



INTERIM  
REPORT

# Outside School Hours Care (OSHC)



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HumanAbility is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations.

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# Introduction

## Report purpose

The purpose of this report is to outline the findings, analysis, contested concepts and recommendations for consultation from the functional analysis undertaken for the project to transition the 10983NAT Certificate III in Outside School Hours Care to the National Training Package.

## Purpose of functional analysis

The purpose of the functional analysis is to analyse all levels of the dynamic systems that interact to impact the effective implementation of the training package for the sector and its workforce. The functional analysis looks at each part of the integrated system to unpack political, social, economic, educational, sector and workforce interdependencies, functions and specialisations. The functional analysis seeks to understand the experience of the training package and the needs of the workforce across the sector. The functional analysis seeks to understand a variety of perspectives to influence evidence-based decision-making on future training package design. On a micro level, the functional analysis asks in relation to the experiences of the training package and the workforce for the sector:

What is the current state?

What patterns and uniformities exist?

What structures are involved (e.g. licensing requirements, regulatory requirements, qualification requirements, course delivery processes)?

What are the work contexts, and political, economic and social conditions under which these patterns and uniformities exist?

What are the changes occurring in patterns, varying views and discernible differences in experience and perception?

What are the resulting functions of the job role?

What are the contexts in which these roles are performed?

What are the special forms of these functions?

## Audience and applications

The information compiled in this report will validate draft training product design developed for sector consultation. The findings will underpin the following activities:

- Technical committee meeting to discuss functional analysis findings and collaborate on documents to go forward for consultation
- Functional analysis workshops to unpack and validate findings
- Development of draft training product materials for the consultation phase

# Methodology

The following methods have been employed to conduct functional analysis:

## a. Desktop research

Desktop research was undertaken to gain insight into:

- Understanding the qualification background and development history
- Qualification requirements, delivery and enrolments
- Regulatory and licensing implications
- Social, political and economic factors
- Sector contexts and workforce issues
- Job role functions

Data was collected and analysed through:

- Review of the qualification development history and the understandings uncovered during that process
- Identification of relevant data from the 2024 Jobs and Skills Australia capacity study on the workforce needs for Australia's Early Childhood Education and Care (ECEC) sector titled 'The future of the early childhood education profession'
- Identification of available NCVER enrolment data
- A point in time review during November to December 2024 of internet job advertisements and the job role tasks outlined and sought after skills, knowledge, experience and qualifications by employers in the OSHC sector. Data was analysed by establishing themes and identifying patterns and areas of similarity and disparity. The thematic analysis reviewed organisation type and location, employment type (e.g. full-time or casual), average pay rates, sought after qualifications, experience required and requested skills knowledge and attributes
- A review of publicly available job descriptions on the internet looking at the specific job role tasks required; job role tasks were categorised into themes to support analysis and discussion
- Unpacking the current qualification requirements with a review on packaging rules, reviewing duplication, considering any missing elements or outdated or inappropriate content
- An understanding of the sector contexts from the above desktop research.

## b. Employer interviews

16 semi-structured interviews were conducted with employers from every state and territory in Australia. The interviewees were sourced from organisations representing a variety of metro, regional and rural contexts and from a variety of organisation types including public school led, denominational school led, community/charity not for profit and private organisations. The majority were 1:1 interviews with a few having 2 or 3 participants present. All interviews were conducted online using the Microsoft Teams platform. All interviews were recorded and transcribed to support data analysis.

Data was analysed by establishing themes and identifying patterns and areas of similarity and disparity. The thematic analysis reviewed program contexts, role types, training needs, staff demographics, job role tasks, role challenges, desired skills, knowledge and attributes of workers, language, literacy and numeracy requirements of the role, and perceived current, emerging or future sectoral, economic, political or regulatory trends seen as being impactful.

Employer interviews were held to gain valuable insights into the practical roles, functions and skill requirements of the OSHC workforce from an industry perspective. These interviews helped to identify the specific tasks, challenges and competencies, employer's priorities in geographically diverse work environments and a variety of organisational models.

#### **c. Registered Training Organisation interviews**

Interviews were held with Registered Training Organisations (RTO) with the qualification on scope. Interviews were designed to discuss findings to this point particularly in relation to issues uncovered in the unpacking of the current training package. Questions were also focused on understanding RTO perspectives on packaging rules, reviewing duplication, considering any missing elements or outdated or inappropriate content. The interviews were also designed to uncover any implementation issues regarding course structure, units, elements, performance criteria, performance evidence, knowledge evidence or assessment requirements.

#### **d. Functional analysis workshop**

A functional analysis workshop was conducted involving employees and other sector stakeholders with registered interest in the project. The findings from the research conducted to date were presented. This was followed by a structured workshop and discussion examining the role functions and sub functions across a typical 'day in the life' shift activities. The workshop also explored career journey mapping to unpack skills required at pre-employment, graduate and early career stages. Subfunctions identified were categorised and added to the data collected during the desktop research.

#### **e. Mapping**

Findings from A-D were combined to develop the mapping of the qualification and inform the development of draft training materials. The mapping process reviewed the following:

- Mapping what has been heard and how that relates to the content of the units
- Mapping the settings, functions and subfunctions to the current training package and units
- Mapping the functions and subfunctions to Australian Core Skills Framework (ACSF) and Core Skills for Work Developmental Framework
- Mapping career pathway lifelong learning models
- Determining core and elective requirements

#### **f. Development of qualification description, and recommendations to align to workforce needs.**

Based on findings from A-E draft qualification description, and associated recommendations were developed for consultation and finalisation at the Technical Committee Meeting.

#### **g. Technical committee meeting to consult on functional analysis findings and draft materials for consultation**



A technical committee meeting was held to present the current findings and consult on the materials to present during consultation.

## Findings and Discussion

### Desktop research

#### Qualification background and history

HumanAbility has been engaged to transition the nationally accredited course *10983NAT Certificate III in Outside School Hours Care* to the *CHC Community Services Training Package*.

The National Outside School Hours Services Alliance (NOSHSA) had raised concerns with Skills IQ and requested a Certificate III focused on outside of school hours care be developed to cater for their workforce as *CHC40113 Certificate IV in School Age Education and Care* was considered not appropriate and more aligned with an AQF 5 qualification. Unfortunately, due to timing and funding, the Certificate III was not developed, and after consultation, the *CHC40113 Certificate IV in School Age Education and Care*, which contained several redundant units, was deleted from the system on 31 December 2022.

To address the gap in the training system, NOSHSA created a nationally accredited course, *10983NAT Certificate III in Outside School Hours Care*, with the intent that when the new Jobs and Skills Councils were established, the course could be adapted and included in the national training package.

NOSHSA faces several challenges in continuing to administer this course. These include reviewing applications, providing permission for RTOs to deliver the training and working with jurisdictions to recognise the course and secure funding.

There are also issues associated with pathways to the updated *CHC50221 Diploma of School Age Education and Care* or the Early Childhood Education and Care qualifications. This situation impacts OSHC educators' ability to progress through an OSHC career pathway or transfer to a qualification in the early childhood sector.

Many OSHC staff are employed on a casual basis with short shifts and part-time hours. University students make up a significant segment of the workforce. With the rapid growth in this sector and the need for a stable core workforce, the issues associated with a casualised workforce such as retention difficulties have become more significant. This was a factor in considering the development of a Certificate III in Outside School Hours Care as an entry pathway. The qualification could be delivered as a traineeship and used to promote employment in a rapidly growing sector and attract young people seeking a career with strong pathways.

Industry envisages that national qualifications aligned to the sector's needs will assist in addressing the current challenges faced because of various jurisdictional requirements, particularly those experienced by providers who operate in multiple states. Qualifications specific to the sector will also enable more specific consideration of funding models and skills priorities. There is the potential for mobility between roles in the OSHC and educational support sectors. Enhanced mobility could help address the labour shortages in each of these sectors, given that OSHC services are often in or within proximity to schools and involve the same student participants. In OSHC, the nature of the work can mean that staff are required to work within normal school hours. Continuity of staff in the daily life of a student can also potentially achieve enhanced understanding and coordination of student support requirements.

For OSHC, the number of educators per maximum number of children in care tends to increase from major cities to remote regions.

In April 2023, ACECQA released a report of the Review of National Quality Framework (NQF) staffing and qualifications regulations: Public consultation. The considerations for this consultation included the casual nature of the work and the impact of split shifts and competition with other parts of the children's education and care sector on staff turnover. It also suggested that since most OSHC services operate on school sites, collaboration and mutually beneficial relationships were crucial. The document outlined that internationally, a growing number of countries are taking a more continuum approach to education goals, shared curriculum and learning outcomes between schools and OSHC. The document suggested that there is an emerging opportunity for consideration of micro-credentials to meet growing demand and ensure OSHC contextual and safety knowledge is acquired.

In 2024 ACECQA released the Review of NQF staffing and qualification regulations consultation summary. The report found that for OSHC respondents:

- 73% supported recognising a broad range of disciplines
- 44% supported a mandatory minimum qualification for all OSHC staff
- 53% supported recognising micro credentials in addition to minimum qualification requirements
- 72% supported a national list of approved qualifications
- 72% supported mandatory minimum qualification for managers, supervisors and co-ordinators
- 84% supported recognising relevant employment experience

## Discussion

The potential outcomes of these findings on the regulatory environment are not yet known, but it will be important that this project considers the findings from the public consultation and endeavours to set up the qualification in a way that can facilitate potential future directions in response to these themes.

### Sector research

In 2024, Jobs and Skills Australia published a capacity study on the workforce needs for Australia's Early Childhood Education and Care (ECEC) sector titled 'The future of the early childhood education profession'. Considerations for OSHC were included in this report as a part of the children's education sector as a whole. The following are the components of that report relevant for consideration in this project.

The report suggests that the ECEC workforce as a whole is overwhelmingly female dominated with a slightly higher proportion of males in the OSHC sector, and those in OSHC in particular are younger than the general workforce.

The workforce faces challenges and the study states "Regulatory differences across jurisdictions (States and Territories) and service types [e.g. Centre Based Day Care (CBDC), Family Day Care (FDC), Outside School Hours Care (OSHC) & preschool/kindergarten] impact movement interstate and equity of esteem in an increasingly nationalised system and cause barriers for sharing of good practice, resources and training." (Jobs and Skills Australia, 2024).



In 2022, 1.3 million children attended ECEC services approved for Child Care Subsidy (CCS), with 36.3% being in OSHC. The OSHC sector has been the fastest growing service type within the education and care services sector for the past decade. In 2023, there were 553,6901 children throughout Australia accessing care for an average of 13 hours per week. At this time, there were also 4,954 OSHC services and 27,491 Educators.

OSHC is regulated under the Education and Care Services National Law Act (2010) and Regulations (2011). States and Territories maintain responsibility for determining the required qualifications for OSHC services in their jurisdiction, with the majority requiring 50% of educators to hold or be working towards a qualification (noting that in Victoria, 100% of OSHC educators need to meet the qualification requirements). Waivers in OSHC services for qualification requirements, as well as educator to child ratios, have increased since 2020. On average, ratio waivers apply to less than 1% of services, or around 7,200 places (capacity) across Centre Based Day Care (CBDC) and OSHC.

More specifically, the following jurisdiction regulation qualification requirements and ACECQA approved qualification lists apply (Australian Children’s Education & Care Quality Authority, 2025).

ACT: *10983NAT Certificate III in Outside School Hours Care* is recognised for second and subsequent qualified educator. First qualified requires a minimum of a Diploma OSHC or ECEC or Higher Education (HE) Diploma or 2 years’ full-time degree study.

QLD: Recognises *10983NAT Certificate III in Outside School Hours Care* as 1 year qualified. They also have a 2-year qualified category.

SA: Recognises Certificate III in education, care or disability as a second and subsequent qualified educator.

VIC: *10983NAT Certificate III in Outside School Hours Care* is recognised as a Certificate III level position. They also have a Diploma level position category.

**NOTE** WA: A *Certificate III in Early Childhood Education and Care* or *School Based Education Support* is recognised as a first qualified educator as is the deleted Certificate IV in OSHC. The *10983NAT Certificate III in Outside School Hours Care* is only recognised as a qualified educator, not first qualified (Government of Western Australia, 2012).

NT: Recognises any “over-preschool age” qualification as a qualified educator.

NSW and TAS: Do not list any qualification requirements.

The capacity study indicates approximately 500,000 children attended OSHC in just under 5,000 services in 2023. Rates of OSHC usage have remained relatively steady over the analysis period, with just over 20% of children aged 5-9 years attending OSHC. Usage of ECEC services drops substantially in regional and remote areas, and disproportionately so for OSHC use among 5–12-year-olds. Driven by shifting demand and core regulatory and funding changes, there has been strong growth in CBDC and OSHC over the past decade, resulting in around 4,000 additional services in 2023, a growth of 40% relative to 2013 (Jobs and Skills Australia, 2024).

