



RTO 21526

MONASH STUDENT ASSOCIATION

Training and Professional
Development

Information Booklet

CHC30221

Certificate III in School Based
Education Support

msa-monashtraining@monash.edu

www.msatraining.edu.au

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MSA Training and Professional Development

MSA Training and Professional Development is a not-for-profit Registered Training Organisation (RTO) at Monash University, Clayton campus. Our courses are open to all, not just Monash students and staff. We are recognised for our high standards in student services, facilities and specialised training programs.

www.msatraining.edu.au

Our staff are dedicated to helping you achieve your educational goals and can provide you with the support and information to get you there.

MSA Training and Professional Development encourages people with a disability to apply to enrol. Please talk to us about how we can support you with your studies.



MONASH STUDENT ASSOCIATION
Training and Professional
Development

Monash Student Association (Clayton) Inc.
RTO No. 21526

Introduction

MSA Training and Professional Developments works in collaboration with industry and training specialists to develop a program that is flexible and relevant to industry needs.

All courses are delivered as classroom-based courses and all sessions are held on our Clayton campus. Throughout your learning program you will cover a variety of knowledge and skills and be given activities and assessments to complete both within the classroom and at home.

The opportunity to study at MSA Training and Professional Developments is open to everyone. We encourage people with a disability and people from diverse backgrounds to apply

This booklet will guide you through a range of information relevant to this particular qualification. It is designed to be read in conjunction with the Student Information Handbook so please ensure you read and understand all aspects of both documents prior to enrolling

Contacts



Course enquiries:

Enrolment Officer

msa-monashtraining@monash.edu

03 990 53180



Group bookings:

Professional Development Officer

msa-monashtraining@monash.edu

03 990 51074



Why choose MSA Training and Professional Development?

Continuous improvement

At MSA Training and Professional Development, we pride ourselves on our dedication to providing high quality training to the public, Monash staff and student and to our private groups. We gain feedback from our students and trainers to ensure we are continuously improving our services and enhancing the learning process for our students.

Trainers and Assessors

Trainers and Assessors at MSA Training and Professional Development are carefully selected based on their qualifications, experience and knowledge, but also based on their individual teaching style and dedication towards their students. We have built an amazing team of Trainers and Assessors, and we are very fortunate to have them as part of MSA Training and Professional Development.

Administration

Our administrative staff are committed to working alongside our students to ensure they are confidently working through their assessments and getting all the support they need.

As we are a smaller RTO, we have the opportunity to get to know our students and can provide individualised support. MSATPD is part of MSA – a non-profit organisation located at Monash University in Clayton, Victoria. Meaning our aim is to provide a high-quality service, not to make money. The course fees are implemented to cover costs and improve services.

Support

Support services are available at MSA Training and Professional Developing, including one on one tutoring in English and Computer skills, discounted counselling, Disability support, useful study guides, along with a number of other services.

The MSA culture focuses on inclusivity, supporting the LBGTQI+ Community, acknowledging the traditional land owners.

Notable programs and departments within MSA:

- Period positivity – providing free feminine hygiene products
- MSA's Indigenous department – providing support to all Aboriginals and Torres Strait Islanders throughout their studies.
- MSA Women's department - creating a safe campus where you feel a sense of belonging.
- Gender Affirmation at MSA - In 2022, MSA introduced Establishing Gender Affirmation leave where specific leave options are available for any MSA staff considering gender transition.
- MSA Queer department – Supporting all queer-identifying and questioning individuals at Monash
- MSA Disabilities and Carers Department – advocating for the needs of students with disabilities and student carers at Monash Clayton.
- MSATPD Mental Health Resources – Free resources to assist anyone struggling with mental health conditions.



CHC30221 Certificate III in School Based Education Support

Course description

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

Possible job roles relevant to this qualification include:

- Education Support Worker/Officer
- Teacher's Aide
- Integration Aide
- Learning Support Officer
- Education Assistant
- Language and Literacy Worker
- Tutor/Home Tutor

Why study this course?

