Webinars were held on 12 and 14 December 2018 to introduce stakeholders to the **Early Childhood Education and Care – Draft 2 Validation** material available on the SkillsIQ Feedback Forum, and to provide an update on the remaining Draft 2 material and the consultation process. The PowerPoint slides from these webinars are available from the SkillsIQ Feedback Forum. Please see:

https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/EarlyChildhoodEducationandCareDraft2.

The responses to questions logged using the Chat function during the webinars are set out under the various subject headings below.

Dates for the Draft 2 Validation workshops have now been scheduled. Please refer to the SkillsIQ Feedback Forum to access dates and book your seat. Please note that bookings are essential at all sessions, as numbers are limited in order to ensure that the workshops are productive.

Workplace and Assessment Hours

Workplace hours are now specified at Qualification and Unit level (where applicable) in the draft 2 material to clarify that the hours are not cumulative across Units within a Qualification, and that:

- These hours of work are required as a part of the Assessment in order to achieve the Qualification, and that
- Some Assessment activities and Performance Evidence must be completed within these specified hours.

An explanation of the terminology used in Draft 2, together with examples, is outlined below.

Qualification Terminology

The Packaging Rules within the Early Childhood Education and Care Qualifications now state the total number of hours required to complete the Qualification, as follows:

CHC30119 Certificate III in Early Childhood Education and Care

*To achieve this Qualification, the individual must have completed a total of least **160** hours of work in a children's service in Australia, of which **120** hours must be in a regulated education and care service as detailed in the Assessment Requirements of the Units of Competency. The total number of hours may be applied collectively across all Units of Competency that include the requirement for workplace hours.*

CHC50119 Diploma of Early Childhood Education and Care

*To achieve this Qualification, the individual must have completed a total of least **280** hours of work in a children's service in Australia, of which **240** hours must be in a regulated education and care service as detailed in the Assessment Requirements of the Units of Competency. The total number of hours may be applied collectively across all the Units of Competency that include the requirement for workplace hours.*

Unit Terminology

An extract from *CHCE032 Nurture babies and toddlers* reads as follows:

- *Perform the activities outlined in the Performance Criteria of this Unit during a period of at least 160 hours of work in a children's service of which 120 hours must be in a regulated education and care service in Australia.*

Hours cannot be 'double counted'. If a student has completed workplace hours as a part of the Assessment when completing the CHC30119 **Certificate III in Early Childhood Education and Care**, they will still need to complete the required workplace hours for Assessment against the Diploma Qualification.

The role of the work hours in the Assessment Requirements is to demonstrate that a student can perform specified activities. The activities at the Certificate III level will differ from those required at the Diploma level.

Where the Assessment Requirements require activities to be performed with specific age groups, for example with babies and toddlers, these activities must be performed per the Assessment Requirements. This may necessitate workplace hours being conducted in various rooms within a service according to age groups. The emphasis is on the child.

Definitions

A children's service outside a regulated education and care setting may include services such as playgroups, crèches and so on. Registered Training Organisations (RTOs) will still need to ensure that the Assessment Requirements have been met in full in order to collect valid Performance Evidence when using a non-regulated service. It is simply the location that has been altered.

All Performance Evidence can be collected in a regulated service if required. The option of 40 hours of work that may be performed in a non-regulated service exists for those students who may have limited access to regulated services.

Volume of Learning vs Nominal Hours

The Volume of Learning statements used in the Qualification descriptions have been extracted from the Australian Qualifications Framework (AQF). The AQF defines the Volume of Learning as identifying '*the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years*'.

The Volume of Learning describes how long a learner, who does not hold any competencies identified in the Qualification, would normally take to develop all the required skills and knowledge at that Qualification level.

The volume of learning includes all teaching, learning and Assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes.

Nominal hours are calculated in state and territory jurisdictions after the endorsement of Training Package Products. These nominal hours are allocated for the purpose of funding, implementation and delivery of the Training Package Products. They are not specified by the Training Package as they are reliant on each state or territory's funding and implementation policies, which may vary depending on jurisdictional priorities.