	CBDC	FDC	IHC	OSHC	VAC	Total	Total (%)
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NSW	48,995	4,341	300	10,312	7,841	71,789	33.1
VIC	37,427	3,873	378	5,405	3,156	50,238	23.2
QLD	32,093	2,783	204	6,604	6,573	48,258	22.3
SA	8,910	379	51	3,198	3,195	15,732	7.3
WA	11,474	1,189	100	3,059	2,209	18,030	8.3
TAS	2,495	311	0	818	440	4,064	1.9
NT	1,569	61	0	432	303	2,365	1.1
ACT	3,763	154	5	1,259	963	6,144	2.8
Total	146,726	13,091	1,038	31,085	24,679	216,619	100
Total (%)	67.7	6.0	0.5	14.3	11.4	100	

The breadth of *CHC30121 Certificate III in Early Childhood Education and Care* has raised concerns among stakeholders. This qualification is often used as an entry qualification to various service type roles including In Home Care (IHC), Family Day Care (FDC), Outside School Hours Care (OSHC) and Centre-Based Day Care (CBDC). Some respondents to the ECEC Capacity Study consultation paper suggested that this broad scope does not adequately address the specific needs of OSHC job roles.

Respondents were quoted as saying (Jobs and Skills Australia, 2024):

*The content of the current Certificate III in Early Childhood Education and Care (CH30121) is largely geared towards preparing educators for work in CBDC settings, in particular long day care. Work placements also focus on long day care settings. (Submission 40 – Family Day Care Australia)*

*A significant gap arose in the access for OSHC Educators to a Certificate III level qualification. (Submission 49 – National Outside of School Hours Services Alliance)*

The report made the following recommendations.

**Recommendation:** HumanAbility to consider how the national training system can better support more graduated pathways into early childhood educator roles. Education and training providers should work with governments to continue to develop and fund programs that will provide an accessible pathway into early childhood educator roles by:

- i. encouraging development of pre-employment programs.
- ii. assessing the appropriateness of skill sets for different service types where the full qualification is not nationally mandated for workforce (particularly OSHC) including reviewing existing OSHC skill sets.

- iii. incentivising the development of resources to support high quality simulated training and assessment before on the job placement.

In relation to the *CHC30121 Certificate III in Early Childhood Education and Care*, the report also highlighted structural constraints within the VET system, both within the training package design and expediency of delivering such a dense course to a large cohort of students. The report stated there were queries raised about the programming of VET courses which were said to be delivered with little scope for electives which was a particular issue for some service types such as IHC and OSHC.

**Discussion:** Career stage learning and skill requirements was unpacked with employees. This data has been reviewed and skills aligned well with the units currently in the qualification. An outline of skills required at career stages is provided in the report and could assist RTOs in considering delivery sequencing of development of statements of attainment.

**Recommendation:** HumanAbility to consider specialisation pathways within the Certificate III ECEC and Diploma ECEC to serve different service types particularly IHC, OSHC and FDC delivery. This could include identifying alternative existing units that could support inclusive education for different identified needs and particularly for First Nations children.

**Discussion:** The inclusion of Aboriginal and Torres Strait Islander content in the qualification was discussed. RTOs were in favour of retaining and Aboriginal and Torres Strait Islander education unit within the electives of the qualification. This, in their view, enables them to contextualise content for the community contexts. Having the unit in the core can result in culturally unsafe delivery for Aboriginal and/or Torres Strait Islander students and effective recognition of prior learning for those cohorts is not yet established.

**Report:** The report indicated strong sector feedback regarding the need for educators to be competent in supporting inclusion and diversity. The report included the case study below regarding NOSHA's proactive response in supporting educators.

**Discussion:** The skills outlined below were raised during the functional analysis. Some recommendations have been made regarding unit changes to better reflect skills in behaviour support, neurodiversity affirming practice and trauma informed practice.

## CASE STUDY – Embedding inclusive practices in outside of school hours care

In 2023, the National Outside of School Hours Services Alliance (NOSHSA) developed a range of resources to build the skills of OSHC educators and embed inclusive practices in the OSHC sector. This includes mentoring and coaching tools to support educators of all levels in their day-to-day inclusive practice with children. The focus of these resources is to manage complex issues and challenging behaviours in children. The areas of focus are:

- Complex behaviour support
- Neurodiversity affirming practice
- Trauma informed practice.

Source: National Outside of School Hours Services Alliance, (2023), *Inclusion Project*, NOSHA, <https://www.noshsa.org.au/inclusionproject>.

## VET Research

The *10983NAT Certificate III in Outside School Hours Care* was accredited in late 2021; as such, there isn't a wealth of enrolment/completion data yet. For completions, NCVER only has three recorded for 2023; all three were students living in QLD.

Type of accreditation	2021	2022	2023 (Preliminary)	Total
10983NAT Certificate III in Outside School Hours Care	0	0	3	3

For enrolments, this is the picture so far;

Type of training	State/territory of delivery location	2021	2022	2023	Total
10983NAT Certificate III in Outside School Hours Care	New South Wales	0	1	2	3
	Victoria	0	0	0	0
	Queensland	0	0	82	82
	South Australia	0	0	0	0
	Western Australia	0	0	0	0
	Tasmania	0	0	0	0
	Northern Territory	0	0	0	0
	Australian Capital Territory	0	0	0	0
	Other Australian Territories or Dependencies	0	0	0	0
	Offshore	0	0	0	0
	Not known	0	0	0	0

Four RTOs currently have the qualification on scope. All RTOs can deliver in any state except TAFE SA, which is restricted to delivery in South Australia only. A fifth RTO, Melbourne Polytechnic, has added the qualification to their scope but has not yet started delivering it to students.

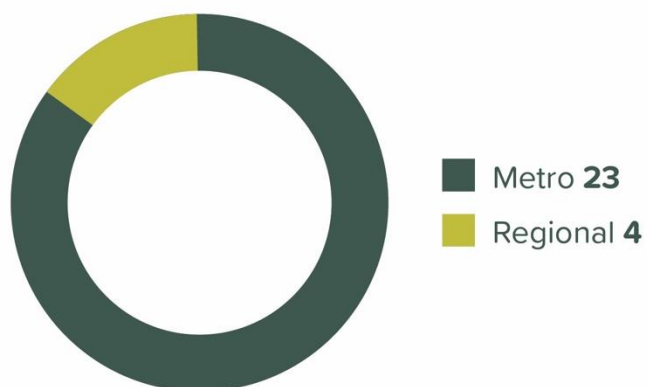


Org Code	Legal Name	Trading Name	RTO Status	Reg Manager	Initial Reg Date	Reg Start Date	Reg End Date
32452	Adapt Education Pty Ltd	My Industry Training; Adapt Education	Current	ASQA	2011/09/12	2023/09/12	2030/09/11
90331	Illawarra Area Child Care Ltd	ECTARC Training Services	Current	ASQA	1997/11/19	2021/11/26	2028/11/25
0275	TAFE Qld	TAFE Qld	Current	ASQA	1998/01/01	2019/11/01	2026/06/30
41026	TAFE SA	TAFE SA; TAFE South Australia; Sustainable Industries Education Centre; Onshore Petroleum Centre of Excellence; Regency International Centre; Australian Arts and Design Academy; Australian Academy of Artisan Baking	Current	ASQA	2014/09/24	2019/09/24	2026/09/22

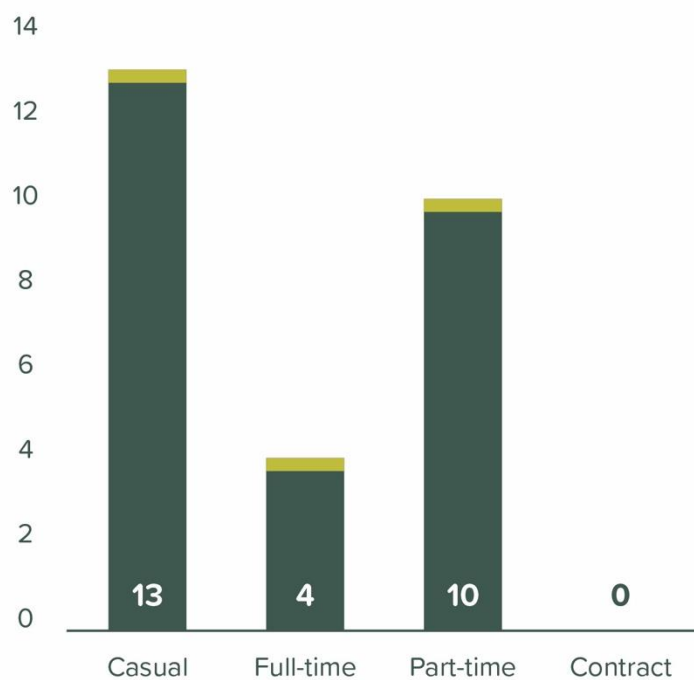
## Job advertisement analysis

The most common role title for a Certificate III entry-level worker is educator or assistant. In states without specific qualification requirements, those with some experience may also be employed as educational leaders, assistant coordinators, or coordinators. Positions were predominantly casual or part-time, with only limited full-time positions advertised. This correlates with interview data discussing the challenge of split shifts and a transient workforce in this sector.

### Job Distribution based on Location Type

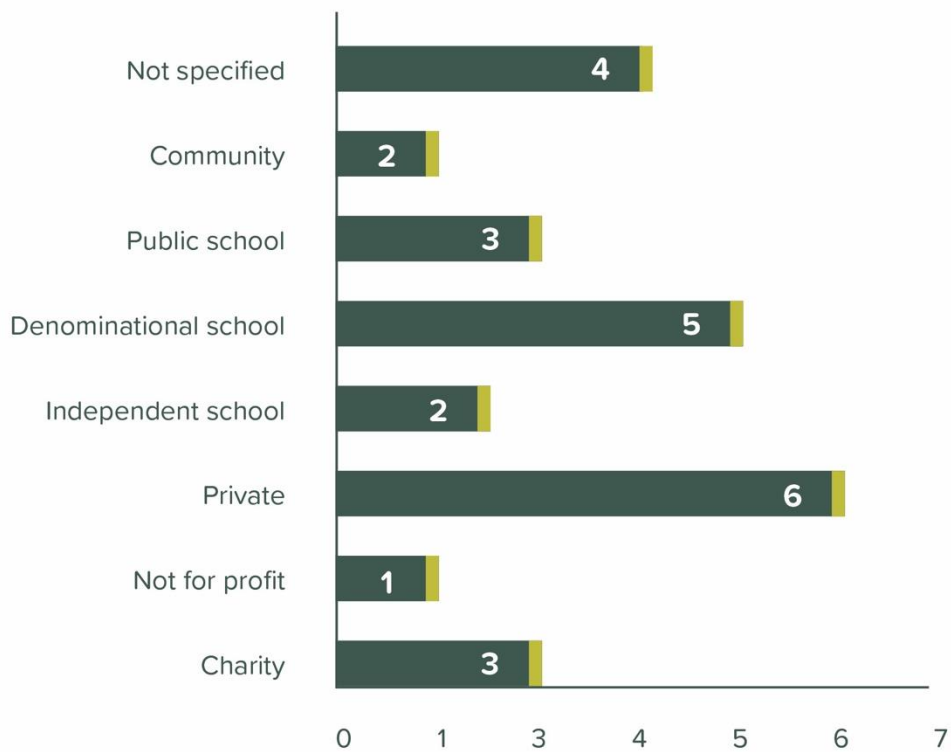


### Job Distribution based on Employment Type



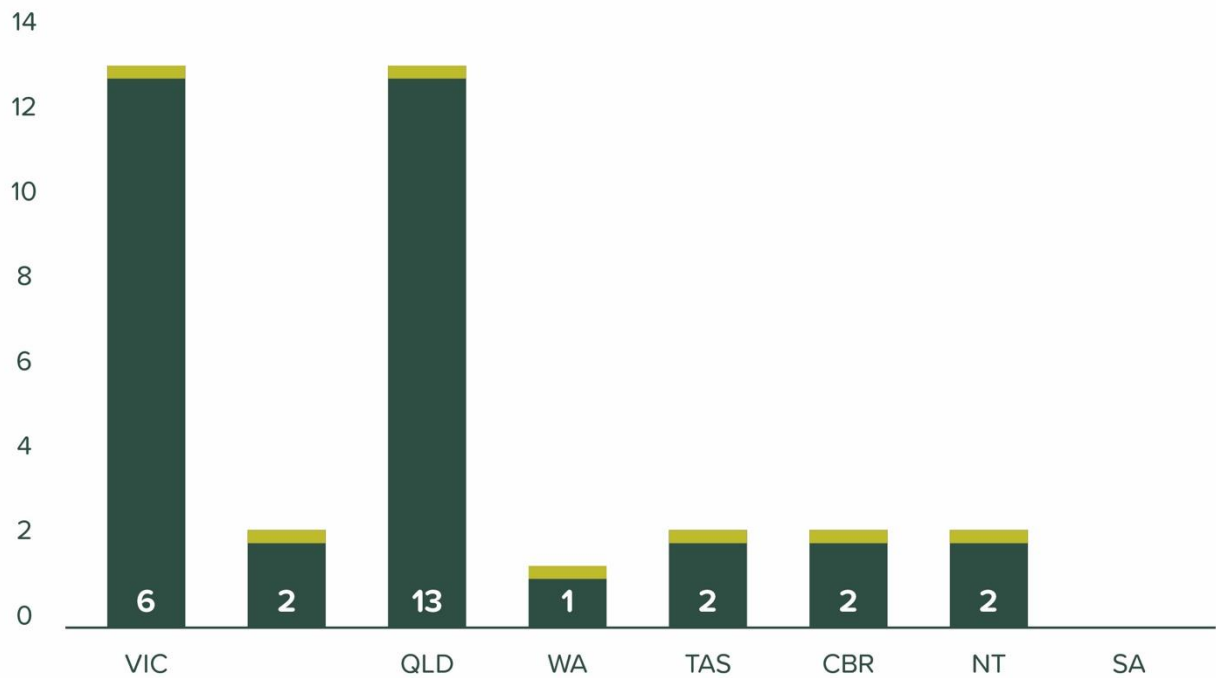
The spread between provider types was relatively even with a mix of public and independent schools and for profit and non for profit/charity organisations.

