

RTO 88148

communities
at work



Centre of Professional
Learning and Education

ASCEND PROGRAM HANDBOOK

**CHC30121 CERTIFICATE III IN EARLY
CHILDHOOD EDUCATION & CARE**

VERSION 04 | DEC 2021



real skills for
real careers



**Centre of Professional
Learning and Education**

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ABOUT US

The Centre of Professional Learning and Education (CPLÉ) is Communities at Work's Registered Training Organisation (RTO 88148). We are registered with the Australian Skills Quality Authority (ASQA) to deliver nationally recognised Early Childhood Education & Care and Business qualifications.

We are a three-time proud winner of the Large Employer of the Year Award at the ACT Training Awards 2019, 2020 and 2021. As a Vocational, Education & Training Provider (VET), we pride ourselves on delivering exceptional training programs and services developed to meet sector requirements.

Our passionate CPLÉ team holds relevant industry experience and qualifications. We are committed to supporting students throughout their enrolment journey to achieve their qualifications successfully. Our quality-based approach to

delivering VET qualifications consists of a range of teaching and learning strategies, such as providing face-to-face classes, online learning, virtual support, and hands-on experience in the work environment.

In addition to delivering VET qualifications, we offer an array of professional development sessions and customised training across the ACT and surrounding regions. We design our professional learning and training programs to build and enhance the skills and knowledge of CPLÉ students to promote best practices in the workplace.

From the entire CPLÉ team, we look forward to the possibility of supporting you in achieving your learning goals and elevating your career opportunities.



PROGRAM OUTLINE

EARN WHILE YOU LEARN

WHAT IS THE ASCEND PROGRAM?

The Ascend Program is a sector-leading traineeship that will lead to exciting career and personal development opportunities for you. You will be studying the CHC30121 Certificate III in Early Childhood Education and Care qualification while working in a Communities at Work's Child Care and Education Centre. Joining the program will enable you to obtain a qualification and gain valuable paid work experience as an Early Childhood Educator Trainee.

The Ascend Program is for you if you are passionate about working with children. Whether you are commencing a new career, progressing your career or are interested in making a career change, this traineeship is your pathway to enter the early learning sector. With our structured, on-the-job development program, this is your chance to earn while you learn.

As a successful graduate of the program, you will gain a nationally recognised qualification to kickstart a career as an educator. You may also receive a potential offer to begin a thriving, long-lasting career with Communities at Work, educating the next generation of leaders and influencers, following the completion of the Traineeship.

THE QUALIFICATION

The CHC30121 Certificate III in Early Childhood Education and Care qualification is an entry-level qualification in the sector. It covers the fundamentals of childhood development and educating young children. Studying this qualification will arm you with the skills and expertise to provide quality education for children in various environments.

Completing this qualification is the minimum requirement to work in the early childhood education sector. You will develop skills in:

- Effective interaction and communication with children
- Appropriate care for babies, toddlers and children
- Nutrition
- First aid, health and safety
- Working legally and ethically with children
- Working with children and families with diverse needs

This sector-focused qualification will prepare you for a rewarding career in children's services.

Upon completion of the qualification, as a graduate of the Ascend program, you can find employment in a variety of positions such as an:

- Early Childhood Educator
- Family Day Care Educator
- Out of School School Hours Care Educator
- In-Home Care Educator
- Education Support Worker

If successful in gaining ongoing employment as an educator after completing the program as a Trainee, you can also continue your learning journey with the Centre of Professional Learning and Education (CPLE) to enrol into a Diploma in Early Childhood Education and Care. This will further open up opportunities to move into a Bachelor of Education (Early Childhood) level qualification within the Australian University system (if you wish). If you exit before completing the whole qualification, we will issue you a Statement of Attainment for partial completion, subject to your achieving all assessment requirements for individual units of competency.



UNITS WITHIN THE QUALIFICATION

You must be assessed as competent in a total of 17 units to be awarded the CHC30121 Certificate III in Early Childhood Educational and Care: 15 core units and 2 elective units. Consistent with the qualification packaging rules, the units listed below will be delivered in this qualification:

CORE UNITS

- CHCECE030** Support inclusion and diversity
- CHCECE031** Support children's health, safety and wellbeing
- CHCECE032** Nurture babies and toddlers
- CHCECE033** Develop positive and respectful relationships with children
- CHCECE034** Use an approved learning framework to guide practice
- CHCECE035** Support the holistic learning and development of children
- CHCECE036** Provide experiences to support children's play and learning
- CHCECE037** Support children to connect with the natural environment
- CHCECE038** Observe children to inform practice
- CHCECE054** Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- CHCECE055** Meet legal and ethical obligations in children's education and care
- CHCECE056** Work effectively in children's education and care
- CHCPRT001** Identify and respond to children and young people at risk
- HLTWHS001** Participate in workplace health and safety
- HLTAID012*** Provide First Aid in an education and care setting

