

27-002 School Aged Education and Care: Qualification Review

Information Session

07.09.2026 and 10.09.2026



HumanAbility is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations for the Aged and Disability Services, Children's Education and Care, Health, Human Services, and Sport and Recreation industries.





Acknowledgement of Country

We acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Owners of Country throughout Australia and their continuing connection to both their land and seas.

We also pay our respects to Elders – past and present – and generations of Aboriginal and Torres Strait Islander people now and into the future.

Agenda

- Acknowledgement of Country
- Welcome
- About HumanAbility
- Project scope
- Project Workflows and Outcomes
- What to expect
- Questions

HumanAbility

HumanAbility is the Jobs and Skills Council for the care and support economy.

Jobs and Skills Councils ensure Australia has the right workers with the right skills needed to prosper.

HumanAbility is responsible for VET qualifications and workforce planning.



HumanAbility's sectors



Project Overview



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School Age Education and Care at a glance - 2023



Fastest growing service type
within education and care
services sector for past
decade



553,691 children



13 hrs per week
average



4,954 OSHC providers



27,491 OSCH workers
Many employed casually and
part-time

Qualifications in scope of this review

The review will cover **2 existing** qualifications (1 nationally accredited), **1 existing** skill set, development of one new qualification and review of **32 units** of competency with 8 units of competency having potential cross over with Early Childhood Education and Care (ECEC) and School Based Education Support (SBES).

Certificate III in Outside School Hours Care (replacing 10983NAT Certificate III in Outside School Hours Care)

There are no national qualification requirements for educators in outside of school care services. However, state and territory jurisdictions may have specific regulatory requirements regarding qualifications for school age care educators under the National Quality Framework. These are namely in QLD, VIC, NT, ACT, WA and SA.

CHC50225 Diploma of School Age Education and Care

This qualification reflects the role of educators who are responsible for the day-to-day running of a regulated school age education and care service in Australia. They plan, implement and manage programs across all areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. Educators have responsibility for the supervision of volunteers and/or other staff.

Qualification in scope of this review

Potential new products

- Certificate IV in Outside School Hours Care

Proposed suggestions for new units of competency

- child safety, protection and wellbeing
- legal, ethical and regulatory compliance
- documentation and assessment
- play, leisure and learning
- educational leadership
- leadership and service management
- inclusion and behaviour support
- partnerships with families, schools and communities

Units of competency in scope of this review

Units of competency

- *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*
- *CHCSAC010 Foster holistic learning, development and wellbeing for school age children*
- *HLTAID012 Provide First Aid in an education and care setting*

Skill set

CHCSS00119 Out of School Hours Care Skill Set

This skill set provides the skills and knowledge to work in out of school hours care services.

Units included in skill set:

- *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*

Project Workflows and Outcomes



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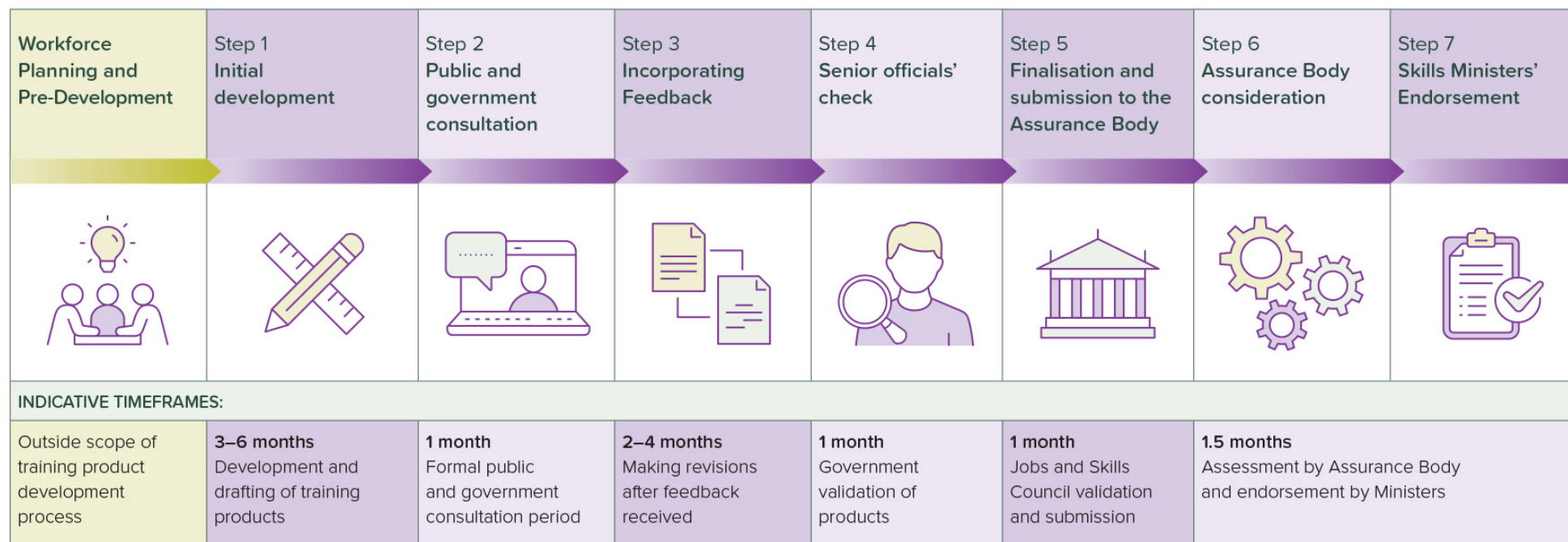
A new approach