### Job Distribution based on Organisation Type



On the analysis of job locations of those advertised on SEEK during November and December 2024, the majority of positions were in Queensland, followed by Victoria. In comparison, NSW, Tasmania, ACT and the NT all showed only 2 positions each, with 1 in WA and none in SA.

### Jobs by State and Territory



Advertised wages varied between \$27 and \$45 and are split fairly evenly across the different wage brackets.

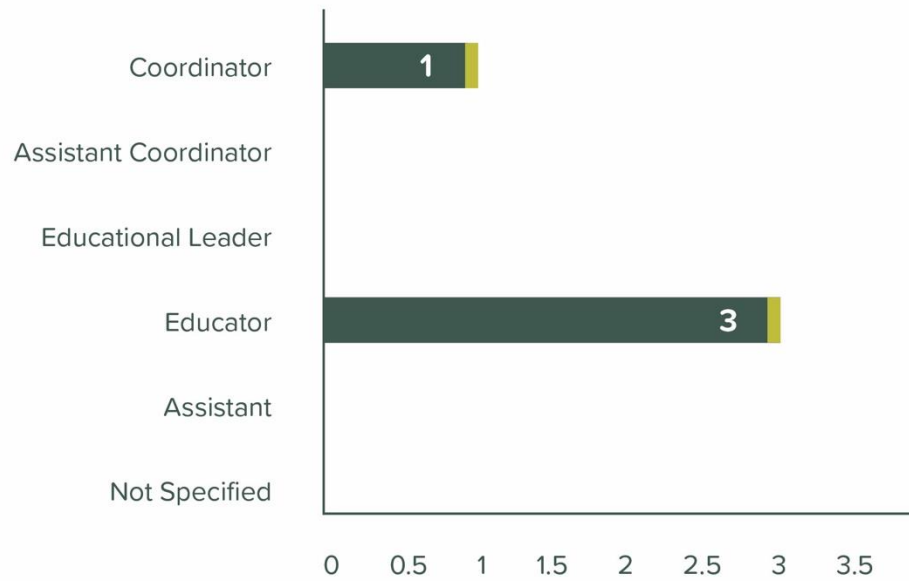
### Hourly Wage Range Chart for Positions under



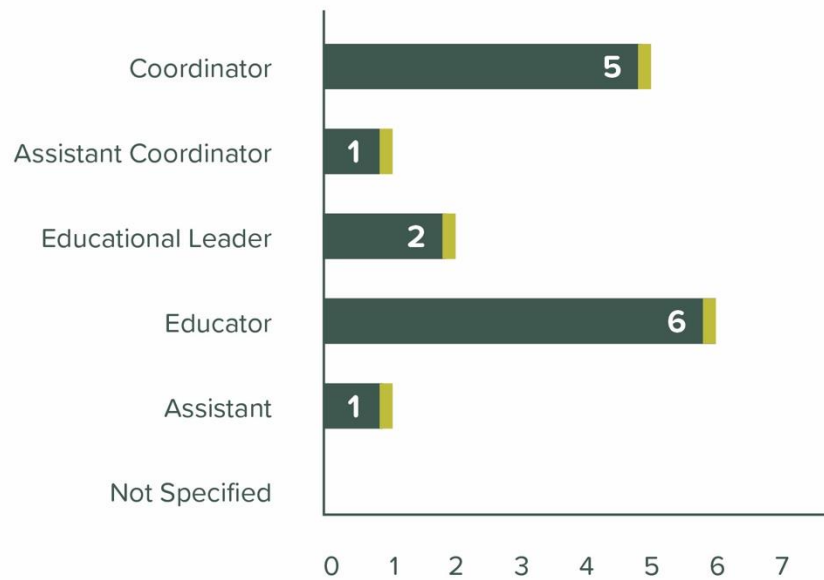
Most positions required a qualification or had a qualification as desirable; however, the qualifications accepted were broad. This aligns with the wide variation in qualification requirements across the country. An outline of qualification requirements aligned to job role titles is in the tables below.



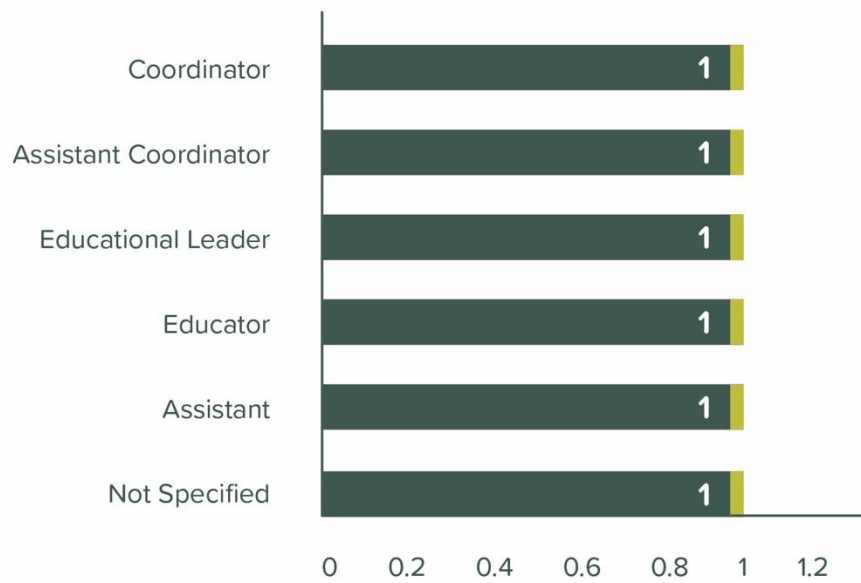
### Job Positions: Qualification Desirable



### Job Positions: Qualification Required, Multiple Options



### Job Positions: Not Requiring Qualification

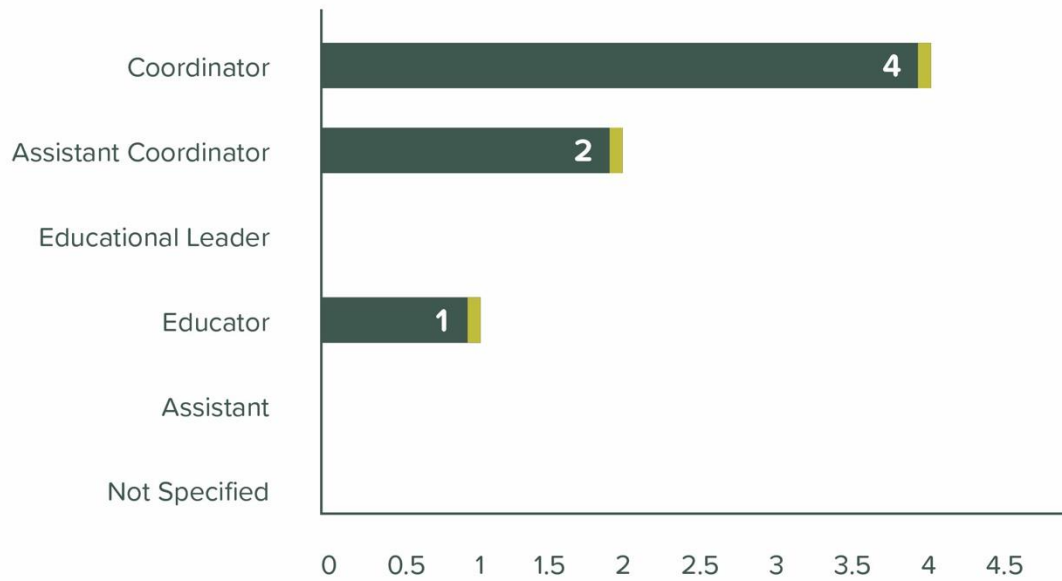


Most positions required or preferred experience. Time frames for this experience are usually not specified but related work with children was often cited. Ten of the 25 (40%) positions analysed did not specify any experience requirement.