This course has been developed to provide skills and knowledge to:

- Support behaviour of children and young people
- Facilitate learning for students with disabilities
- Support learning for students with disabilities in a classroom environment
- Comply with legislative, policy and industrial requirements in the education environment

Assessment methods and requirements

Assessment will include trainers conducting observations while students are on placement, written knowledge questions, and classroom activities, role plays and projects.

Assessments are to be submitted to your trainer within 4 weeks of the unit/cluster.





Where can I study this course?

This course is available at:

- On Campus at Monash University in Clayton
- In your workplace – for private groups of 8 or more

Entry requirements

Students must have a WWCC prior to commencing their placement, we encourage students to obtain their volunteering WWCC free of charge at the same time they enrol.

There are no formal education entry requirements for this course and after graduation you may seek employment in a range of education support positions. This course provides students with theoretical and practical skills and knowledge in a Teacher's Aide role.

Students will require a sound understanding of how to navigate computers along with software (Word, Excel), opening and closing documents, saving documents, typing and using the internet for searching and emails. Students who are not confident using computers are welcome to enrol in one of the short computer courses provided by MSA Training and Professional Development.

Students are required to fill out a Language Literacy and Numeracy assessment during the enrolment process. For those with difficulty filling out the LLN form MSA Training and Professional Development offers online ESL classes and one on one support from volunteer tutors. During enrolment students will also undergo a pre-training review which will help assess if the course you wish to undertake is suitable.

Learners rights

Once the student commences the nominated course, MSA Training and Professional Development will deliver the Training Program using competency-based training principles and practices in accordance with the AQTF (Australian Quality Training Framework)

The Executive Officer is responsible to ensure that there are suitable arrangements to provide records of student outcomes to ASQA in the event that MSA Training and Professional Development ceases to operate. This will be provided via an AVETMISS report encompassing all activity data for the duration of MSATPD operation. If circumstances are such that MSATPD are not able to carry on operations, the RTO Director is to advise ASQA immediately of this decision and provide advice regarding impact on currently enrolled students. MSATPD has a responsibility to transfer these enrolments to another RTO with least disruption to individual students. On ceasing operations, MSATPD is to, facilitate currently enrolled students transfer to another RTO, issue these students with an appropriate refund for service not provided, and issue students with a Statement of Attainment based on completed units of competency.

Unique Student Identifier

You will need a USI before you train with us commencing from 1st January 2015. You need to apply only once for this number. You will need to provide it to us on enrolment. Store this number somewhere safe and each time you do training with us or another organisation that offers nationally accredited training you will need to supply this USI each time you register.

If you do wish to enrol with us you can find more information and create a USI at the following website. www.usi.gov.au

