Information Booklet

CHC30221
Certificate III in School Based Education Support

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MSA Training and Professional Development

MSA Training and Professional Development works in collaboration with industry and training specialists to develop programs that are flexible and relevant to industry needs. Our courses are delivered as either classroom-based training or real-time remote training via Zoom. They are taught in a supportive and engaging environment. Throughout your learning journey you will gain a variety of knowledge and skills and be given activities and assessments to complete within the classroom, at home or in your workplace.

The opportunity to study at MSA Training and Professional Development 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.

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msatraining.edu.au 🔍

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 students 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 receiving 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 MSATPD, 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.

CHC30221 Certificate III in School Based Education Support

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.

To achieve this qualification, the individual must have completed a total of least 100 hours of work in an educational facility such as a Primary or Secondary School or Specialist school in Australia as detailed in the Assessment Requirements of units of competency.

The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

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

Where can I study this course?

Monash Uni Clayton Campus

Your workplace for groups of 10+
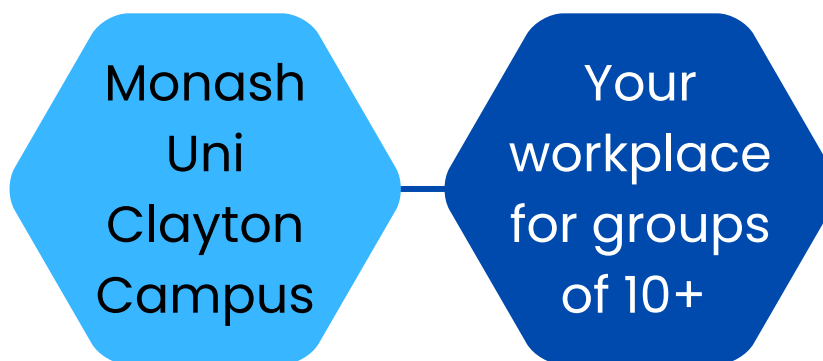
Entry Requirements

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, PowerPoint), opening and closing documents, saving documents, formatting documents, typing and using the internet for searching and emails. Students must also have access to stable internet for the class duration. 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. During enrolment students will also undergo a pre-training review which will help make sure this course is right for you and identify any additional support you may need.

Students undergoing this course must also have a Working with Children Check before enrolling into this course. Students must be 16 years or over to enrol in this qualification.

WORKING WITH CHILDREN CHECK VICTORIA

Pathways

This qualification can be used as a stepping stone into tertiary study and supports career progression. After achieving this qualification candidates may apply to undertake:
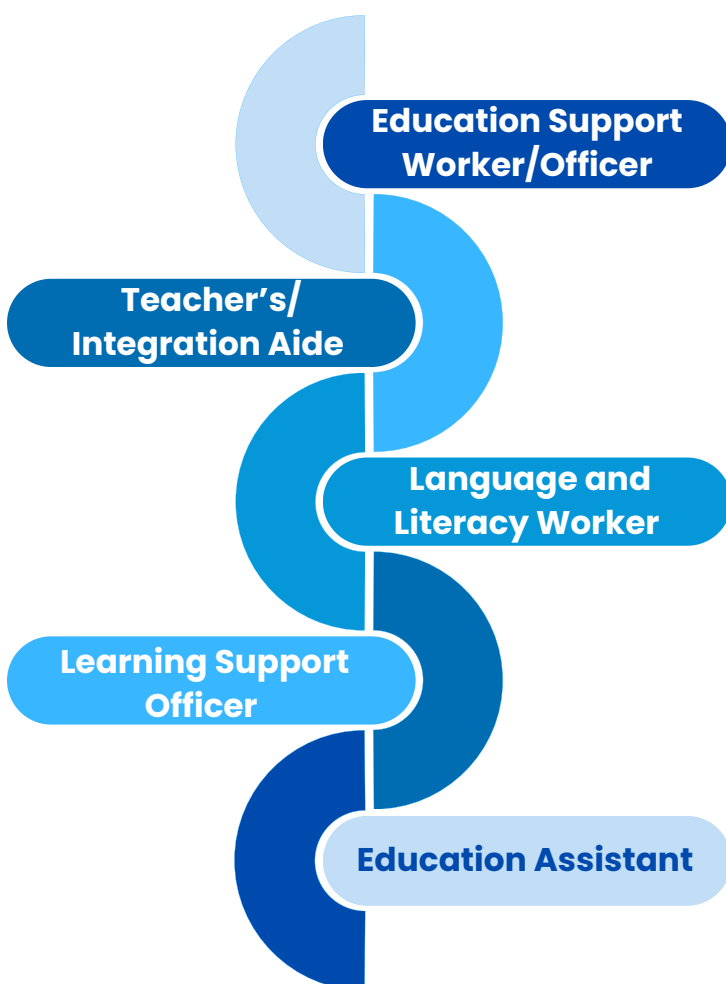
✓ **Certificate IV in Education Support**