Transition and 'Teach Out'

RTOs may submit an application to their regulator, i.e. the Australian Skills Quality Authority (ASQA), the Victorian Registration and Qualifications Authority (VRQA) or the Training Accreditation Council Western Australia (TACWA), for any extensions to the standard 12-month transition period where exceptional circumstances exist. Transition application requests are not under the remit of SkillsIQ. Enrolling students need to be enrolled in the current Qualifications. For those part way through a superseded Qualification every effort should be made to implement Assessment based on the current Qualification.

Equivalence

There are no Qualifications proposed in Draft 2 which have been deemed to be equivalent Qualifications. This is due to the extent of the changes made to both Qualifications and Units of Competency in order to ensure that they are fit for purpose and provide graduates who are readily employable under current workplace conditions. This has been determined through the consultation and feedback process and has been overseen by both the Technical Advisory Committee (TAC) and the Industry Reference Committee (IRC).

Where Qualifications are not equivalent, potential students with prior Qualifications or experience will need to go through a Recognised Prior Learning (RPL) process with their respective RTOs to determine whether, and where, gaps exist and, if they do exist, to determine the best way to address them. Skills Service Organisations (SSOs) have no control over how each RTO delivers the Qualifications, and neither can they control the various scenarios a person in the industry can present with when requesting RPL. However, per the Standards for Training Packages, **all** the requirements of the Training Package for any given Qualification must be met in order to award the Qualification via RPL. RTOs will therefore need to be able to demonstrate through their RPL processes that these requirements have been met.

Certificate II in Children's Services

The Certificate II Units will be available in mid-January for review.

The purpose of the Certificate II is to provide the knowledge and foundations of the regulatory and theoretical frameworks of working in the children's education and care sector in Australia. This Qualification would act as a bridge to the Certificate III Qualification which is beyond the reach of a significant number of potential students, particularly in regional and remote communities.

The Certificate II was also developed in response to feedback which suggested that the current use of the Certificate II in Community Services does not allow for enough children's education-based content via the elective options.

The Certificate II in Children's Services would **not** enable graduates to work in a regulated service. The title 'Children's Services' has been used to differentiate the proposed Qualification from those recognised in the regulated sector. It is not envisaged that credit transfers will be possible if a student goes on to enroll in a Certificate III – rather, the Certificate II is a 'stand-alone' Qualification developed to deliver benefits outside academic achievement, and to address the barriers to lifelong learning experienced by some cohorts.

Feedback is welcome on the Units suggested for inclusion – for example, the inclusion of *HLTAID003 Provide First Aid*.

Feedback to date has indicated that:

- A Certificate II qualification was previously highly utilised by VET in Schools (VETiS) and in regional and remote locations
- Older women can experience extra challenges in having the confidence to pursue vocational Qualifications, and a Certificate II would be useful in addressing this
- The Certificate II is not the promise of a job, but it can provide the skills and knowledge to undertake roles in some services
- The Certificate II provides a pathway to further study and employment and is a means of encouraging greater numbers of suitable and interested students into the children's education sector.

Simulation

The Draft 2 Early Childhood Education (ECE) Units are specific about the circumstances in which simulation is permitted, as well as the nature of that simulation.

Video Evidence

Reference to video evidence has been removed from the Units, as feedback from the consultation process showed that many RTOs felt that this would force them to use video, when this is sometimes not appropriate or permitted.

The use of videos as a method of Performance Evidence collection is still permitted where it aligns with the Assessment Requirements.

The Draft 2 ECE Units are specific about the nature and circumstances of Performance Evidence. For example, the Assessment Conditions in *CHCECE032 Nurture babies and toddlers* state: '*the following aspects of the Performance Evidence must be directly observed by the assessor on at least one occasion: change nappies … **Where there is documented evidence that the service does not permit performance of any of the above skills by individuals who are not staff members, those skills may be demonstrated in a simulated environment, but must involve a real baby/toddler".* Please see:

https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/EarlyChildhoodEducationandCareDraft2/CHCECE032_NurturebabiesandtoddlersDraft2.

CHCECE054 Promote Understanding of Aboriginal and/or Torres Strait Islander Culture

This Unit has been removed from the core as feedback indicated that it was considered disrespectful and offensive to make the Unit mandatory for Aboriginal and Torres Strait Islander students. Concerns were also expressed about who might be delivering this Unit and the cultural respect issues inherent in its delivery.