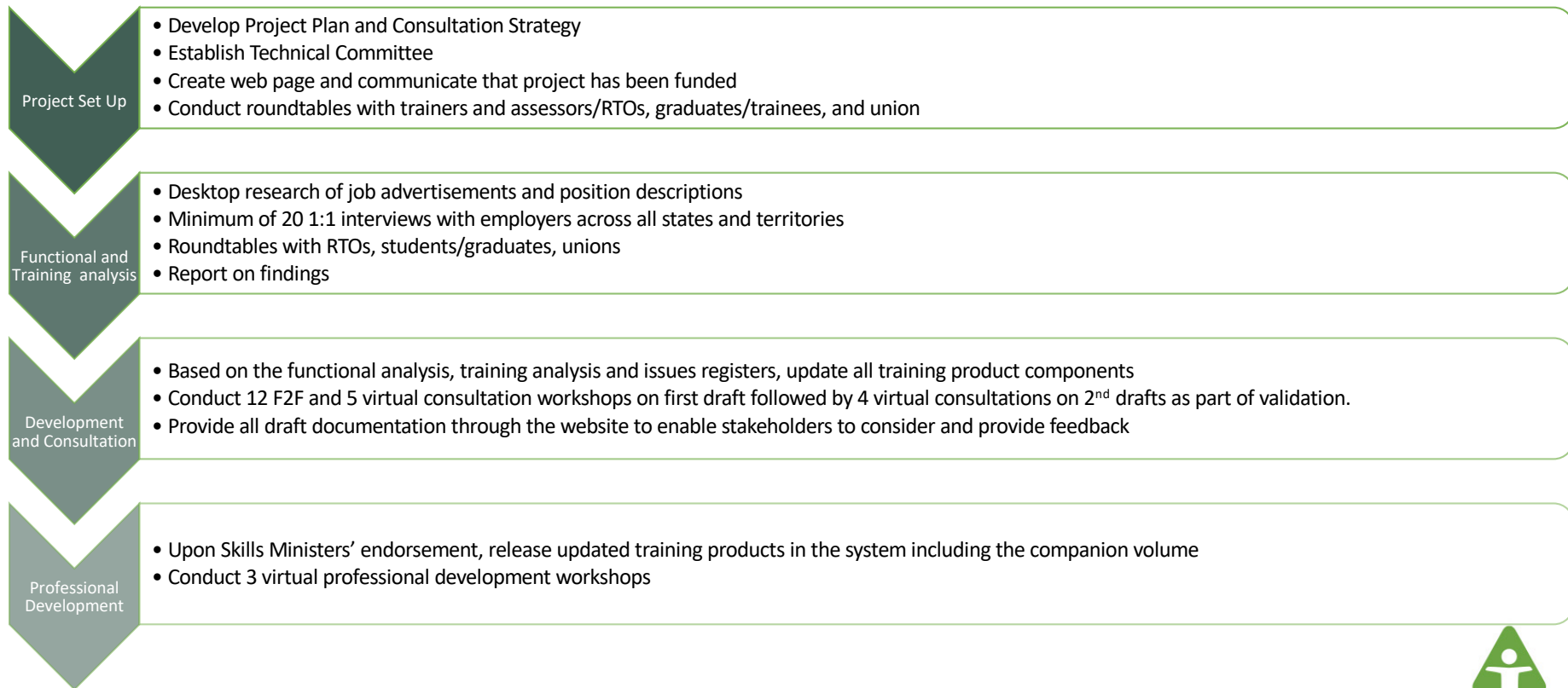
Project Workflow and Outcomes

- Functional Analysis
- Review of qualifications, Skill Sets and UoC (including identification of obsolete products that could be deleted from the Training Package)
- Development of pathways documentation
- Submission for Skills Ministers' Consideration and Endorsement
- Professional Development Workshops

