INFORMED CHOICES

CHC30213 Certificate III in Education Support and

CHC40213 Certificate IV in Education Support

In order to make an informed choice about the suitability of this course, you must take into account the essential skills and knowledge in addition to the critical aspects of assessment of this course or qualification.

Study Area- Community Services Health and Lifestyle

Qualification: CHC30213 Certificate III in Education Support

This is a Certificate 3 Level Qualification under the Australian Qualification Framework (AQF). Further information about this course level including the necessary skills for successful completion are available at:

https://www.aqf.edu.au/aqf-levels

Qualification: CHC40213 in Education Support

Industry Career Pathways

Students who have completed the qualifications in the Community Services Health and Lifestyle Training Package listed above may seek employment in the following specialised industry career pathways;

- School Education Assistant (Main Stream)
- Education Support Officer

For more information and details relating to employment, work roles, tasks and career pathways related to Community Services, Health and Lifestyle, please refer to;

- For assistance with employment, visit http://joboutlook.gov.au/
- For assistance with employment in the Government sector, visit https://jobs.wa.gov.au/

- For up to date career resources to help explore and plan careers, visit www.myfuture.edu.au
- For information about apprenticeships visit http://www.australianapprenticeships.gov.au/australian-apprentices the Australian Apprenticeships website
- For information about the relevant training package visit: http://www.cshisc.com.au/
- For more detailed information about specific courses go to: http://training.gov.au/

Core Skill Requirements (Inherent Requirements)

To work in the industry areas identified, the following skills needs to be considered;

Observational skills – this includes the ability to:

- notice changes in children's behaviour, ability and the environment
- identify safety hazards and risks
- observe and understand non-verbal cues (e.g. facial expressions, body language)
- identify signs of verbal distress and / or aggression

Communication skills – this includes the ability to:

- communicate effectively with a range of people (e.g families and co-workers)
- use appropriate language and respect when working with people from different cultures
- listen attentively to what is being said
- read and understand written information
- understand and follow written and verbal instructions
- understand and respond to verbal and non- verbal communication
- write coherent communication appropriate to the situation
- use technology to communicate (e.g. computer/iPad for reports, emails, documents)
- communicate and work with other people as a team

Technical and / or Motor skills – this includes the ability to:

- deal with physical demands of manual tasks (e.g. bending, squatting, kneeling, crouching, repetitive movements, carrying, reaching)
- be on your feet for extended periods of time, both walking and standing
- grasp, push, turn and manipulate objects
- use equipment and other technology (e.g. computers/iPads, Projectors, Comm boxes, assemble play and art equipment)
- have sufficient vision to safely perform the required range of skills
- hear and differentiate sounds that may alert you of a problem (e.g. alarms, calls from distressed children)

- deal with body fluids (e.g. urine, feces, blood)

Cognitive / intellectual skills – this includes the ability to:

- gather, understand and organize information
- use own judgment / basic problem-solving skills (e.g. to respond to immediate safety risks)
- recall and communicate information
- understand other people's perspectives / opinions and respect their choices
- understand and use maths effectively (e.g. measurements, basic calculations, 24-hour clock)
- maintain a sufficient level of concentration to complete an activity / task
- be attentive in interaction with others (e.g. to identify risks, to identify changes)
- perform tasks in a safe manner and within reasonable timeframes

Behavioural and social skills – this includes the ability to:

- demonstrate tolerance, patience and willingness to work with people from different backgrounds and cultures
- demonstrate professional behaviour
- tolerate close proximity with individuals
- interact with all genders
- respect personal and professional boundaries – including use of social media
- adapt to change
- take responsibility for own actions
- maintain confidentiality
- comply with legal requirements of industry (e.g. criminal history check)

Language, Literacy & Numeracy

The Language, Literacy & Numeracy requirements are core skills for all job roles at all levels. The Australian Core Skills Framework (ACSF) indicates that the five core skill areas are reading, writing, numeracy, oral communication and learning which we apply in our personal and community; workplace and employment; and education and training.

Some of the core language, literacy and numeracy (LLN) skills for entry into this industry are:

- **Learning –** legal and ethical guidelines of work, understand human needs, individual differences, service standards, safety policies and procedures
- **Reading Skills -** reading and understanding client service plans, procedures and work instructions, industry specific terminology and symbols, workplace safety signs
- **Writing Skills -** completing forms, documents, WHS reports, taking messages

- **Oral Communication –** active listening skills, communicating with clients and their family, team members. Communicating with clients who have impaired communication. Effective questioning, phone skills and providing information to team members
- **Numeracy Skills –** measure fluids, read weights and measurements, interpret and document, calculate timeframes and helping with curriculum
- **Problem Solving Skills –** identify and respond to children's needs daily
- **Technology Skills –** use software to update notes

Employability Skills

Below are some of the important individual personal skills students need to demonstrate during training and are highly valued by industry. Below are examples of the skills you need to demonstrate:

Communication

- The ability to develop and maintain relationships, trust and confidence.
- The ability to communicate with a range of people from different backgrounds.

