Implementation Guide (when developed) to check where Units of Competency first appear in a qualification.</li> </ul> <p>Version indicators are not included. Subsequent versions of Units of Competency will be given a new and unique code.</p>
<b>UNIT TITLE</b>	<p>Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in workplace/skill based language.</p>
<b>APPLICATION</b>	<p>This statement introduces the unit, assists users to understand its complexity and includes this information:</p> <ul style="list-style-type: none"> <li>• a brief description of unit content and its complexity</li> <li>• the unit's relationship to any specific occupational licensing, certification or laws; where none exist this is stated.</li> </ul>
<b>PREREQUISITE UNIT</b>	<p>Outlines any prerequisite units that must be completed prior to a unit of competency. Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as 'Nil'.</p>
<b>COMPETENCY FIELD</b>	<p>Units can be divided into a number of fields to indicate the function of the skill described, e.g. Early Childhood Education and Care, Education Support or School Age Education and Care</p>
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<p>Elements break down and describe the key outcomes which make up the Unit of Competency</p>	<p>Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable "tasks".</p>

### FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills:

- reading
- writing
- oral communication
- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology

They will only be described in this section if they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.

#### **RANGE OF CONDITIONS**

This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply. It is not used in the way that Range Statements were previously.

Anything identified is mandatory for performance and, therefore, must be assessed.

No CEC units include Range of Conditions.

#### **UNIT MAPPING INFORMATION**

Specifies code and title of any equivalent Unit of Competency from the previous version. If the unit has been determined as not equivalent, the entry is shown as 'No equivalent unit.'

Does not include detailed information about changes to a Unit of Competency. Full details are provided in the mapping table.

#### **LINKS**

This provides a hyperlink to the Companion Volume Implementation Guide (when developed).

Each Assessment Requirements follows this format:

<b>TITLE</b>	Assessment Requirements for [Unit of Competency Code and Title]
<b>PERFORMANCE EVIDENCE</b>	<p>Performance Evidence specifies the mandatory:</p> <ul style="list-style-type: none"> <li>• types of product and process evidence</li> <li>• volume and or frequency of product or process evidence</li> </ul> <p>Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently.</p> <p>In other words, what does an individual have to do to prove they:</p> <ul style="list-style-type: none"> <li>• prove that they can competently do xyz?</li> <li>• cover all performance criteria and foundation skills</li> <li>• prove they have all the knowledge to effectively perform the work task?</li> </ul> <p>Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs.</p> <p>This section uses sufficiency and consistency as a guiding principle for reliable assessment. There must be enough Performance Evidence to prove that an individual is truly competent in the Unit of Competency and consistently demonstrates the outcomes.</p>
<b>KNOWLEDGE EVIDENCE</b>	<p>Knowledge Evidence specifies:</p> <ul style="list-style-type: none"> <li>• what the individual must know in order to effectively complete the work task described in the Unit of Competency</li> <li>• the breadth and depth of what the individual must know</li> <li>• the amount of evidence that must be collected.</li> </ul> <p>Knowledge Evidence relates directly to the performance criteria.</p>
<b>ASSESSMENT CONDITIONS</b>	<p>This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies:</p> <ul style="list-style-type: none"> <li>• where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed</li> <li>• what equipment or resources, if any, must be provided for assessment</li> <li>• what workplace documentation must be provided</li> <li>• other people who must be present during assessment.</li> </ul> <p>These statements are tailored to each Unit of Competency.</p>
<b>LINKS</b>	This provides a hyperlink to Companion Volume Implementation Guide (when developed).