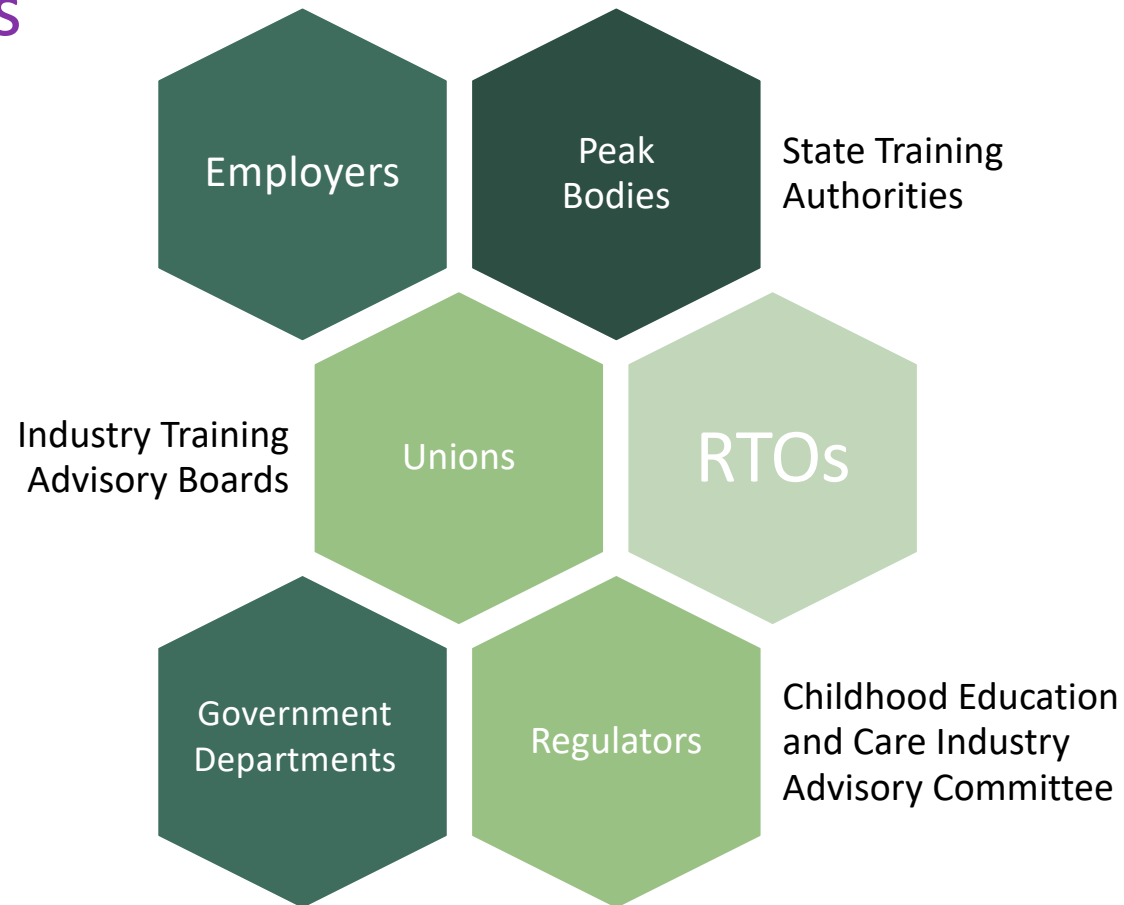
Training product development process



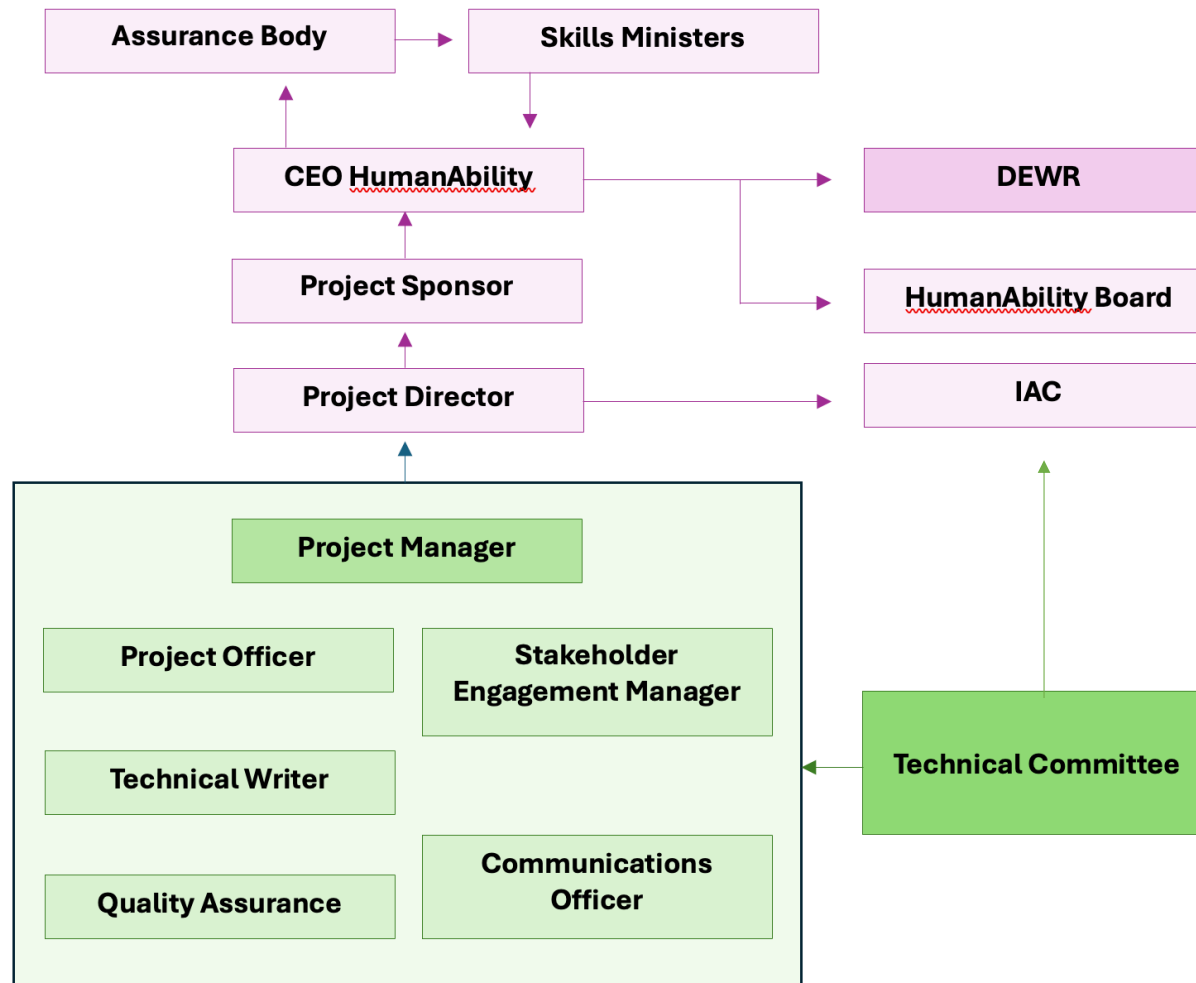
Project methodology



Stakeholders



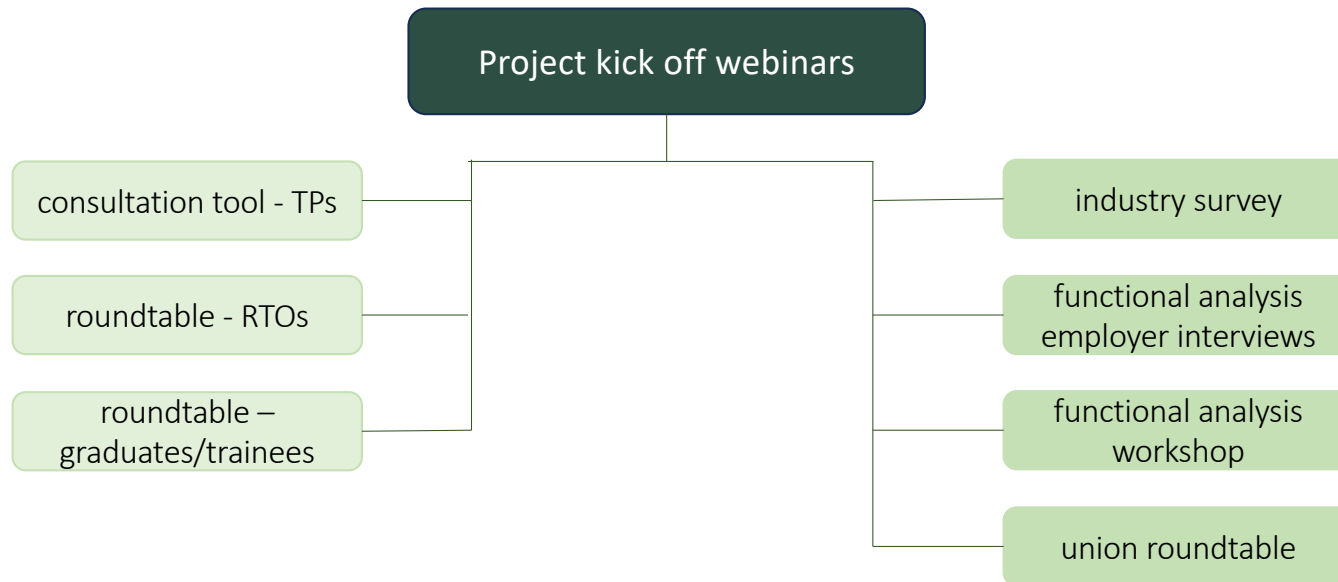
Project Governance



Next Steps



First round of stakeholder communications / engagement



Opportunities for collaboration



Functional analysis interviews:

Interviews will engage employers, school leaders and industry representatives. Opportunity to share insights into occupational requirements across government, Catholic, independent and specialist schools.



RTO engagement