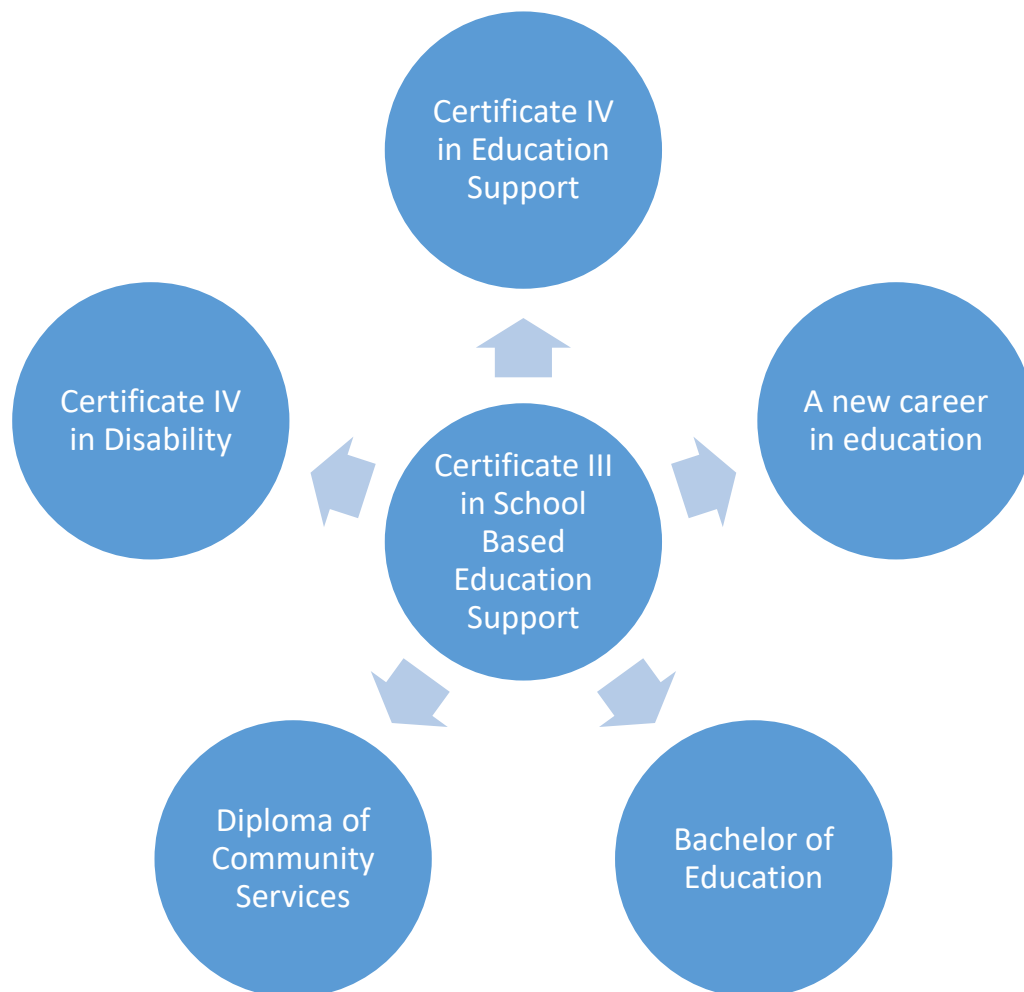


First Aid

First Aid – Level 2, Provide First Aid (HLTAID011) is included within the Certificate III in School Based Education Support at no additional cost.

Pathways

The primary pathway from this qualification is entry level employment in a range of educational sectors. After achieving this qualification candidates may undertake a qualification in Certificate IV in Education Support or Certificate IV in Disability as a suitable training pathway and would support career progression.



Timetable

The nationally recognised course is delivered over 33 face-to-face sessions in the classroom and/or via Zoom, two days per week for approximately 16 weeks from 9am – 3pm. The timetable and the order of units is subject to change. The First Aid unit is run over a one-day session, face to face at Clayton from 9am-4:30pm. Attendance of this unit is compulsory to complete this qualification. You will also need to complete 100 hours of work placement as part of this course.

Class and study estimated times

This course runs for 33 sessions, with classes from 9:00am-3:00pm. Check the most current timetables on the website at www.msatraining.edu.au

Please use these nominal hours as a guide only, times will vary depending on your learning style, skills and prior knowledge. Indicative nominal hours are a **guide only** and will depend on individual units of competency and time spent on classroom learning, private study, reading, research, group activities and working on assessments.

Estimated hours	
Pre-course reading and research:	2-4 hours
Total classroom (face-to-face) hours:	188.5 hours
Independent study/reading/research:	150-290
Practical work placement:	100
Completion of assessments:	150-250

You have 4 weeks after each unit to hand in your assessment. Extensions may be granted for special circumstance via application only.

Course syllabus

This qualification contains 15 units of competency. 10 Core units and 5 elective units.

Unit Code	Unit Name	What you will learn
CHCDIV001	Work with diverse people	<ul style="list-style-type: none"> • Use reflection to support own ability to work inclusively and with understanding of others • Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness • Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
CHCEDS061	Support responsible student behaviour	<ul style="list-style-type: none"> • Recognise any additional needs of students' that may have impacts on behaviour. • Employ appropriate strategies to redirect behaviour and defuse situations of conflict or stress. • Monitor outcomes of strategies and record responses of students according to organisational policies and procedures.