Teamwork

- The ability to work with other people for a common outcome.
- Respect for other people and their role within the work team.
- The ability to accept direction and feedback.

Problem solving

- The ability to identify potential problems and respond appropriately.
- The ability to ask questions and seek clarification when necessary.

Initiative and enterprise

- Motivation and interest.
- The ability to seek assistance when necessary.
- Foresight / the ability to see what needs to be done.

Planning and organising

- Appropriate time management skills.
- The ability to prioritise, plan and organise own workload.

Self-management

- Seek feedback and reflect on your own performance.
- Accept responsibility for own actions.

Learning

- Ability to identify own strengths and weaknesses and seek assistance where necessary.
- The ability and motivation to build on past knowledge and experience.
- The ability to take on new information and tasks.

Technology

- The ability to learn and adapt to new technology.
- The ability to access information and use digital media for study and work.

Vocational Placement Requirements

As part of your course you are required to complete vocational placement (work placement). The placement is arranged / negotiated by the South Metropolitan TAFE. Students will be provided with forms and a vocational placement log book to record their placement. The workplace also needs to complete the forms prior to commencing work placement.

It is an industry requirement that students on placement be aged 16 or over.

A minimum of 120 hours vocational placement is required to be completed for the following qualifications:

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Note: Students will be required to:

- Complete a satisfactory Working with Children Check application prior to placement
- complete a satisfactory Criminal History check / National Police Clearance (NPC) prior to placement
- travel to an appropriate organisation to complete vocational placement
- attend vocational placement at pre and post school times 8am – 4.00pm

Other Considerations

Students are required to have access to a computer and internet (SM TAFE students can access computers via its libraries – available at Rockingham, Murdoch, Bentley, Mandurah, and Thornlie campuses).

This course has a mandatory work placement component that all students must complete. South Metropolitan TAFE will assist students in finding a suitable work placement by working with our industry partners. Please be aware that industries and employers have been affected by the COVID-19 pandemic which has meant that some work placements have been cancelled, put on hold or student places significantly reduced. While every

effort is being made to work with our industry partners to secure work placements during this unprecedented time, there may be delays in students being placed. As a result of these delays some students may take longer than the expected time to complete their course. Lecturing staff will keep all students up to date and will inform students if this may affect them and cause a delay in finishing their course.

Workplace Health and Safety

All workers must understand their workplace health and safety obligations and safety requirements under the:

- WA Occupational Safety & Health Act 1984, which imposes obligations on people at workplaces to ensure workplace health and safety.
- Occupational Safety & Health Regulations 1996 (WA) that describes what must be done to prevent or control certain hazards which cause injury, illness or death.
- Codes of Practice, which are designed to give practical advice about ways to manage exposure to risks common to industry.
- All workers must be able to participate in Risk Assessments, Incident Reports and Hazard Identification.

Industry Legislation or Licensing

All workers must meet the qualification and / or legislative requirements set by industry standards. These are core requirements for eligibility to work in specific industry areas and to gain professional memberships to practice in some industry sectors.

A working with Children Check is required to work in schools as well as the Western Australian Department of Education National Police Clearance. Individual students are responsible for any cost associated with obtaining these clearances. More information will be provided to you at your course orientation.

For further information go to:

- Working with Children https://workingwithchildren.wa.gov.au/
- Nationally Coordinated Criminal History Check https://www.education.wa.edu.au/ncchc

Before you Enrol

If you intend to enrol in a Children's Services course, please review the inherent requirements listed in this statement and think about whether you might experience challenges in meeting them.

If you think you might experience challenges related to your disability, health condition or for any other reason, you should discuss your concerns with the Program Area, a Student Services Staff member or a Disability Access and Equity Officer.

If you have made an informed choice that this is not the right pathway for you, please consider another qualification or the following programs:

- SM TAFE Foundation Skills: www.southmetrotafe.wa.edu.au/courses/industries/english-languages-and-foundation-studies
- Job Skills Centres for career pathway advice: www.jobsandskills.wa.gov.au/jobs-and-skills-centres
- Adult Migrant English Program (AMEP): www.southmetrotafe.wa.edu.au/courses/study-types/amep
- Good Careers Guide: www.goodcareersguide.com.au
- North Metropolitan TAFE: www.northmetrotafe.wa.edu.au