### Experience Needs Analysis based on Job Advertisements

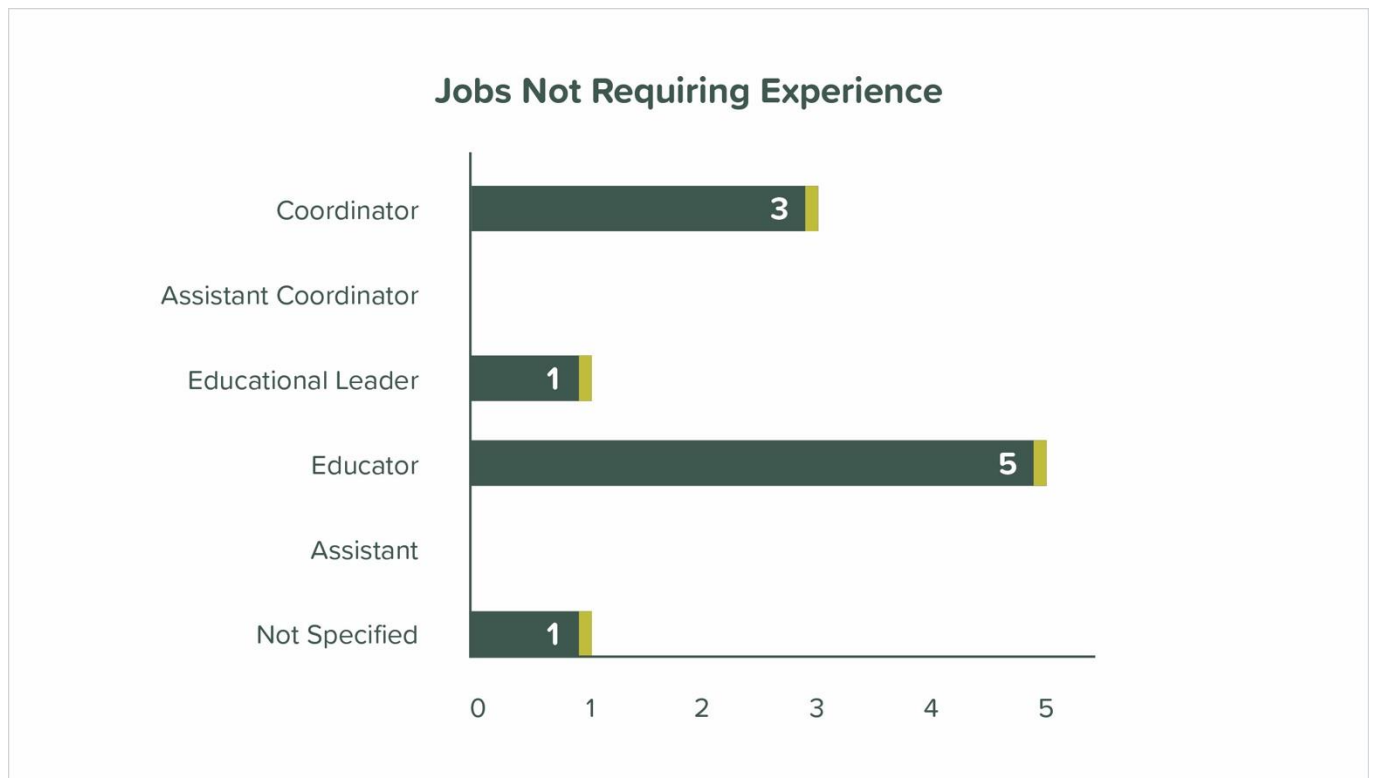


### Jobs Requiring Specific Experience



### Jobs Requiring Experience but Not Specific

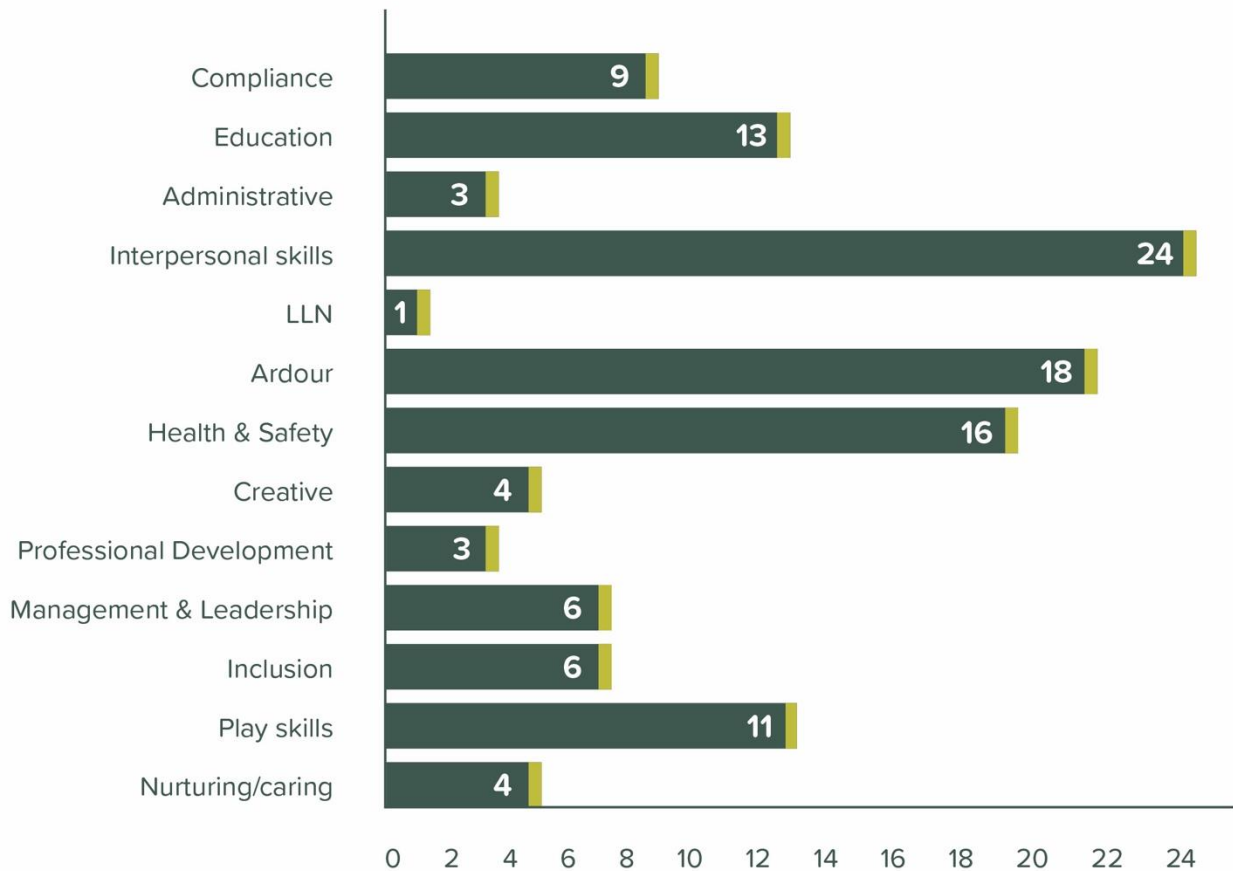




The analysis revealed a range of capabilities sought in the areas of knowledge, personal attributes and work skills. In the knowledge category, topics included national frameworks, programming, quality standards and regulations. In relation to personal attributes, the theme of ardour encompassing attributes such as enthusiasm, eagerness, joy and passion, was by far the most cited category. The skills sought after by employers varied, with the top being interpersonal skills, the ability to assess, implement, and monitor health and safety, maintain compliance, support the program and education, and apply play skills.



### Skill Needs Analysis based on Job Advertisements



### Job description analysis

A selection of more detailed job descriptions was also analysed, and job role requirements fell into four main categories. Requirements in the job description were categorised into themes and then divided into four main categories. These categories included:

#### 1. Compliance/Health and Safety including:

- Following procedures
- Risk management
- Following Work Health and Safety requirements
- Child Protection
- Child safety and wellbeing (e.g., active supervision)
- Following Quality Improvement Plan (QIP) and National Quality Standard (NQS)

## 2. Interpersonal Skills including:

- Managing adult stakeholder relationships
- Child relationships
- Supporting positive behaviour

## 3. Professional Skills including:

- Participation in professional development
- Adhering to professional standards

## 4. Educational Programming including:

- Supporting the program cycle
- Facilitating child participation in the program
- Understanding My Time, Our Place (MTOP)/NQS/QIP
- Supporting inclusion
- Child development knowledge
- Documentation
- Implementing appropriate pedagogical practice
- Setting up play environments

## Unpacking the current qualification

An initial scan of the current training package was undertaken. The scan reviewed current packaging rules, unit titles, elements, performance criteria, performance evidence, knowledge evidence and assessment requirements. This initial review helped inform interview question design and began to highlight some potential considerations to raise in discussions with RTOs. The initial review uncovered the following considerations to prompt discussion:

- The core unit, *BSBTWK201, Work effectively with others*, is a very generic unit; however, when considered against the skills identified by employers in the interviews and the job descriptions, it fulfils a lot of required workplace skills. Consideration was given to replacing this unit with *CHCEDS060. Work effectively with students and colleagues*, which includes skills in working effectively with both student and adult stakeholders in the school environment. On the surface, it appeared more specific to the work context, but it does not cover some of the workforce skills outlined in the functional analysis data.
- The unit *CHCCCS009 Facilitate responsible behaviour* contains wording that appears outdated or inappropriate for this sector, including a reference to 'imprisonment'. In addition, skill needs uncovered in the functional analysis are not included in this unit, including knowledge of inclusion needs, inclusive practice, de-escalation strategies for the relevant age group, neurodiversity and trauma-informed practice. The inclusion of the unit *CHCEDS061 Support responsible student*

*behaviour* would address some of these criteria and is more aligned with addressing student behaviour in this context.

- The unit *CHCLEG001 Work legally and ethically* is quite an old unit and is very generic. Consideration could be given to replacing this with *CHCEDS033 Meet legal and ethical obligations in an education support environment*. This transition would also increase credit between OSHC and School Based Education Support (SBES) qualifications.
- Several included or proposed school age care units contain wording in the assessment criteria about assessment in a school environment or refer to teachers and education support staff. Given that OSHC services often occur in environments other than school sites, consideration will be given to modifying this wording to avoid any potential compliance issues.
- There is currently no First Nations focussed unit in the qualification. Given the recommendations in the Jobs and Skills Australia ECEC sector study, consideration will be given to including an additional First Nations unit in the qualification.
- The unit *HLTAID012 Provide First Aid in an education and care setting* is a core unit. This certification is not necessarily a requirement for every employee and has to be regularly updated to maintain currency. This unit should be examined to determine if industry requires this as a core unit. However, the unit does however cover components related to incident reporting that have been consistently identified by employers as a key part of the job role.
- Conversations around qualification pathways have indicated some cross-sector work between teacher assistant roles in education support and OSHC. The inclusion of the units *CHCEDS061* and *CHCEDS033* would increase the number of shared units between the Outside School Hours Care qualification and the School Based Education Support Qualifications, potentially supporting greater transferability between sectors.

## Employer interviews

The following is a summary of data collected from the 16 employer interviews. The responses have been categorised into sections.

### a. Workplace settings

Outside school hours care services may operate:

- on public school sites
- on independent or denominational school sites
- in community buildings
- in an early childhood learning centre sites.

Programs may be run by:

- parent council groups
- community groups
- charity organisations

- private companies
- local councils.

#### b. Worker demographics

The interviewees indicated that the staff groups were predominantly female, with QLD seeing some increase in male applications recently. The roles are mostly casual and have a higher proportion of younger workers. The workforce is quite transient, with a lot of workers being students studying for university degrees. Where more stability has been achieved, it appears to be circumstances where longer shifts can be offered, or work roles are shared across ECEC or teaching assistants. Qualification requirements vary significantly, but even in Victoria, where the strictest requirements are applied, the number of staff completing OSHC specific qualifications is limited. The mix of CALD and non-CALD staff varies considerably from one location to the next.

#### c. Career pathways

No clear career pathways have been identified for these roles. These roles are often transient and filled through casual and part time employment by those studying to pursue other related or sometimes unrelated careers. Some success has been identified in creating better career pathways in larger organisations where progression to regional and state coordinator roles is facilitated. Greater longevity is sometimes achieved in areas where employment in OSHC can be combined with other work, for example, within the school (such as teaching assistants) and within an early childhood service where staff work across the two cohorts.

The majority of staff working in the OSHC sector have completed or are completing a qualification not specific to OSHC.

**Discussion:** Given the diversity in qualification requirements across the country, the range of service structures and the transient nature of the sector, attention needs to be paid to relevant flexibility in qualification design. The career mapping discussion during the Functional Analysis Workshop identified a range of skills identified by industry regarding pre-entry, graduate and later career stages. These skills help identify potential sequencing and induction requirements. Skills required by graduate level were also shown to align well with the current qualification.

#### d. Preferred qualifications

In the interviews, employers indicated a variety of views on preferred qualifications. The diverse preferences or approaches are in line with the diversity of qualification requirements across the country. Broader issues around course funding and flexibility in qualification choice are having a significant impact on the uptake of OSHC specific qualifications. This raises some concerns as student willingness to update qualifications will have a significant impact on RTOs choosing to have the qualification on scope. Views and explanations offered included the following:

A NSW respondent indicated that they did not require qualifications, but because they share staff across their early childhood workforce, most core staff have an early childhood education and care qualification. For those they employ casually, many are studying university qualifications not specific to OSHC or school age education and care. They indicated that without this flexibility, they would struggle

to fill the staff roles and that the diversity of experience also adds to the broad experience in their staff base.

A QLD respondent indicated that they have a minimum of 50% of staff 2 years qualified and that a nominated supervisor needed to be 2 years qualified and an educator needed to be 1 year qualified. These staff were drawn from related qualifications but mostly not OSHC specific. Another QLD respondent indicated they tend to employ a lot of university students and staff with SBES qualifications. They have just one staff member finishing the Diploma in School Age Education and Care (SAEC). They would like to see greater uptake of the OSHC qualifications. They have a diploma minimum requirement for coordinators, but education leaders have no qualification requirements. Another QLD respondent said that qualifications are not required, but they look for a balance between qualified and unqualified. They have a team leader with OSHC specific qualifications, but others have ECEC qualifications. This organisation does its own onboarding training in supervision, child protection, leadership, and mentoring.

In VIC, 100% of staff are required to be qualified. One VIC respondent indicated that some have a Diploma in SAEC, but others have a Certificate III or diploma in early childhood education and care. They indicated that acceptance of staff with other qualifications has been helpful but not sufficient to resolve the staffing challenges. They are often having to pull staff employed in non-contact roles into services to cover shifts. The 3-month grace period is also helpful, but getting staff is still difficult and particularly challenging in remote areas and where only split shifts are available. They indicated that the issues have been even worse since the COVID-19 pandemic. Another VIC respondent stated they mostly accept ECEC qualifications as it gives the staff the flexibility to work across both sectors and because the OSHC qualification is not free. They mentioned that traineeships work well, and they also utilise education support staff. They suggested that the requirement for qualifications has seen more people entering who want to be there but emphasised that the flexibility of a range of qualifications is still important. Students completing teaching degrees often choose this work role for casual work while they are studying towards their degree. Another VIC respondent indicated they organise it so their service leader has a diploma level qualification and the educators have a certificate III level qualification. They also indicated that services have had to return funding due to the inability to staff services. They suggest options should include micro-credentials that can be accepted for workers in a single educator service to enable these services to operate. There was also a suggestion that skill sets could support those with other qualifications to be familiarised with OSHC. Some respondents felt that the regulators needed to be included in the discussion and consideration given to the potential of skill sets or micro-credentials being recognised, particularly in single educator services.

**Discussion:** Need to meet with the regulators to understand their views on qualification requirements nationally and any thoughts they have on structuring qualifications to best meet the needs of such diverse requirements.

A WA respondent indicated that barely anyone they employ has an OSHC specific qualification. They indicated that the ECEC qualifications offer students more flexibility in work role choices. They employ a lot of university students, many with teaching degrees and some teaching assistants. Another respondent from WA expressed strong views that while acknowledging the staffing challenges, we should be insisting on OSHC relevant qualifications and that they owe it to the children to staff services with appropriately trained staff. He also emphasised that this would increase the respect and status of

the OSHC sector. He suggested that they want people who want to be in this field. Respondents indicate that those coming in from other qualifications often don't hold the relevant knowledge required for OSHC and a lot of responsibility falls to the employer to provide more specific training. This increases pressure in services where a lot of training is required for what is a very transient workforce.

One interviewee from an organisation covering both NT and WA indicated they had no staff with specific OHSC qualifications and the majority had ECEC qualifications. They mentioned that many had degrees that were not relevant qualifications to this sector.

A TAS respondent outlined that in their jurisdiction no qualifications are required. They have some teaching assistants and some that are using it as a casual role while studying teaching, but many do not hold a qualification. Many workers are university students.

**Discussion:** unpacking career stage skill requirements at the RTO discussions and functional analysis workshop will be vital in creating qualification options that support the diversity in the sector.

#### e. On the job training

Induction training places considerable pressure on this sector. Most workers enter these job roles with either no qualification, a qualification in a related but not OSHC specific field or are currently studying a related or non-related qualification. The lack of a worker pool with a specific qualification means that the majority of induction training and orientation to the sector becomes the employer's responsibility. There is the additional pressure of a transient workforce with some participants describing a feeling of being in a constant state of attraction, recruitment and induction.

One respondent stated, "You feel like you are constantly inducting and recruiting staff, even in your social life."