CHCEDS033	Meet legal and ethical obligations in an education support environment	<ul style="list-style-type: none">• Clarify and confirm understanding of information with supervising teacher to ensure consistency of interpretation and application.• Recognise potential ethical issues and dilemmas and discuss with supervising teacher.• Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures.
CHCEDS034	Contribute to the planning and implementation of educational programs	<ul style="list-style-type: none">• Make contributions that reflect understanding of program objectives and outcomes and their relationship to current curriculum.• Implement classroom strategies under teacher direction to support individual student needs.• Promote cooperation and good relationships through positive approaches to work.
CHCEDS035	Contribute to student education in all development domains	<ul style="list-style-type: none">• Use positive communication that encourages students to recognise and affirm differences in personal learning styles and abilities.• Identify the stages of physical development in relation to each phase of development in the current curriculum• Use strategies, materials and resources that support language development according to the organisational policies and procedures
CHCEDS036	Support the development of literacy and oral language skills	<ul style="list-style-type: none">• Work within structure and guidelines of literacy program as directed by the teacher.• Accurately record student progress according to organisational policies and procedures.• Evaluate literacy progress against program criteria.
CHCEDS037	Support the development of numeracy skills	<ul style="list-style-type: none">• Read and interpret current teacher planning documents in relation to numeracy requirements.• Use strategies that support numeracy program and individual needs as directed by teacher.• Review and adjust strategies based on monitoring and guidance from teacher
CHCEDS060	Work effectively with students and colleagues	<ul style="list-style-type: none">• Use active-listening techniques to explore students' interests and concerns through conversation where appropriate.• Model calm behaviour and respond appropriately to students displaying signs of distress, frustration or anger.• Work collaboratively and share information to provide effective educational support in line with organisational policies and procedures.



CHCEDS059	Contribute to the health, safety and wellbeing of students	<ul style="list-style-type: none"> Identify situations that pose a threat to personal safety of self or others and follow organisational procedures to respond. Identify situations where students require assistance with personal care or hygiene and respond according to organisational policies and procedures. Contribute to planning for emergency and potential emergency situations within the school.
HLTAID012	Provide First Aid in an education and care setting	<ul style="list-style-type: none"> Recognise and assess an emergency situation. Monitor the casualty's condition and respond in accordance with first aid principles. Maintain privacy and confidentiality of records and information in line with statutory or organisational policies.
CHCEDS051	Facilitate learning for students with disabilities	<ul style="list-style-type: none"> Recognise and reflect on how personal values and attitudes towards disability may impact working with students. Interact with all students in ways that show respect for individual rights, opinions and student confidentiality. Identify, prepare and maintain resources that support the learning of students with disabilities.
CHCEDS057	Support students with additional needs in the classroom	<ul style="list-style-type: none"> Share information with others to facilitate student support according to organisational policies and procedures. Show respect, empathy and acceptance for individual differences when interacting with students. Use positive guidance strategies and techniques appropriate to student and as directed by teacher.
CHCEDS048	Work with students in need of additional learning support	<ul style="list-style-type: none"> Locate possible internal and external sources of online information following organisational policies and procedures for internet access and use. Navigate websites and databases to locate information using key words and phrases identified for the topic. Meet legal and ethical requirements relating to copyright and protection of information.
CHCEDS041	Set up and sustain learning areas	<ul style="list-style-type: none"> Clarify and confirm understanding of teacher requirements and ensure consistent interpretation and application.



		<ul style="list-style-type: none">• Select and prepare equipment and materials suitable for learning activities in collaboration with the teacher or supervisor.• Respond to interruptions and contingencies with minimum disruption to learning.
HLTWHS001	Participate in workplace health and safety	<ul style="list-style-type: none">• Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures• Identify and report incidents and injuries to designated persons according to workplace procedures• Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

Excursions/Incursions

Students will have the opportunity to participate in several incursions or excursions which are wonderful learning experiences and a chance to explore topics in real-world settings, often with industry experts or guest speakers. An excursion/incursion levy of \$50 applies.