✓ **Certificate IV in Disability**

✓ **Certificate III in Early Childhood Education and Care**

✓ **Diploma of Community Services**

✓ **Bachelor of Education**

✓ **Diploma of School Age Education and Care**
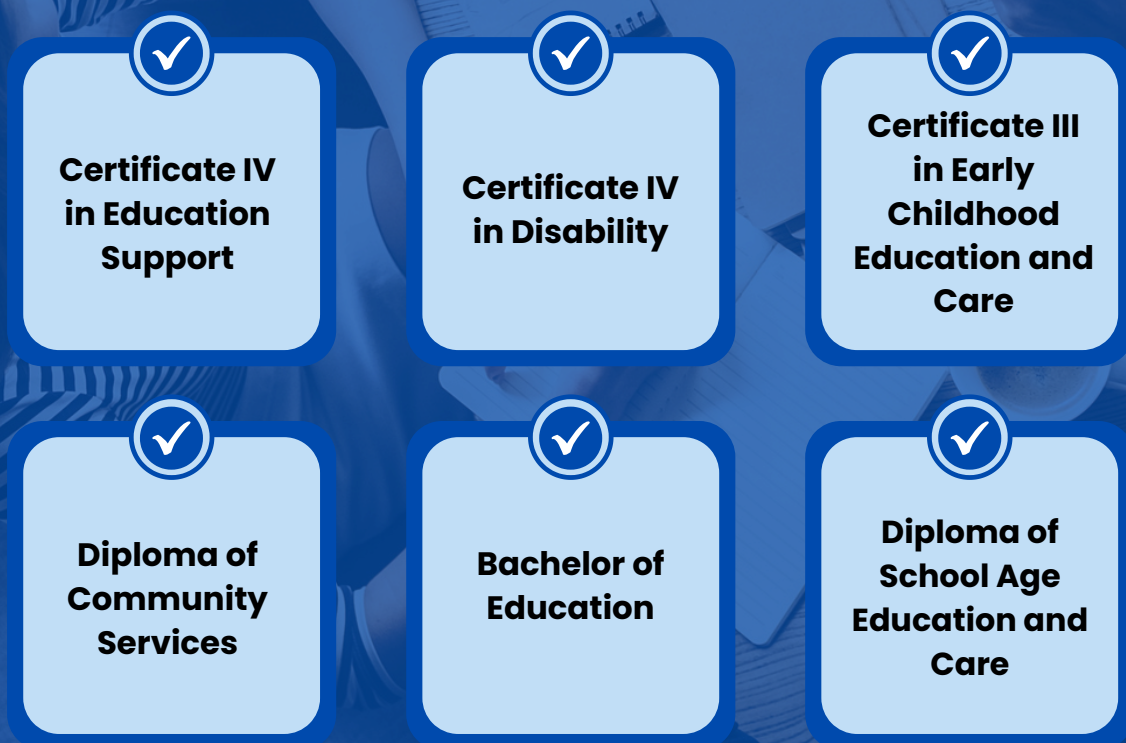
Potential Job Prospects

There are a number of job prospects that students will be qualified to apply for upon successful completion of the CHC30221 Certificate III in School Based Education Support.