ELECTIVE UNITS

- CHCDIV001** Work with diverse people
- CHCPRP003** Reflect on and improve own professional practice

***HLTAID012: Provide First Aid in an education and care setting**

CPLC outsource the training and assessment of this unit. In partnership with Canberra First Aid, CPLC will arrange for your training in this unit of competency. Upon completion of the HLTAID012 unit, CPLC will issue you with credit transfer results based on evidence of the completed first aid qualification. Evidence of completion within this unit of competency will be kept on file by CPLC. You will be required to maintain currency in this unit until completion of the CHC30121 qualification.

ENTRY REQUIREMENTS

There are no pre-requisite qualification requirements to study the Certificate III qualification under the Ascend Program. However, you will need to meet the following entry requirements to be eligible to do this traineeship with Communities at Work.

To be eligible for the Ascend Program, you must:

- Be at least 18 years of age, and
- Be an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- An eligible visa holder, and
- be willing to be engaged in full-time employment at 38 hours per week. Allocated shifts range between 7 am and 6 pm, Mondays to Fridays. You must be willing to work full shifts at 7.6 hours per day.

COMPUTER & DIGITAL REQUIREMENTS

You must have personal access to:

- A digital device such as a computer or laptop with webcam capabilities for participating in virtual meetings with your assigned trainer & assessor.
- Internet connection.
- Software applications such as Word.
- An active email account for communication and scheduling.

NOTE: These requirements are essential to engage in this qualification. CPLE will not provide these for you during your enrolment with us.

FOUNDATION, LANGUAGE, LITERACY AND NUMERACY SKILLS & ASSESSMENT

You must hold the following language, literacy and numeracy skills sets to enable you to complete the qualification to the standard expected of the sector:

READING SKILLS TO:

- Interpret unfamiliar information of varying complexity
- Interpret service hygiene, health, and safety procedures
- Interpret service policies and procedures
- Interpret medication administration instructions
- Interpret relevant learning framework
- Interpret service curriculum and documented observations about children
- Interpret children's records
- Interpret information about legal requirements and components of the National Quality Framework
- Read and understand forms and make accurate reports
- Accurately read and interpret workplace safety policies and procedures, including safety signs, dangerous goods classifications, and safety instructions



WRITING SKILLS TO:

- Complete observation records
- Complete forms and reports according to service policies and procedures
- Record information and observations according to service procedures
- Record details of children and young people at risk and make reports using handwritten skills and computer skills

ORAL COMMUNICATION SKILLS TO:

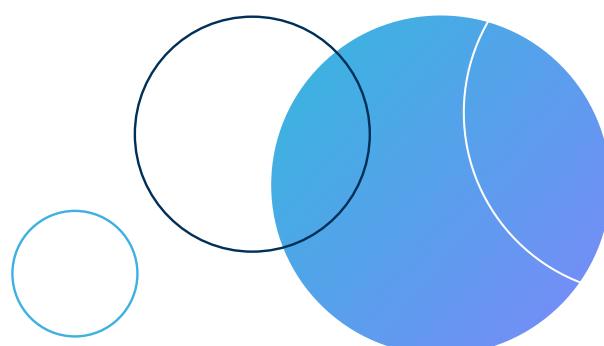
- Share information with appropriate personnel
- Interact and engage with children to build rapport and extend learning
- Interact and engage with families to build rapport
- Ask open and closed questions and actively listen to seek information, confirm understanding, and extend learning
- Provide accurate detail of observations to colleagues
- Build children's skills through intentional teaching and use of open-ended questions
- Interact and engage with children and community members to build a genuine, trusting rapport in a culturally sensitive manner
- Share information with appropriate personnel

NUMERACY SKILLS TO:

- Measure medications and calculate correct times to be administered
- Interpret food labels
- Prepare formula according to directions
- Measure quantities required when preparing formula

LEARNING SKILLS TO:

- Locate relevant information regarding learning frameworks
- Develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures
- Locate relevant information regarding laws and regulations



INITIATIVE AND ENTERPRISE

SKILLS TO:

- Identify and use appropriate opportunities to support inclusion and diversity
- Facilitate understanding of cross-cultural issues and beliefs
- Determine appropriate strategies to support children's individual needs
- Use appropriate support strategies when opportunities arise
- Determine suitable sources of information about the natural environment
- Identify and evaluate the relevance of various sources of information for curriculum planning
- Determine methods of relaying information in a culturally appropriate manner
- Facilitate understanding of cross-cultural issues and beliefs
- Identify and evaluate the relevance of various sources of information

SELF-MANAGEMENT SKILLS TO:

- Proactively seek opportunities to improve own work practice and conduct
- Interpret information from written and/or verbal directions and take action appropriately

PROBLEM-SOLVING SKILLS TO:

- Respond to challenging situations in a positive manner
- Provide support to children and determine methods to appropriately scaffold their learning according to their individual ability
- Identify deficiencies in information and address by ongoing searches

TECHNOLOGY SKILLS TO:

- Record information using digital media according to service policies and procedures
- Research information about learning frameworks using digital media
- Research information about the natural environment using digital media
- Research information about legal and ethical obligations using digital media
- Source information about work in children's education and care using digital media

TEAM SKILLS TO:

- Share information to provide support in line with service policies and procedures

CPL will determine the assessment of the required foundation skills during the pre-enrolment process via the administration of the Language, Literacy and Numeracy (LLN) assessment. This pre-training written assessment and interview identifies your LLN skill levels in each area.

The LLN assessment process will determine whether you hold an ACSF* Level 3 in Learning, Reading, Writing, Oral Communication, and Numeracy to hold the foundation skills applicable and be offered enrolment into this program.

If you do not hold the skills required to the level needed, we will offer you referrals of support for engagement. Depending on the skill levels determined, you may need to engage with these supports prior to enrolment or engage with them alongside the delivery of this program. CPL will discuss your options with you after finalising the results of the LLN assessment.

*The Australian Core Skills Framework (ACSF) is a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.



COVID-19 VACCINE REQUIREMENT

As per directives from ACT Health regarding the early education and care sector in the ACT and Communities at Work's policy, you must be fully vaccinated against COVID-19 before starting your employment with us as a Trainee with the Ascend Program. You will need to provide evidence of vaccination before enrolling.

If you are not compliant with this requirement, you are not eligible to undertake employment to complete this qualification. You can speak to a member of the CPLE team if you have questions or concerns regarding this requirement.



WORKING WITH VULNERABLE PEOPLE CHECK (WWVP)

To comply with the child protection requirements linked to the sector, you must apply for and maintain a current and valid WWVP registration during the time of enrolment. You can apply for this via the Access Canberra website. Please note that the WWVP application involves a cost that CPLE will not cover within the enrolment/administrative fee. You must produce evidence of holding this requirement upon enrolment into this program. We expect you to maintain currency in this requirement during your enrolment.



UNIQUE STUDENT IDENTIFIER (USI)

All students in Australia undertaking nationally recognised training must have a Unique Student Identifier (USI) on enrolment and supply this to CPLE for compliance. The USI is a reference number made up of ten numbers and letters. Potential candidates will need a USI to apply for this program, enrol and receive their qualification or statement of attainment. For further information, please visit the USI website <http://usi.gov.au>.

ASCEND INTAKE PROCESS

Our Ascend Program is a rigorous 15-18 month traineeship that requires trainees to work and study simultaneously full-time. Trainees need to complete the qualification while working in the service.

Therefore, our Centre of Professional Learning and Education (CPLE) and our People, Culture & Wellness (PCW) teams conduct an extensive selection process to determine suitable and committed candidates.

The number of places for the intake is usually small and based on employment vacancies within Communities at Work's early education and care services and the supervisory capacity of service managers to mentor trainees effectively.

WE ENCOURAGE YOU TO READ THE OUTLINE OF THE INTAKE/CANDIDATE SELECTION PROCESS CAREFULLY FOR THE ASCEND PROGRAM:

STAGE ONE

Once you apply to the Ascend Program, you will be invited to attend a face-to-face information session held over 3 hours. During these sessions, we will provide you with information about the Ascend program and the expectations to be assumed by all parties engaging in the program. You will have the opportunity to ask questions to make an informed decision regarding your application to the program.

During these sessions, eligibility requirements are discussed with potential candidates and verified by CPLE and PCW representatives. You will receive information in line with the legal requirements for enrolment. Such information includes copies of the CPLE student handbook, fee schedule, Ascend class intake schedule, and CHC30121 Ascend program outline.

STAGE TWO

If you successfully pass the LLN and hold the ACSF levels required by CPLE to enrol into the traineeship, you will be invited to attend an 'Assessment Centre'. You will be required to visit one of the Communities at Work's Early Education and Care services. A member of the PCW team will organise and host the visit. The centre visit or assessment centre will allow you to explore an early learning environment and ask further questions about the program.