Recognition of Prior Learning (RPL)

RPL is an assessment process that can give you an opportunity to gain formal recognition—i.e. a qualification or statement of attainment—for knowledge and skills you have attained through informal learning, work and life experiences. If you think you may be able to gain RPL for any of the CHC30221 units, please speak to us to request an RPL Information Handout. Note that RPL is a rigorous, evidence-based form of assessment so you will need to be able to supply evidence for any units for which you are applying for RPL.

RPL Applications must be completed prior to course commencement.

Credit Transfers (CT)

Credit Transfer is a process used to recognise qualifications and Statements of Attainment issued by any other RTO or TAFE. If you have successfully completed any of the units in the course in which you are enrolling, or their equivalent, you may be eligible for credit transfer. Where credit transfer is granted you will be considered to have already successfully completed the unit(s), and will not have to participate in training or assessment activities for that unit(s). In determining where credit transfer may be granted, MSA Training and Professional Development must be confident of the currency of the applicant's knowledge. In fields where practice/technology is changing rapidly, credit transfer may not be granted where knowledge of unit(s) has dated.

MSA Training and Professional Development will recognise AQF qualifications and Statements of Attainment issued by any RTO.

CT Applications must be completed prior to course commencement.



Assessments

Assessments include written theory questions, reflective tasks, practical activities and hands-on tasks (eg. giving presentations in class). Wherever possible, the focus is on working with tasks and templates that are used in real-world situations in the workplace. For example, creating a session plan.

A timetable will be given out on the first day of class which will include assessment due dates. Please refer to the student handbook regarding Assessment and Extension Processes.

Materials

Students will need access to a computer with Microsoft Word, internet access and a printer for the purposes of research and completing assessments. If you do not have access to a computer, please talk to us about accessing a computer on campus.

Students will need to provide their own:

- Pens & pencils
- Paper or notebook
- Materials, props or equipment for use during presentations in class
- Laptop (optional but highly recommended). Having a laptop in class will allow you to conduct internet research and type up your assessments into the templates we provide. This will save you from having to do this at home. Please speak to us if you would like to borrow a laptop to use in class.

For online courses, you will need access to a computer which has video/audio capability, internet access and a web browser.

Learner manuals, assessment booklets and handouts will be provided throughout the course and are included in the cost of the course.

Work Placement

You will need to undertake 100 hours of work placement in an educational facility such as a Primary or Secondary School or Specialist school. Placement in Early Learning Services is not suitable for this qualification. This is a vital part of your learning and assessment. During your placement you will be visited by your trainer. This visit is to observe your performance in the workplace and this forms part of your assessment. We do not book the placements for you, as being able to do this is a valuable learning experience for you. We can provide you with a list of childcare centres in surrounding areas and information and advice will be provided in class about how to arrange your placement. We encourage our students to contact the school in which they wish to do their placement and speak to staff about options for days/times. This allows you to choose the area in which you wish to be placed and to develop networks and rapport with staff in the schools. Please note that some centres are very popular and will have limits on how many students they can place at any one time. You may need to contact several schools before finding one that can accommodate you on the days/times you are available. You may need to travel outside of your local area and you will find this is a valuable learning experience which prepares you for the workforce. Please consult with your trainer if you experience difficulty in finding a suitable placement.



Studying online via Zoom

We are excited to announce that this course is now being delivered remotely online in real-time via Zoom. This is just like being in the classroom, with interaction and support from your trainer and engagement with your classmates, but all from the comfort and safety of home.

This is not a self-paced course. You will need to login at set dates/times as per your timetable and the class will be run 'live'.

Zoom is user-friendly and does not require any specialised software, just internet access. Zoom can also be used on smartphones/tablets by downloading the free Zoom app.