Educational Leader

At this stage it is not envisaged that a specific Educational Leader Qualification would be a requirement for the Educational Leader role – because, as pointed out, there are already many capable people employed in these roles. The Qualification is envisaged to be an area for further study where experienced practitioners are able to formalise their learning and enhance their professional standing.

The Training Package has no remit in relation to staff ratios and wage rates. It provides skills and knowledge to undertake job roles.

Mapping and Skills Gaps

SSOs have no control over how each RTO delivers the Qualifications or the various circumstances that a person in the industry can present with, so while we can map existing Qualifications to the new Qualifications (as contained in the validation guide/mapping tables) it is not practical to be more detailed.

Given that every student's requirements will be different based on their existing skills, knowledge and experience, a Skill Set is unlikely to be able to address their respective needs adequately.

Miscellaneous

It is envisaged that the material will be submitted in time for endorsement at the June 2019 AISC meeting. The next meeting after that will be in August 2019 (as the AISC meets bimonthly).

The Training Package does not specify an age requirement. It is the responsibility of RTOs to ensure that candidates are suitable for the Qualification in which they are enrolling.

In Certificate III, *Follow basic food safety practices* is an imported elective Unit. The revised content in the Certificate III core Unit - *CHCECE031 Support children's health, safety and wellbeing* - now incorporates additional content relating to food safety.

Clustering

RTOs can determine their preferred method for delivery according to their Training and Assessment Strategies. Feedback has indicated that clustering and holistic assessment is practical for both the students and for the RTOs.

The Draft 1 Units of Competency were clustered to align to six quality areas from the National Quality Standard (NQS). Please see: https://www.acecqa.gov.au/nqf/national-quality-standard.

The table below outlines Draft 2 Units according to the NQS.

Educational program and practice	CHCECE034 Use an approved learning framework to guide practice
	CHCECE035 Support the holistic learning and development of children
	CHCECE036 Provide experiences to support children's play and learning
	CHCECE038 Observe children to inform practice
	CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander cultures
	CHCECE042 Foster holistic early childhood learning, development and wellbeing
	CHCECE043 Nurture creativity in children
	CHCECE047 Analyse information to inform learning
	CHCECE048 Plan and implement children's education and care curriculum
Children's health and safety	CHCECE031 Support children's health, safety and wellbeing
	CHCECE032 Provide care for babies and toddlers
	CHCECE055 Meet legal and ethical obligations in children's education and care
	CHCECE040 Attend to daily functions in home-based child care
	CHCECE041 Maintain a safe and healthy environment for children

Physical environment	CHCECE037 Support children to connect with the natural environment
	CHCECE049 Embed sustainable practices in service operations
Staffing arrangements	CHCCEC056 Work effectively in children's education and care
Relationships with children	CHCECE030 Support inclusion and diversity
	CHCECE033Develop positive and respectful relationships with children
	CHCECE045 Foster positive and respectful interactions and behaviour in children
	CHCECE046 Implement strategies for the inclusion of all children
Collaborative partnerships with families and communities	CHCECE050 Work in partnership with children's families
Governance and leadership	CHCECE039 Comply with family day care administration requirements
	CHCECE044 Facilitate compliance in an education and care service
	CHCECE053 Respond to problems and complaints about the service

CHCCEC056 Work effectively in children's education and care

This Unit will be packaged in the Certificate III Qualification. There was a need to ensure a clear distinction between the content of CHCECE056 and a similar Certificate II Unit before finalising CHCECE056 as a Draft 2 Unit.

Certificates of Participation are not issued for consultation workshops/activities as these are not designated industry engagement activities.

Implementation workshops after endorsement have not been scheduled at this time as, unlike the former process with Industry Skills Councils, SSOs are tasked with supporting IRCs to develop Training Package Products. No funding is allocated to SSOs for implementation activities.

School Age Care (SAC)

Discussions around the SAC Draft 2 Qualifications have confirmed that there is industry support for their retention. The Draft 2 SAC qualifications will be available shortly.

Education Support

There has been considerable discussion about the role of an Education Support Worker and this will require additional work on both Units and Qualifications. It is anticipated that these will be available for review by the end of January 2019.

END