Some of these may include:

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

Class and Study Estimated Times

Please use these nominal hours as a guide only, times will vary depending on your learning style, skills and prior knowledge. Those with some experience in training may find they take less time, similarly those who are new to the industry may find the higher end of the times listed will apply.

You have 8 weeks after each unit to submit your final assessment. Extensions may be granted for special circumstances via application only.

Estimated Hours	
Pre-course reading and research	2-4 hours
Total Classroom (Zoom/F2F) Hours	188.5 hours
Independent study/reading/research	150-290 Hours
Practical Work Placement	100 Hours
Completion of assessments	150-250 Hours

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.

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.

Knowledge questions are to be submitted to your trainer within 4 weeks of the unit and placement assessments assessments are to be submitted to your trainer within 8 weeks of the unit.

Materials and requirements

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. 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.

For online courses/ units, 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.

Some schools require students to be vaccinated for their placement unless they have an exemption. It is important that students discuss with their chosen location to get the most up to date information on the specific vaccination requirements.

Course Syllabus

Unit of Competency	What you will learn
CHCDIV001 Work with diverse people	• **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	• **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	• **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	• **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	• **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	• **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	• **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	• **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	• **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 polices and procedures** • **Contribute to planning for emergency and potential emergency situations within the school**
HLTAID012 Provide Frist Aid in an education and care setting	• **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	• **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	• **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	• **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	• **Clarify and confirm understanding of teacher requirements and ensure consistent interpretation and application** • **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	• **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**

Completion of 15 units are required for this qualification, including 10 core units and 5 elective units.

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.

Credit Transfers (CT)

Credit Transfer is a process used to recognise qualifications and Statements of Attainment issued by another 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.

Fees

	Government Funded		Non-Funded	
Aboriginal or Torres Strait Islander (Materials Fee only)	Full	Concession	Full	Concession
$200.00	$599.09	$279.82	$4,672.82	$4,469.51

Payment plans are available.

Skills First funding is available for Australian/New Zealand citizens or permanent residents living in Victoria and who:

- **Have not already commenced two Skills First subsidised qualifications this year; AND**
- **Are not already studying two other Skills First subsidised qualifications at the same time**
- **Are aged 17 years or older**

Contact us to discuss your eligibility or more information can be found here: https://www.skills.vic.gov.au/s/how-to-check-your-eligibility

Unique Student Identifier

A USI is your individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia. You will to create your USI before you train with us and 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

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.

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 the enrolment form via our website
- Once the enrolment form has been completed, you will be sent an email to create an account on our student portal to complete a language, literacy and numeracy assessment, pre-training review and Skills First funding declaration form
- Send through your Medicare card or Australian/NZ birth certificate; or formal documentation confirming permanent residence.
- If you are applying for a Concession rate; submit any relevant concession cards such as healthcare cards or pension cards.
- Once you have submitted the required documents, our team will be in touch to discuss your application and finalise your enrolment.

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.

→ **MSA Disabilities and Carers Department** – advocating for the needs of students with disabilities and student carers at Monash Clayton

→ **MSA Queer department** – Supporting all queer identifying and questioning individuals at Monash

→ **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.

→ **MSATPD Mental Health Resources** – Free resources to assist anyone struggling with mental health conditions.
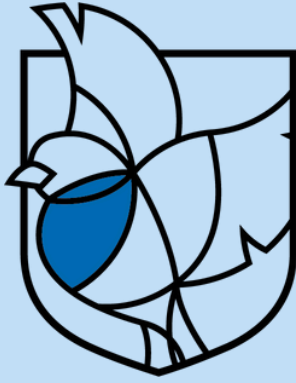
MONASH STUDENT ASSOCIATION
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