Fees

Government funding

This training is delivered with Victorian and Commonwealth government funding to eligible Victorian students under the State Government's Skills First program. Contact us to discuss your eligibility or more information can be seen here: <https://www.skills.vic.gov.au/s/how-to-check-your-eligibility>

Government Funded						Non-funded				Materials Fee
Full		Concession		Aboriginal/ Torres Strait Islander	Full		Concession			
Total nominal hours	Fee per hour	Total fee	Fee per hour	Total fee	Total tuition fee	Fee per hour	Total fee	Fee per hour	Total fee	
753	\$0.53	\$599.09	\$0.11	\$279.82	\$0.00	\$5.94	\$4,672.82	\$5.18	\$4,469.51	\$200.00

There is a \$200 materials fee which is included in the above totals.

These fees are inclusive of all learning materials and assessments.

Course fees must be made prior to course commencement. Generally, \$600 will be taken as a deposit for upfront payments, with the balance to be paid via a payment plan or Request for Invoice/purchase order (eg. If your employer is paying).

All enrolments are subject to our Refund/Transfer Policy, please refer to this policy in the Student Information Handbook and on our website for the relevant details.

Refunds and Transfers

Refer to the Refund/Transfer policy, which is listed on our website, regarding impacts on payment plans should you wish to withdraw, as once the course commences you will still be required to pay your fees in full, including any remaining instalments.

Payment plans

Credit card payment plans are available through Ezypay to assist student in paying for their tuition. A Payment Dishonour Fee of \$8.90 will be charged for each dishonoured payment. Please discuss your options with the reception staff on 9905 3180 or msa-monashtraining@monash.edu

Installation	Funded Concession	Funded Full Fee	Non-Funded Concession	Non-Funded Full Fee
Deposit at enrolment	\$129.82	\$299.09	\$409.51	\$472.82
Fortnight 1	\$50.00	\$100.00	\$290.00	\$300.00
Fortnight 2	\$50.00	\$100.00	\$290.00	\$300.00
Fortnight 3	\$50.00	\$100.00	\$290.00	\$300.00
Fortnight 4			\$290.00	\$300.00
Fortnight 5			\$290.00	\$300.00
Fortnight 6			\$290.00	\$300.00
Fortnight 7			\$290.00	\$300.00
Fortnight 8			\$290.00	\$300.00
Fortnight 9			\$290.00	\$300.00
Fortnight 10			\$290.00	\$300.00
Fortnight 11			\$290.00	\$300.00
Fortnight 12			\$290.00	\$300.00
Fortnight 13			\$290.00	\$300.00
Fortnight 14			\$290.00	\$300.00
Total	\$279.82	\$599.09	\$4,469.51	\$4,672.82

Additional fees

Item	Fee
Transfer fee	\$50.00
Refund fee	\$300.00
Re-Print of Certificate	\$22.00
Assessment extension per unit per month	\$30.00
Learner Guide replacement fee	Varies \$5-\$200 per hardcopy book.
Excursion/incursion Levy	\$50

RTO Cessation

MSA Training and Professional Development is committed to ensuring that students have the best possible opportunities to complete their training qualification. Should MSA Training and Professional Development be directed by ASQA or the Department of Education and Training to transfer their students to another RTO, or where MSA Training and Professional Development is ceasing operations as an RTO, suitable arrangements will be made for all currently enrolled students to transfer to another RTO.



How to enrol

All enrolments are to be done online.

- Make sure you have read and understood all the information in the student handbook and in this course information booklet and ensure you meet the pre-requisites or other conditions of enrolment (Student Handbook is located on our website)
- Create a USI (Unique Student Identifier) through www.usi.gov.au
- Complete an enrolment form, pre-training review and Skills First Declaration form electronically <http://www.msatraining.edu.au/enrolment-edsu/>
- Take a photo or scan of your current Driver Licence; or a current Learner's Permit; or a Proof of Age/'Keypass' card
- Take a photo or scan of your Medicare card, Australian/NZ birth certificate; Naturalisation certificate or formal documentation issued by the Australian Department of Immigration and Citizenship confirming permanent residence. Please talk to us if you don't have any of these documents.
- If you are applying for a Concession rate; Take a photo or scan of any relevant concession cards such as healthcare cards or pension cards.
- Email all documents/photos/scans to msa-monashtraining@monash.edu
- Once received, our team will be in touch to discuss your application and finalise your enrolment.