#### f. Key, roles and functions – A day in the life

Respondents were asked to outline the key tasks and functions of 'a day in the life' working in outside school hours care. Their responses have been organised into the functions performed across shifts with aligned subfunctions and skills required to complete the task.

Functions performed	Subfunctions	Skills required
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Open and close	Unlock/lock & disarm/arm Environment safety checks	Risk assessment knowledge Risk reporting knowledge
Set up/pack up environment	Check programmed activities Set up experiences and equipment Prepare breakfast/afternoon tea Pack up equipment Tidy and clean	Read and interpret program Locate and know names of equipment Use appropriate manual handling techniques Understand aesthetic set up or play and leisure environment Food handling and food safety knowledge Basic cleaning knowledge and WHS handling chemicals
Pre-program musters	Participate in team meetings Check messages Review planned experiences and intentional teaching opportunities Discuss child support needs Check allergies and medical needs Discuss supervision allocations	Listening and speaking skills in a group environment Basic reading and comprehension skills Concepts on how to apply intentional strategies to support children's play and leisure Understand compliance requirements and safety regarding allergies and medical needs Understand compliance requirements regarding supervision
Arrival/departure of students	Greeting and settling / Farewelling children Greeting and interacting with families Monitor sign in/sign out processes Head counts	Supporting separation and transitions Effective interactions with students Effective interpersonal skills with families Basic digital or written skills in recording sign in Safety and compliance knowledge
Implement programs	Serve and supervise food breakfast/afternoon tea Implement play experiences	Food handling skills Knowledge of food safety Play and interactions skills

	<p>Supervise and monitor safety</p> <p>Conduct head counts</p> <p>Respond to incidents and needs of children</p> <p>Administer medication or medical supports where required</p> <p>Complete personal care requirements where needed</p> <p>Support children's interactions</p> <p>Record required documentation</p>	<p>Skills in active supervision</p> <p>Monitoring child safety and wellbeing</p> <p>Understanding child safe standards and mandatory reporting requirements</p> <p>Ability to safely administer medication and monitor health and well being</p> <p>Ability to support children's positive interactions and communication</p> <p>Personal care skills</p> <p>Hygiene and infection control knowledge</p> <p>Basic documentation and recording skills</p> <p>Inclusion skills and inclusion knowledge</p> <p>Basic understanding of how to interact and support play and leisure of school age children.</p> <p>Knowledge of child development and support needs</p>
Transport and transition students	<p>Head counts</p> <p>Safety check embarkation environment</p> <p>Check bus</p> <p>Walk children to the bus or to the classroom</p> <p>Head counts</p> <p>Check bus</p> <p>Interact with teachers</p>	<p>Communication with children skills</p> <p>Environmental safety knowledge</p> <p>Compliance knowledge</p> <p>Active supervision skills</p> <p>Adult communication skills</p>
Administration and prep	<p>Participate in staff meetings</p> <p>Complete program observations/ review and planning</p> <p>Participate in staff development</p>	<p>Speaking and listening skills in a group</p> <p>Basic written documentation skills to record events</p> <p>Ability to take on and apply new information</p>

	Complete any required compliance documentation Tidy environment Prep afternoon tea/equipment where applicable	Compliance knowledge Cleaning and manual handling skills Food handling skills
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#### g. Workforce skills requirements

During the interviews, employers were asked to provide insights on the skills required in OSHC. This helped identify key skill requirements in today's evolving workforce and align them with current industry contexts and needs. The responses have been categorised into themes.

Performance requirements		Skills/knowledge
1.	Ensuring child safety and well being	<p>Understanding child safety standards</p> <p>Understanding mandatory reporting requirements</p> <p>First Aid skills</p> <p>Active supervision skills</p> <p>Knowledge on mitigating absconding conducting relevant head counts, bus checks, sign in and out checks</p> <p>Understanding ratio requirements</p> <p>Written communication skills to complete incident reports</p> <p>Knowledge of allergies and medical requirements</p> <p>Administering of medication and medical supports and associated reading, recording and mathematical skills for measuring</p> <p>Understanding individual child medical, support and supervision needs</p> <p>Ability to undertake personal care routines</p> <p>Basic digital skills to check sign in and out of children</p> <p>Understand access requirements and ensuring children are collected by the correct person</p> <p>Safe supervision whilst transporting children by bus or walking</p> <p>Demonstrate caring and kindness</p>
2.	Maintaining education and quality standards	<p>Understanding and applying National Quality Standards (NQS)</p> <p>Understanding and applying the framework My Time, Our Place (MTOP)</p> <p>Basic writing and reading skills to interpret the program and contribute to the program cycle</p> <p>Knowing how to set up aesthetic and developmentally appropriate play environments</p> <p>Basic knowledge of school age child development</p>

		<p>Ability to use intentional interactions with students that support their play and leisure in developmentally appropriate ways.</p> <p>Ability to critically reflect</p> <p>Understand concepts of child led programming</p> <p>Ability to know when to join play and when to observe</p> <p>Ability to join in and support child led play</p> <p>Demonstrates a passion and commitment to working with young children</p> <p>Can utilise personal skills, hobbies and interests to support play</p>
3.	Applying work health and safety standards	<p>Risk assessment environment checks and mitigation</p> <p>Hygiene and infection control</p> <p>Skills for manual handling</p> <p>Cleaning and handling chemicals.</p> <p>Basic risk reporting understanding in line with service procedures</p> <p>Understanding safe preparation and serving of food</p>
4.	Stakeholder interactions	<p>Verbal communication skills to interact with families and provide basic student information</p> <p>Ability to listen, comprehend, record and pass on simple messages</p> <p>Ability to respond to emotional reassurance needs of families during separation/transition</p> <p>Ability to talk clearly on communication devices such as walkie talkies</p> <p>Ability to interact and collaborate in a team</p> <p>Ability to communicate verbally with school staff.</p> <p>Ability to interact with school age children in developmentally appropriate ways</p> <p>Ability to implement appropriate pedagogical strategies and use play skills</p> <p>Ability to support students during separation and transitions</p> <p>Ability to identify and extend students interests</p> <p>Interpersonal skills to build relationships</p>
5.	Facilitating inclusion	<p>Ability to understand behaviour as a form of communication and seeking to understand what is being communicated</p> <p>Understand how to support students' positive interactions with others and the environment</p> <p>Understanding of trauma, and trauma informed approaches</p> <p>Understanding of basic neuroscience/brain development and implications for interactions</p> <p>Basic knowledge of neurodiversity and facilitating inclusion</p> <p>Basic knowledge of disabilities and medical needs and facilitating inclusion.</p>

		Apply empathy Demonstrate patience and emotional regulation Skills in co-regulating and de-escalating
6.	Professional practice	Ability to solve problems Implement good time management Adaptability Ability to multitask Integrity Ability to accept feedback professionally Demonstrate emotional intelligence Apply growth mindset Use initiative Demonstrate resilience Work ethic Willing to ask questions Participating in professional development

#### i. Language, literacy, numeracy and digital literacy requirements

Interviewees were asked about their perceptions of required language and literacy skills, and responses were fairly consistent. Most interviewees suggested a good level of verbal communication was needed to ensure clear communication between staff, children and stakeholders. This was of particular concern in communicating any safety, supervision or other issues around students' health and wellbeing supports.

With regards to reading ability, interviewees suggested that a basic level of reading ability to understand the program, interpret messages and ability to read primary school level texts to students was preferable. Interviewees discussed the value of written skills to write a simple story and contribute to the program cycle but stressed that most are willing to support and edit for those staff who struggle with writing skills.

These language and literacy skills appear to fall below the usual expectation for a certificate III level qualification. However, this is unsurprising given the lack of qualification requirements in different parts of the country.

With regards to digital capability, the ability to use an app on an iPhone or iPad for contributing to programming and checking sign in and sign out records was useful. The ability to support primary level homework was also mentioned, suggesting some basic reading, writing and mathematical ability. The requirement for administering medications also indicates some basic level requirements in units of measurement. Some suggested a basic year 10 level of language and literacy to be sufficient. An interviewee stated "it depends what level that they want to be at. As an educator, I wouldn't say you need a massive amount of literacy skill ..You need life skills... but you don't have to be a scholar."

#### j. Most significant role challenges

The interviewees raised an extensive list of challenges to the work role in OSHC. These findings were categorised, and details are outlined below.

##### Administrative

- the quantity of paperwork
- the amount of policy and legislation (sector is highly regulated).

##### Child safety

- logistics of transporting children
- supervision and safety
- staff thinking about safety first, not just there to play
- responding to disclosures
- children born during the pandemic may be lacking social skills.

##### Inclusion

- responding to behaviours of concern
- understanding trauma informed practice
- increase of children with high support needs
- responding to complex family needs
- understanding health and referral systems
- dealing with complex trauma
- responding to medical needs of children.

##### Specific age group related knowledge

- interacting appropriately across the breadth of age groups
- understanding the play and leisure needs of school age children
- educators having qualifications not specific to OSHC may not having adequate preparation and knowledge (e.g. compliance, regulation, NQS and supporting complex needs)
- supporting inclusion for children with disability
- not receiving advance notice of student care needs so appropriate supports can be implemented.

##### Contributing to program cycle

- being able to reflect critically
- understanding the programming cycle and linking to MTOP

##### Staffing

- the transient nature of the workforce and the constant need to train and recruit



- staff wellbeing and burnout, anxiety and mental health
- staff shortages
- trying to engage staff in professional development and ensure transformation in practice when they are already busy training for other careers
- staff knowing the realities of the job
- educator's confidence to step in and show initiative
- below average wages

### Qualifications

- poorly delivered tick and flick qualifications
- RPL is too cumbersome
- differences in national requirements for qualifications

### Stakeholder relationships

- educator ability to talk with families
- ensuring positive relationships with schools

### k. Factors influencing and impacting industry

Interviewees were asked to comment on any current, emerging or future trends related to political, economic, funding, qualification requirements or regulation implications they could see having an impact on the sector.

**Qualification requirements:** A number spoke to the diversity of qualification expectations and requirements across the country. The qualification requirements have a domino effect, influencing qualification funding, uptake, availability, public perceptions, attraction and retention rates and overall skills shortages. While the sector recognises the challenges posed by lower qualification requirements, concerns about staff shortages and service provision make changes difficult.

Employers and employees also face pressure, as workplace quality and regulatory standards in outside school hours care are similar to those in early childhood and care, yet qualification requirements are lower. This lack of standardisation also limits the development of a clear career pathway in the OSHC sector.

Some interviewees felt that stricter qualification requirements could reduce workforce diversity. The future of qualification requirements was a common concern.

One respondent reflected on the challenges of qualification recognition, stating:

"I had one, it's a real shame, like overseas their profession was like one of them was a high school principal, but when she came to Australia, her qualifications weren't recognised."

Another interviewee explained their hiring approach:

"We're not necessarily looking to hire people with Certificate III in OSHC. We're hiring the people who we think will be able to support the students the best."

Alternatively, another respondent stated:

"I'd rather shut the doors if you don't have the right person for the right job. You don't want to leave your child with someone that's not fully trained.

**Quality of training:** In some instances, concerns were raised about the quality of training and the lack of training choices, with many only able to access online training. Issues were also raised around cumbersome RPL processes and the potential of using micro-credentials or skill sets and school-based traineeships to increase pathways into OSHC.

**Structural impacts:** The size of OSHC organisations varies considerably, with some providers offering multiple services across several states and, in some cases, internationally, through single service providers and, occasionally, single educator services. These service types face differing challenges with staffing shortages, particularly in smaller services that may have to close their doors if they are unable to staff appropriately. The impact of staff qualification requirements also adds stressors in the single educator environment. Services in Victoria indicated that greater recognition of OSHC-specific micro-credentials would be beneficial to enable workers to enter the field without having completed the full qualification.

**Shift structures:** The split shift system was a significant concern affecting the future of OSHC for many interviewees. Some described better staff retention success when they were able to organise shared staff across multiple services such as ECEC or the school. Where full-time work or full-day shifts were made available, this was more attractive to staff. This also shows some career pathways between teaching assistant roles, OSHC roles, school leadership roles and leadership roles within the OSHC sector, particularly in larger organisations. Working conditions, shift structures and how career pathways and qualifications can be mapped to support these structures will be important.

**Staff shortages:** Several interviewees discussed the need for diversified strategies to increase the pool of workers in the future. Suggestions included:

- micro-credentials and skill sets
- school-based traineeships
- collaborating with high school careers counsellors and principals to employ high school graduates
- increasing programs to encourage males into the sector
- targeting other diverse groups, such as recently retired teachers and others.

One respondent stated, "I'd love to hire a male, but I haven't been fortunate enough to hire a male yet".

**Community perceptions:** Interviewees highlighted the importance of the OSHC sector being respected as a professional field by the broader community and the school community. They felt that programs to promote OSHC as a valuable service that enhances social and emotional skills, builds life skills, provides recreational opportunities and family respite, and supports learning and development were important to increase perceptions and reduce parent guilt in using the services. A respondent also indicated that programs to promote acceptance of male staff and staff from CALD backgrounds were also seen as beneficial.

**Qualification inclusions for the future:** Interviewees described a range of skills that could be important for the future success of the OSHC sector beyond the skills and knowledge described in earlier questions about key tasks and functions. This included:

- increasing need for digital literacy skills
- creating belonging in the sector for males and those from diverse cultures
- teaching children to accept diversity
- inclusion of life skills for children in the training curriculum.