Access to online surveys and opportunity to attend round table discussion to provide relevant feedback about implementation of training products



Learner engagement

Access to online surveys and opportunity to attend round table discussion to provide relevant feedback about training products and delivery issues



Consultation workshops

Face-to-face and online discussion sessions. Opportunity to provide feedback on draft training products



Validation round

Opportunity to go through the final drafts



Post-endorsement professional development workshops

Opportunity to attend these workshops to obtain information related to implementation of updated training products

Proposed timelines

- **Functional analysis interviews (interviews with employers)**
September 2026 to October 2026
- **Training analysis interviews and roundtables (interviews with RTOs, trainers and assessors, learners)**
September 2026 to October 2026
- **Consultation workshops**
February 2027 to May 2027

Project timelines are indicative and may change as the project progresses. For the latest information on project activities, consultation opportunities and key milestones, please visit our website and register for project updates.

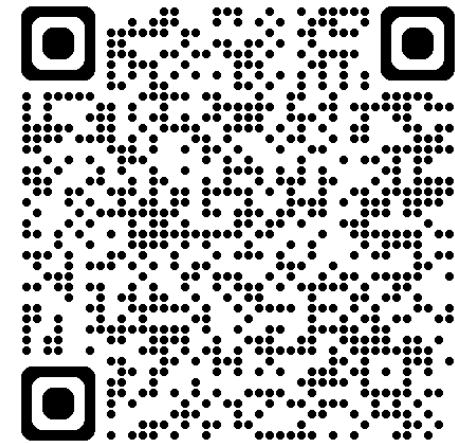
QUESTIONS



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Register for
project updates



Thank you