There were also discussions on changing the language and perceptions of behaviour as a form of communication that needs to be understood and supported positively.

All respondents highlighted the importance of understanding and being up to date with child protection training. Units in relation to observation and programming cycle need to be current with recent changes in observation requirements in OSHC, with a focus on groups and critical reflection, not individual observation and documentation records. Many respondents also indicated that they are seeing more children with complex needs and behaviours of concern and that skills in supporting inclusion will be vital. Staff also described the increasing need for providing welfare support and referrals for families and developing resilience skills for working with children and families with high and complex needs. All respondents also indicated that safety has to be a primary component of training and that accountabilities and complexities in this area only increase.

One respondent stated,

"If it can be hammered home the understanding that behaviour is a form of communication and it performs a function."

**Economic impacts:** Interviewees supported pay increases for workers but explained that the administrative implementation of these increases is complex and the requirement for upfront payments places additional financial strain and risk on services. Some respondents felt there needed to be better lobbying for funding of the sector and universal provision of OSHC on school sites. Some mentioned the impact of competition for school contracts. An interviewee from TAS raised some concerns that demand for before school care is dropping.

## RTO interview findings

The interviews with RTOs were unstructured and designed for them to raise all or any comments about the current qualification. A small selection of questions were raised if they did not come up in the conversation naturally. These included the following.

1. How are you finding the delivery of the unit *CHCCCS009 Facilitate responsible behaviour*? Particularly in relation to the wording 'imprisonment'. What would you think about substituting *CHCEDS061 Support responsible student behaviour* as a replacement?
2. What are your thoughts on replacing *CHCLEG001 Work legally and ethically* with *CHCEDS033 Meet legal and ethical obligations in an education support environment*?

3. What are your views on the number and choice of electives currently being delivered by your RTO in the qualification?

### RTO Interview 1

Interview 1 with was 2 participants from one of the RTOs delivering the qualification. They suggested that the inclusion of an initial unit taught at the beginning of the qualification to teach fundamentals before students commenced their work placement would be beneficial. They suggested introducing a unit similar to *CHCECE056 Work effectively in children's education and care*, followed by *CHCPRT025 Identify and report children and young people at risk*, which is a more in-depth child safety unit. They discussed the issue of the induction burden on the sector, which was also heard from other industry stakeholders, suggesting a micro-credential or skill set could be useful. They would like to see a micro-credential approach and perhaps something that could be taken into high schools.

They discussed some of the complexities around the cross-sector transfer between this context and education support staff wanting to work in OSHC and needing some background knowledge and skills. They also discussed issues with so many staff having ECEC qualifications and not really understanding the school age cohort. They feel that currently if they study OSHC, it locks them into the sector without sufficient career pathways, so they would rather pursue an ECEC qualification as they can see better pathways there.

They felt there could be more content in the programming areas earlier in the qualification and that it should be focussed on promoting leisure. They also need more on understanding the MTOP framework. They indicated that the 'imprisonment' wording in the behaviour unit was tricky, particularly when they were trying to write their materials. They could see the articulation benefits of bringing across additional education support units and did not see the terminology around teachers and schools to be a significant barrier. They already do the wording change around school with other units and see it as part of the contextualisation piece. They thought the recommended replacement units would be a good fit. They discussed the benefits of dual qualification with ECEC, and perhaps this is where a skill set might be worthwhile.

They made some suggestions around potential electives, including:

- *CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures*
- *BSBPEF201 Support personal wellbeing in the workplace*
- *CHCPRP003 Reflect on and improve own professional practice*

They supported the idea of including 3 electives with a flexible list to choose from these or others from other CHC training packages to suit their choice of clustering.

### RTO Interview 2

RTO interview 2 was with 2 participants from a second RTO delivering the qualification. They indicated that the Certificate III has great completion rates and the job outcomes are above 90%. They indicated it was much better than the previous Certificate IV qualification which was pitched too high for an entry level qualification. They suggested that the skills shortage in this sector was contributing to this.

They also mentioned that the placement hours at 320 were far too high. They compared the hours to the Certificate III in School Based Education Support, which only requires 100 hours. They stated it was also confusing because the unit information in the training package states differently and this caused confusion. They felt the placement hours requirement was turning people away. They were concerned that *CHCSAC009* was pitched too high and was more appropriate for the Diploma. They felt the research into different developmental theories was too difficult.

They agreed that the two recommended replacement units in school based education support units would benefit them from both a contextualisation standpoint and the opportunity for upsell and encouraging student course progression. They also suggested that the requirement for students to be directly observed by the assessor was difficult for them as they were getting resistance on using video conferencing.

### RTO Interview 3

RTO interview 3 was with 3 participants from a third RTO delivering the qualification. They indicated they are having good success with this qualification with an industry partnership for traineeships. They suggested it is a good pathway for a school-based traineeship with students continuing onto the Diploma. Often these students further continue their education and training into primary school teaching. They indicated that having a mandated delivery order was challenging for them and they felt in some instances, changes to this order would have benefited the students' learning. They indicated that units requiring observation and development should be delivered later in the qualification, something like health and safety earlier as well as child protection.

They reiterated that it was vital that the qualification stays focused and relevant to the 5-12 age group specifically. They indicated it was a positive experience delivering units such as *CHCEDS049 Supervising students outside the classroom* along with *BSBTWK201 Work effectively with others*. They indicated that the trainer had to take some care around delivery of the behaviour unit and some of the terminology like 'imprisonment'. In the discussion they indicated that replacing this unit with *CHCEDS061 Support responsible student behaviour* could work well. They were not concerned about the 'teacher' terminology stating the staff regularly use the term teacher to describe colleagues anyway. They also believed that the recommended replacement unit *CHCEDS033 Meet legal and ethical obligations in an education support environment* would be more closely aligned with an education context.

They emphasized the importance of having a clear pathway and opportunities for career progression if the sector is going to be sustainable. They indicated that any shift in units that facilitated stronger career pathways would be beneficial. They described the importance of a Certificate III for qualification progression also as they had employers enrolling students straight into the Diploma and they were not ready for it. They also stated that having a flexible elective list to choose from was important so they could respond to local needs of industry and maximise credits into the Diploma. They felt three electives as a course requirement was a good number.

They also mentioned not having it on the National Skills List as a funding barrier issue particularly for employers not getting the incentives and that it needs to be recognised under Smart and Skilled. They also felt that not having the qualification as a licensed requirement was a deterrent to completing an OSHC specific qualification. They stated that the stipulations on the experience required to deliver the qualification presented an unnecessary barrier to being able to secure teachers to deliver the

qualification. They have been on the brink of having to cease enrolments – they have enough teachers with OSHC experience but not necessarily in the service management component and this has become a significant barrier.

#### RTO Interview 4

Interview 4 was with 6 participants from the fourth RTO delivering the qualification. They discussed issues with the trauma informed practice unit and the difficulty of assessing this unit in an OSHC context, particularly in relation to people with a mental health illness. They also felt that *CHCLEG001* is very broad, and its application is more health and community services and were wondering if *CHCECE055 Meet legal and ethical obligations in children's education and care* might be more appropriate. The potential of replacing *CHCLEG001* with *CHCEDS033 Meet legal and ethical obligations in an education support environment* was discussed and they agreed some clarification around wording would be useful and that it is more aligned to the school sector.

They also raised issues with *CHCCCS009 Facilitate responsible behaviour*, they felt it was very community services focussed and more geared toward working with adults. They also felt that there was content that they did not think was appropriate. They agreed that substituting with *CHCEDS061 Support responsible student behaviour* would be good for both relevance of content, and for career progression and credits to other qualifications. They felt the expectations of the unit were more aligned with the ages of the children in outside school hours care programs. A range of elective options were discussed with several considered suitable. Open choice with this seems to be preferable.

**Discussion:** The discussion with the RTOs revealed some key insights. This included the requirement to establish and facilitate good career and qualification pathways for students. In relation to structure there was consistent support for replacing *CHCLEG001 Work legally and ethically* with *CHCEDS033 Meet legal and ethical obligations in and education support environment* and replacing *CHCCCS009 Facilitate responsible behaviour* with *CHCEDS061 Support responsible behaviour*. These replacements were supported despite any potential minor wording issues. The RTOs were in support of having 3 electives, but it was clear that they would prefer flexibility in the choice of those electives. Concern was raised about the quantity of work placement requirement both in relation to a lack of comparability with other relevant qualifications and lack of alignment with the training package requirements for the two units requiring work placement.

## Functional analysis workshop findings

### Findings uncovered during qualification mapping

The skills, knowledge and job role tasks identified throughout the functional analysis research were mapped against the performance outcomes, performance evidence and knowledge evidence of each of the units currently in the Certificate III or considered for inclusion during the analysis phase. The mapping structured the functional analysis findings under the following themes, ensuring child safety and wellbeing, maintaining education and quality standards, stakeholder interactions, facilitating inclusion, applying work health and safety standards, professional practice and language, literacy and numeracy. Each theme was further divided into sub-categories to facilitate the mapping. Below is a summary of the findings from this mapping process.



National Code & Title	Mapping findings
BSBTWK201 Work effectively with others	<p>This unit was found to address a range of skills identified during the functional analysis in the professional practice theme. This included subcategories related to problem solving, time management, adaptability, multitasking, integrity, accepting feedback, emotional intelligence, growth mindset, initiative, asking questions and applying new information. This unit also covered subcategories in the LLN theme related to verbal communication and comprehension. CHCEDS060 Work effectively with students and colleagues was reviewed as a potential replacement unit given it is more specific to the education and care context. However, it did not cover a range of the skills identified by industry particularly in the professional practice theme. CHCEDS060 could be considered as an elective.</p>
CHCCCS009 Facilitate responsible behaviour	<p>This unit was found to cover a portion of the requirements identified by industry but not all behaviour related aspects. Skills covered included child safety requirements, mandatory reporting, active supervision, incident reporting, school age development, risk reporting procedures, coregulating and deescalating. Areas related to behaviour not well covered in this unit included, contributing to developmental documentation, following QIP and NQS, interpersonal skills to build relationships, understanding behaviour as communication, supporting student's positive interactions with others and the environment, trauma and trauma informed approaches, factors impacting behaviour, learning difficulties, additional needs impacting behaviour, patience and emotional regulation, referral and support systems.</p> <p>It is worth noting that where the CHCCS009 did not cover these aspects CHCEDS061 which has been considered as an alternative unit did cover these components as outlined below.</p> <p>In addition, this unit was found to have a more adult focused and included some wording that could be problematic in the OSHC context such as mention of "imprisonment" in the knowledge evidence.</p>
CHCEDS049 Supervise students outside the classroom	<p>This unit was found to address a range of skills identified during the functional analysis in the child safety and wellbeing theme. This included subcategories related to active supervision, mitigating absconding and ratio requirements. In the work health and safety theme this included subcategories related to incident reports, child medical, allergy support and supervision needs, safe transportation, risk assessment and mitigation. In the theme of stakeholder interactions, the unit addresses positive interactions with children and adults, supporting student positive interactions with other and the environment, In alignment with the facilitating inclusion theme the unit addresses influencing student</p>

	behaviour and inclusion and diversity principles In the theme or professional practice it addresses resilience and related to LLN homework assistance.
CHCLEG001 Work legally and ethically	This unit addressed subcategories in the child safety and wellbeing theme including safety requirements, mandatory reporting and ratios. In the work health and safety theme it covers reporting breaches. In the facilitating inclusion theme, it addresses anti-discrimination. In professional practice it addresses asking questions and professional development. It should be noted that this is not a legal and ethical unit focused specifically on the education and care sector and contains wording about being relevant in a community services and health context. It should be considered in light of the findings for the potential alternate unit CHCEDS033 discussed below.
CHCPRT025 Identify and report children and young people at risk	This unit is widely considered by industry to be essential for all staff prior to work with children. The unit has recently been updated in line with new industry and legislative requirements.
CHCSAC006 Support children to participate in school age care	This is a specific school age care unit and as such was found to align closely to the skill needs identified by industry. In the child safety and wellbeing theme it covers child safety and individual support needs. In the education and quality standards theme it addresses NQS, school age development, intentional individual strategies and developmental documentation. In the theme of stakeholder interactions it covers interactions with children families and colleagues, developmentally appropriate interactions with school age children and interpersonal skills. In the facilitating inclusion theme it covers supporting student positive interactions with others and the environment, supporting diversity in programs, responding to behaviours of concern and referral and support services.
CHCSAC007 Develop and implement play and leisure experiences in school age care	This is a specific school age care unit and as such was found to align closely to the skill needs identified by industry. In the education and quality standards theme it covers subcategories including QIP, NQS, NQF, MTOP, contributing to the program cycle, setting up appropriate play environments, intentional interactions to support play, critical reflection, child led programming, observing and facilitating play, developmental documentation and observation. In stakeholder interactions it covers, identifying and extending interests, building rapport, question techniques, pedagogical strategies and interpersonal skills. In the theme of supporting inclusion it covers individual support needs and supporting diversity in programs.
CHCSAC008 Work collaboratively and	This is a specific school age care unit and as such was found to align closely to the skill needs identified by industry. In the theme of child

respectfully with school age children	safety and wellbeing it covers specific child needs. In education and quality standards it addresses NQS, honouring family and community contexts, setting up appropriate play environments, school age development, appropriate communication strategies, critical reflection, interest and respect for children. In the theme of stakeholder interactions it covers relationships building and comforting distressed children. In the theme of facilitating inclusion it addresses helping children express their needs, make choices, positive reinforcement, redirecting behaviour, support strategies, empathy, patience and emotional regulation, co-regulating and de-escalating, diversity in programs, responding to behaviours of concern and referral and support services.
CHCSAC009 Support the holistic development of children in school age care	This is a specific school age care unit and as such was found to align closely to the skill needs identified by industry. In the theme education and quality standards the unit addresses sub categories related to programming cycle, developmentally appropriate play environments, school age development, intentional interactions to support play and joining play experiences. In the theme of stakeholder interactions it covers sharing information to support development, pedagogical strategies and play skills, identifying and extending children's interests, interpersonal skills and communication with families. In the theme of facilitating inclusion it covers helping children make informed behaviour decisions, communication strategies to support behaviour, trauma and trauma informed approaches, brain development and implications, empathy, patience and emotional regulation, co-regulating and de-escalating, valuing linguistic heritage, supporting children to embrace diversity, responding to behaviours of concern, and referrals and supports. In relation to language, literacy and numeracy it addresses capacity for story reading, supporting language and questioning techniques.
HLTAID012 Provide First Aid in an education and care setting	This unit was supported by industry as being important.
HLTFSE001 Follow basic food safety practices	Industry consistently raised the need for skills in safe food preparation as required job role task.
HLTWHS001 Participate in workplace health and safety	A strong emphasis on safety was raised during the functional analysis research. This unit aligned closely with sub categories across the work health and safety theme. Including items not covered in other units such as hygiene and infection control and manual handling.
CHCEDS061 Support responsible student behaviour	This unit was considered as a replacement for CHCCCS009 Facilitate responsible behaviour as discussed above. In the education quality and standards theme it addresses accurate observation and recording

	<p>frequency of behaviours requiring support, In the work health and safety theme if covers policies and procedures for supporting behaviour. In the stakeholder interactions theme it covers building rapport. In the facilitating inclusion theme if covers environmental factors impacting behaviour, establishing and communicating expectations, respectful communication, reinforcement, positive behaviour support strategies and interactions, trauma and trauma informed practice, health and mental issues impacting behaviour, learning difficulties and additional needs impacting behaviour. As mentioned above a number of these sub categories are not covered in the behaviour unit CHCCS009 or any other included unit. In this theme it also addresses empathy, patience and emotional regulation, co-regulating and de-escalating, responding to behaviours of concern, redirecting g, maintaining safety of self and others, redirecting, identifying behaviour needing support, referral and support strategies.</p> <p>There is some wording in this unit that relates to the school, teacher, classroom, and education support workers that would need to be clarified in the companion volume for the OSHC context. We also note that wording around classroom and students in a school already exists in the unit CHCEDS049 in the current qualification.</p>
CHCEDS033 Meet legal and ethical obligations in an education support environment	<p>This unit was considered as a replacement for CHCLEG001 Work legally and ethically as discussed above. In relation to the theme child safety and well-being this unit addresses child safety requirements, mandatory reporting, ratios duty of care and incident reporting. For work health and safety, it addresses identifying risks and hazards, legislation, reporting non-compliance, legal and ethical practices, policies procedures and legislative issues. For the supporting inclusion them it addresses key legislation in relation to diversity inclusion. In the professional practice theme if covers reviewing own conduct and seeking feedback, asking questions to confirm understanding, recognizing potential ethical issues. There is some wording in this unit that relates to the school, teacher, classroom, and education support workers that would need to be clarified in the companion volume for the OSHC context. We also note that wording around classroom and students in a school already exists in the unit CHCEDS049 in the current qualification.</p>

**Discussion:** Industry was able to identify a large range of required skills for the work role used for the mapping above. Industry also identified significant skills gaps in many of the areas outlined above. These skills gaps appear to relate more to a lack of students completing the OSHC specific qualification rather than a misalignment in the units and skills in the current Certificate III. As outlined above there are two units that could potentially be swapped out for alternate units that would address a few remaining gaps and further enhance the qualification structure.

## Discussion with state based government bodies

During the functional analysis with held discussions with several state-based government bodies across the country. We gathered the following insights from these discussions.

- The Certificate III in Outside School Hours Care can be used as a base level qualification in one state and a supervisory position in another and needs to prepare students for both.
- It is important to have strong pathways between OSHC care qualifications and other qualifications. Staff who work in education support and OSHC and staff who work in services that have both ECEC and OSHC need to be able to transition between roles.
- Some services will advocate for their OSHC staff to do an OSHC qualification, but many are doing the role while they are studying other qualifications at University, it is very transient.
- Skill sets would help educators who have broader qualifications or no qualification. ACECQA have undergone a review of the qualification requirements and identified that the sector is supportive of qualifications consistency across jurisdictions to get national consistency. Skill sets could support this transition and facilitate interim qualification requirements.
- Child safety training needs to be mandatory
- Stakeholder feedback has indicated there is acceptance that getting a worker for 4-5 years while they study is a win and qualification requirements versus employment attraction is a real risk.
- Work placements are very hard to get, particularly in rural and remote areas and that flexibility around placement requirements was vital
- Having this as a Certificate IV qualification instead of a Certificate III qualification could make it more functional as a first qualified qualification in some jurisdictions.
- Have electives that cover some child development in the 3-5 year age range and a focus on the NQF, NQS and relevant frameworks could assist in making the qualification more functional as a first qualified qualification in some jurisdictions.

## Insights from the employee functional analysis workshops

Two functional analysis workshops were held for employees. As part of these workshops, an activity was undertaken to unpack the job role functions further. The fourth column below contains a summarised sample of functions raised at the workshop.

Functions performed	Subfunctions	Skills required	Employee Workshop findings
Open and close	Unlock/lock & disarm/arm Environment safety checks	Risk assessment knowledge Risk reporting knowledge	Respond to emails and calls Check booking requests Check for child belongings

			<p>Ensure facilities accessible</p> <p>Abandoned child protocol</p> <p>Maintenance reports</p>
Set up/pack up environment	<p>Check programmed activities</p> <p>Set up experiences and equipment</p> <p>Prepare breakfast/afternoon tea</p> <p>Pack up equipment</p> <p>Tidy and clean</p>	<p>Read and interpret program</p> <p>Locate and know names of equipment</p> <p>Use appropriate manual handling techniques</p> <p>Understand aesthetic set up or play and leisure environment</p> <p>Food handling and food safety knowledge</p> <p>Basic cleaning knowledge and WHS handling chemicals</p>	<p>Implement cleaning hygiene practices</p> <p>Implement age-appropriate environment set up</p> <p>Ensure appropriate safety measures in set up</p> <p>Check and plan for allergies</p> <p>Menu planning</p> <p>Age differences for planning</p> <p>Temperature check</p>
Pre-program musters	<p>Participate in team meetings</p> <p>Check messages</p> <p>Review planned experiences and intentional teaching opportunities</p> <p>Discuss child support needs</p> <p>Check allergies and medical needs</p> <p>Discuss supervision allocations</p>	<p>Listening and speaking skills in a group environment</p> <p>Basic reading and comprehension skills</p> <p>Concepts on how to apply intentional strategies to support children's play and leisure</p> <p>Understand compliance requirements and safety regarding allergies and medical needs</p> <p>Understand compliance requirements regarding supervision</p>	<p>Cross check information and check discrepancies</p> <p>Provide verbal and visual representations to children about routines and transitions</p> <p>Comprehend inclusion action plans and strategies</p> <p>Support team members</p> <p>Apply confidentiality procedures</p> <p>Contribute to discussions</p>
Arrival/departure of students	<p>Greeting and settling / Farewelling children</p> <p>Greeting and interacting with families</p> <p>Monitor sign in/sign out processes</p> <p>Head counts</p>	<p>Supporting separation and transitions</p> <p>Effective interactions with students</p> <p>Effective interpersonal skills with families</p> <p>Basic digital or written skills in recording sign in</p>	<p>Record messages</p> <p>Conduct ratio checks</p> <p>Apply accountability requirements if a child does not arrive</p> <p>Sign children in/out</p> <p>Check ID of persons collecting</p>



		Safety and compliance knowledge	<p>Track attendance check non arrivals</p> <p>Locate children's belongings</p> <p>Ensure up to date records of nominees for collection of children</p> <p>Check medications and store appropriately</p> <p>Incident forms</p>
Implement programs	<p>Serve and supervise food breakfast/afternoon tea</p> <p>Implement play experiences</p> <p>Supervise and monitor safety</p> <p>Conduct head counts</p> <p>Respond to incidents and needs of children</p> <p>Administer medication or medical supports where required</p> <p>Complete personal care requirements where needed</p> <p>Support children's interactions</p> <p>Record required documentation</p>	<p>Food handling skills</p> <p>Knowledge of food safety</p> <p>Play and interactions skills</p> <p>Skills in active supervision</p> <p>Monitoring child safety and wellbeing</p> <p>Understanding child safe standards and mandatory reporting requirements</p> <p>Ability to safely administer medication and monitor health and well being</p> <p>Ability to support children's positive interactions and communication</p> <p>Personal care skills</p> <p>Hygiene and infection control knowledge</p> <p>Basic documentation and recording skills</p> <p>Inclusion skills and inclusion knowledge</p> <p>Basic understanding of how to interact and support play and leisure of school age children.</p> <p>Knowledge of child development and support needs</p>	<p>Implement individual support plans</p> <p>Recognise personal bias</p> <p>Promote respect and kindness</p> <p>Use inclusive language</p> <p>Seek</p> <p>Use support strategies and equipment such as visual tools</p> <p>Respond to child's sensory profile</p> <p>Model appropriate behaviour</p> <p>Consult with families about support strategies and behaviour</p> <p>Knowledge of the disability act and practice implications</p> <p>Apply cultural safety practices</p> <p>Providing experiences that facilitate equity of access</p> <p>Implement medication checking and administration processes</p> <p>Enable child led snack time</p>

			<p>Facilitate child independence</p> <p>Support children to reflect on the school day</p> <p>Support conflict resolution</p> <p>Guide children through safety drills</p> <p>Follow children's voice and interests</p> <p>Support a sense of agency</p> <p>Demonstrate enthusiasm</p> <p>Complete daily evaluations</p>
Transport and transition students	<p>Head counts</p> <p>Safety check embarkation environment</p> <p>Check bus</p> <p>Walk children to the bus or to the classroom</p> <p>Head counts</p> <p>Check bus</p> <p>Interact with teachers</p>	<p>Positive communication with children</p> <p>Environmental safety knowledge</p> <p>Compliance knowledge</p> <p>Active supervision skills</p> <p>Adult communication skills</p>	<p>Respond to children absconding</p> <p>Communicate appropriately with children about safety</p> <p>Extracurricular transitions</p> <p>Excursion travel safety strategy knowledge</p>
Admini- stration and prep	<p>Participate in staff meetings</p> <p>Complete program observations/ review and planning</p> <p>Participate in staff development</p> <p>Complete any required compliance documentation</p> <p>Tidy environment</p> <p>Prep afternoon tea/equipment where applicable</p>	<p>Speaking and listening skills in a group</p> <p>Basic written documentation skills to record events</p> <p>Ability to take on and apply new information</p> <p>Compliance knowledge</p> <p>Cleaning and manual handling skills</p> <p>Food handling skills</p>	<p>Participate in handover discussion for child support needs</p> <p>Check seatbelts</p> <p>Conduct risk assessment for bus route</p> <p>Conduct bus audit</p> <p>Liaise with transport companies</p> <p>Check permissions</p> <p>Conduct roll calls</p> <p>Check medications are present</p>
Professional Practice	Work ethic	Ability to solve problems	Critically reflect on practice

	Participating in professional development Participate in team meetings Follow policies and procedures	Implement good time management Adaptability Ability to multitask Integrity Ability to accept feedback professionally Demonstrate emotional intelligence Apply growth mindset Use initiative Demonstrate resilience Willing to ask questions	Identify professional growth needs Identify and apply opportunities for learning Communicate effectively cross culturally Apply organisational skills Respond to workplace challenges Implement teamwork skills Undertake required work tasks Prioritise work tasks Manage stress Implement listening skills Build professional networks Resolve conflicts Balance stakeholder expectations Share knowledge Respond to family issues Use feedback for improvement Maintain professional subscriptions Body language awareness
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**Discussion:** The functions and sub functions explored in the employee workshops showed good alignment with data gathered previously from the job description analysis and employer interviews. The identified job tasks align well with the unit requirements in the current qualification. As discussed previously, some unit swaps to units from the school-based education support qualifications would further increase this alignment.

**Career journey mapping:** The second activity during the employee functional analysis workshops was a career journey mapping exercise. In this activity, participants were asked to list skills needed by

educators across three stages of a career journey in OSHC. This information is useful for thinking about potential pre-employment and later career statements of attainment. It can also help inform course sequencing to support RTOs. This was particularly important for this sector, where significant differences are evident between qualification requirements across the country and industry has indicated difficulties in the burden of induction training. The three career journey stages and participants' responses are outlined in the table below.

Category	New Entrant/unqualified/non OSHC specific qualification or trainee	Early Career Graduate	Later Career Graduate
Work with other adults	Collaborate effectively with families, colleagues and school staff Work in a team Seek assistance where needed Interact with difficult conversations	Work effectively across teams Build partnerships with families	Apply team management strategies Lead collaborative discussions Conduct educator inductions Model leadership Implement mentoring and coaching skills Support staff wellbeing Apply people management and utilize team skills Conduct difficult conversations Community engagement and leadership School engagement Succession planning Connecting with the broader sector
Working with school age children	Implement strategies for developing positive relationships Provide appropriate behaviour responses and support Respect the rights of the child	Implement trauma informed practice Building positive relationships Support the inclusion of children with developmental	Develop individual support plans Develop risk minimization and communication plans

		delays, neurodiverse and challenging behaviours Support co- regulation and self-regulation Support risk taking in play appropriately	
The program	Observe children in meaningful play Apply basic child development knowledge to interactions, and program support Creating safe developmentally appropriate environments	Implement program cycle, observation, activity planning Provide cultural safety Recording developmental progress Extending learning experiences Critical reflection	Apply educational leadership Navigate funding models Lead education program Complete program cycle
Compliance	Apply reporting and child protection guidelines Apply obligations under the disability act	Identifying indicators of abuse Apply compliance and regulations implementing Quality Improvement Plan, National Quality Standards, My Time Our Place, Assessment & Rating	In depth knowledge of legislation Interpret legislation Develop and maintain the Quality Improvement Plan Professional interpersonal skills to manage complaints, incidents and regulatory authorities Manage staffing and ratios Knowledge of related school policies
Safety	Read and follow action/inclusion/medical/safety/hygiene WHS plans, policies and procedures Apply active supervision skills Implement first aid and reporting requirements	First aid Contribute to risk management plans Applying WHS Intaking and supporting	Manage children protection and safety Manage incident reporting and Documenting

	Implement safe food handling and promote healthy eating First aid skills	medical action plans	Plan excursions and undertake risk assessment
Professional practice	Follow code of ethics and professional practice Follow job role and description Apply time management strategies Follow routine	Participate in professional development Make judgements on small changes in procedures Know and apply policies and procedures Develop capacity with Centre software	Develop policies, procedures and management plans Time management planning Implement innovative practice Advocate for the sector Read, follow, plan and monitor budget Give professional feedback Model professional practice Monitor staff Support staff professional development

**Discussion:** The list of skills required at the point of entry indicated by the sector is extensive. Participants also commented on the fact they often run quite long intensive induction activities. It is unlikely that a short micro-credential or skill set would cater to all these needs. The responses provide some guidance as to the skills needed at different stages and how RTOs might consider delivery sequencing or statement of attainment offerings.

## Technical Committee Meeting

The Technical Committee were in support of the listed recommendations being taken forward for consultation. There was a significant discussion around whether the qualification should be positioned at CIII of CIV level. HumanAbility internal Quality Assurance team indicated they felt that the qualification as currently outlined in the recommended description aligned with the requirements of CIV level qualification. Discussion at the Technical Committee indicated that for Western Australia in particular this could increase the state's ability to have the qualification listed as a first qualified staff member. Some states were concerned regarding potential funding implications of moving from a CIII to a CIV, but discussions were also raised that our first preference should be on best outcome for students and the sector and work on funding arrangements could then follow and not drive qualification decisions.

### Discussion

HumanAbility will continue to explore this potential with state regulators and seek any additional feedback and take the recommendation of moving the qualification from a CIII to a CIV as part of the public consultations.

## Recommendations

### Recommendation A – Replacement of 2 units

The first recommendation is to replace the two counselling units with more relevant and appropriate units from *School Based Education Support*.

Current units	Other considered units	Recommended units
BSBTWK201 Work effectively with others	CHCECE056 Work effectively in children's education and care CHCEDS060 Work effectively with students and colleagues	BSBTWK201 Work effectively with others
CHCCCS009 Facilitate responsible behaviour		CHCEDS061 Support responsible student behaviour
CHCEDS049 Supervise students outside the classroom		CHCEDS049 Supervise students outside the classroom
CHCLEG001 Work legally and ethically	CHCECE055 Meet legal and ethical obligations in children's education and care	CHCEDS033 Meet legal and ethical obligations in an education support environment
CHCPRT025 Identify and report children and young people at risk		CHCPRT025 Identify and report children and young people at risk
CHCSAC006 Support children to participate in school age care		CHCSAC006 Support children to participate in school age care
CHCSAC007 Develop and implement play and leisure experiences in school age care		CHCSAC007 Develop and implement play and leisure experiences in school age care
CHCSAC008 Work collaboratively and respectfully with school age children		CHCSAC008 Work collaboratively and respectfully with school age children
CHCSAC009 Support the holistic development of children in school age care		CHCSAC009 Support the holistic development of children in school age care
HLTAID012 Provide First Aid in an education and care setting		HLTAID012 Provide First Aid in an education and care setting
HLTFSE001 Follow basic food safety practices		HLTFSE001 Follow basic food safety practices



HLTWHS001 Participate in workplace health and safety		HLTWHS001 Participate in workplace health and safety
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1. Replace CHCCCS009 Facilitate responsible behaviour with CHCEDS061 Support responsible student behaviour
2. Replace CHCLEG001 Work legally and ethically with CHCEDS033 Meet legal and ethical obligations in an education support environment

**Justification:** Replacing these two units would address the issues outlined in this report and provide additional positive benefits, including pathways to education support qualifications.

*CHCEDS061 Support responsible student behaviour:*

- Does not include any irrelevant or inappropriate terminology
- Specific to working with school-aged children
- Includes key knowledge and skills identified in the Functional Analysis such as positive behaviour support, positive communication with students, child protection, factors that may affect student behaviour, and trauma-informed practice
- Includes workplace assessment conditions that would support placement hours already included in the qualification
- Is a core unit in *CHC30221 Certificate III in School Aged Education Support*, increasing the opportunity for students to pursue this pathway into a relevant sector

*CHCEDS033 Meet legal and ethical obligations in an education support environment:*

- Specific to working with school-aged children
- Includes key knowledge and skills identified in the Functional Analysis such as child protection, legislation, policies, risks, legal and ethical issues specific to working with school-aged children
- It is a core unit in both *CHC30221 Certificate III in School Based Education Support* and *CHC40221 Certificate IV in School Based Education Support*, further increasing the opportunity for students to pursue these pathways into a relevant sector

### Recommendation B – Inclusion of electives

The second recommendation is to require 3 electives in the qualification, chosen from the existing 5 units currently offered by the RTOs delivering this qualification. There is also the option of allowing a choice of electives from relevant qualifications such as *CHC30121 Certificate III in Early Childhood Education and Care*, *CHC30221 Certificate III in School Based Education Support*, or from the wider *CHC Community Services Training Package* or other training packages where relevant to the local context.

Current elective units offered by RTOs with 10983NAT on scope
BSBPEF201 Support personal wellbeing in the workplace

CHCDIV001 Work with diverse people
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMHS007 Work effectively in trauma informed care
CHCPRP003 Reflect on and improve own professional practice

**Justification:** In addition to feedback gathered from consultation with stakeholders, further research was conducted in the functional analysis to look at pathways to ECEC, education support, and other relevant sectors such as youth work, family intervention, and community services. The current 12 core units in the qualification already have some minor pathways to these sectors. Including the existing 5 units currently offered by the RTOs as electives would increase the number of units in common with other relevant qualifications, further solidifying the pathways to these other sectors. The table below shows the common units between the current qualification and relevant qualifications, and the increased pathways if these recommendations are implemented.

	Current qualification: 10983NAT Certificate III in Outside School Hours Care	Proposed qualification: 2 replacement units and inclusion of electives
CHC30121 Certificate III Early Childhood Education and Care	2 Core 2 Elective	2 Core 4 Elective
CHC30221 Certificate III in School Based Education Support	0 Core 2 Elective	3 Core 2 Elective
CHC40221 Certificate IV in School Based Education Support	0 Core 3 Elective	2 Core 3 Elective
CHC50221 Diploma of School Aged Education	4 Core 1 Elective	6 Core 1 Elective
CHC40321 Certificate IV in Child, Youth and Family Intervention	3 Core 1 Elective	5 Core 1 Elective
CHC40421 Certificate IV in Youth Work	3 Core 1 Elective	5 Core 1 Elective

### Recommendation C – Proposal of required workplace hours in the qualification

The third recommendation is to propose that the qualification requires at least 160 workplace hours. This recommendation would align with the two units *CHCSAC006 Support children to participate in school age care*, and *CHCSAC009 Support the holistic development of children in school age care* that state that students must:

*“perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work with school age children in a regulated children’s education and care service.”*

This recommendation would also ensure that the workplace hours are more in line with other relevant qualifications.

**Justification:** Significant feedback was received from stakeholders that 320 workplace hours is too high for the qualification. Stakeholders from the RTOs interviewed stated that students are often put off by the high number of hours required and often choose another qualification with lower workplace hours, such as *CHC30121 Certificate III in ECEC* or *CHC30221 Certificate III in SBES*. A comparison of these and other relevant qualifications across the Certificate III, IV and Diploma levels show that the *10983NAT Certificate in OSHC* has the highest number of workplace hours required.

Code	National Title	Workplace requirements	Hours
10983NAT	Certificate III in Outside School Hours Care	Workplace or regulated children's education and care service in Australia	320
CHC30121	Certificate III in Early Childhood Education and Care	Regulated children's education and care service in Australia	160
CHC30221	Certificate III in School Based Education Support	Classroom environment catering to primary or secondary school students, within at least one school in Australia	100
CHC40221	Certificate IV in School Based Education Support	Classroom environment catering to primary or secondary school students, within at least one school in Australia	100
CHC40321	Certificate IV in Child, Youth and Family Intervention	Work	120
CHC40421	Certificate IV in Youth Work	N/A	N/A
CHC50121	Diploma of Early Childhood Education and Care	Regulated children's education and care service in Australia	280
CHC50221	Diploma of School Age Education and Care	School age children in a regulated children's education and care service in Australia	280

#### Recommendation D – Adding direction in the *Companion Volume Implementation Guide*

Include guidance on using 'teacher' and 'students in a school' in the *CHC Community Services Companion Volume Implementation Guide* (CVIG) to assist compliance for RTOs and students. Guidance to RTOs regarding the skills required at different career stages will be provided based on feedback gathered from industry during the functional analysis.

**Justification:** RTOs that currently deliver this qualification remarked that there have been minimal issues with the units that refer to 'teacher' and 'students in a school'. 'Teacher' is often used interchangeably with other education professionals, and children in OSHC are often referred to as students. OSHC staff often take students to and from schools as part of their services, OSHC programs

are often situated on or next to schools, and the staff crossover between OSHC and education support is significant. There is minimal risk of keeping the terminology as is.

Adding direction for RTOs into the CHC CVIG should address these issues and ensure compliance is met for RTOs delivering the qualification and students completing it. The advice on skills required at different career stages will help RTOs with the sequencing of units in the qualification. This will also support RTO's development of skill sets and elective choices.

### **Recommendation E – Consult on whether the qualification should be listed as a Certificate III or CIV level**

Consult on the *10983NAT Certificate III in Outside School Hours Care* being listed as a *Certificate IV in Outside School Hours Care* in the transition to the *CHC Community Services Training Package*.

**Justification:** Quality assurance review internally at HumanAbility indicates the proposed qualification description aligns with the requirements of a Certificate IV level qualification. The Technical Committee agreed that this option should be explored during public consultation.

A review of the Australian Qualifications Framework (AQF) level criteria suggests that the complexity of skills, knowledge, and autonomy required in this qualification may be more appropriately classified at Level 4 rather than Level 3.

Specifically, several core units in the qualification exhibit characteristics aligned with AQF Level 4, requiring a higher degree of autonomy, problem-solving, and decision-making than typically expected at a Certificate III level. The following units have been identified as potential indicators of a higher AQF level:

- *CHCSAC006 Support children to participate in school-age care*
- *CHCSAC007 Develop and implement play and leisure experiences in school-age care*
- *CHCSAC008 Work collaboratively and respectfully with school-age children*
- *CHCSAC009 Support the holistic development of children in school-age care*

### **Comparison of AQF Levels**

AQF level 3 Criteria - Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters. Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to:

- complete routine activities
- provide and transmit solutions to predictable and sometimes unpredictable problems

AQF level 4 Criteria - Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing

contexts and within established parameters. Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to:

- complete routine and non-routine activities
- provide and transmit solutions to a variety of predictable and sometimes unpredictable problems

<b>AQF Level</b>	<b>Knowledge</b>	<b>Skills</b>
<b>Level 3</b>	Broad knowledge in a defined area	Routine skills, some judgment, and teamwork
<b>Level 4</b>	More in-depth, theoretical, and practical knowledge	Complex skills, problem-solving, independence

Given these considerations, further industry consultation is required to validate the most appropriate qualification level for this transition.

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