Once the 'seminar' portion of the information session is over, we will provide you with a short break. If you are still interested in progressing your application, you must sit for the mandatory Language, Literacy and Numeracy (LLN) assessment. We will explain the LLN Assessment to potential candidates and offer you 2 hours to complete it. Results of the LLN assessment are provided to potential candidates within three days of completion. Check your allocated email address for your results. To be successful in moving to the next stage of the process, you must pass the LLN by demonstrating an ACSF Level 3 in reading, writing, oral communication and numeracy.

Attending the Assessment Centre is mandatory to progress your application, as these provide us with an opportunity to observe you in an early learning environment to determine your suitability. We offer assessment centres (centre visits) for approximately one hour (usually, we run several assessment centres in various locations). You can also attend more than one assessment centre if you wish to make an informed decision regarding enrolling in the Ascend Program.



STAGE THREE

If you wish to continue progressing your application and have demonstrated appropriate practices during your Assessment Centre, we will invite you for an interview. You are encouraged to bring your completed enrolment documentation given to you during the Information Session, as well as ID evidence required for employment and enrolment into the program under User Choice eligibility requirements at this stage.

Representatives from the PCW team, the CPLE team, and a Communities at Work's Early Education & Care Centre Manager will assess

your suitability to join us as an Early Childhood Educator Trainee with our Ascend Program during the interview. We expect you to commit to the employment of 38 hours per week and voice any concerns during the interview. You will also have the opportunity to ask any further questions at this stage. Your interviewers will evaluate your performance and the information provided during the interview to determine your application outcome. If successful, our PCW Team will contact you to offer you a place in the Ascend program.

STAGE FOUR

Once you accept the offer of employment with Communities at Work as a Trainee, our CPLE team will finalise the necessary paperwork and sign you up with the Australian Network Provider (ANP) for contract registration for the training/qualification component of the program.

The PCW team will allocate workplace locations and create a training plan for you. We will also finalise other documents such as the employer resource form, training record book and other

requirements needed to approve the ACT training contract, which will come through AVATARS upon finalising all requirements.

Finally, CPLE will action the requirements to activate the ACT training contract and commence the trainee within the CHC30121 Ascend training program aligned with the intake structure. PCW will, at this time, conduct the employee induction process and commence the trainee into their employment contract.

MODES OF DELIVERY: QUALIFICATION COMPONENT

We deliver this qualification through a blended mode of delivery within the workplace, online environment, and classroom.

Learning and assessment materials are on offer in our online LMS Canvas, complemented by weekly face to face classes that run from 9am – 4pm, in our brand new training venue in Denman Prospect.

We will offer you paid time to attend the weekly face to face classes. This means compulsory attendance is a requirement. If you cannot attend a class due to illness or leave, you must apply for leave and notify service managers and the assigned CPLE trainer of your absence.

Face to face learning opportunities allow you to have physical access to an experienced CPLE trainer/assessor for training and assessment support and guidance. During classes, we provide you with a day of facilitated learning via a PowerPoint presentation. Classes cover theoretical and practical requirements related to

units of focus. Trainees are offered the chance to participate in social learning opportunities for engaging in class discussions, role plays, projects, and guided learning support.

Classes also provide you with a space to study and the resources required to access our online learning materials, such as Wi-Fi. You are encouraged to bring your own devices to these sessions; however CPLE does have access to a supply of Surface Pros if required.

We use Articulate 360, within Canvas to present learning materials. Content includes learner guides, readings, pre-recorded webinars that further explain content and assessment requirements, interactive activities, and videos that further support learning.

Learning materials are offered via the use of Canvas modules. Each Canvas module contains the learning and assessment materials to engage in the qualification requirements.



LEARNING DURATION

You will be required to complete assigned modules within allocated timeframes as assigned by your CPLE trainer/assessor and as outlined within the intake schedule. Learning duration equates to approximately 15-18 months. This timeframe does not consider the CPLE end of year shut down period, weeks allocated for practical assessment between classes or leave taken during enrolment.

We expect you to meet all due dates to show that you are actively working towards the completion of this qualification. For you to maintain your enrolment within the Ascend program, you must make satisfactory progress towards completing the qualification and meet workplace standards and expectations.

If you fail to meet these requirements we may cancel your enrolment within the Ascend program and terminate your employment with Communities at Work.

RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

CPLE recognises the skills and knowledge you may have gained through previous studies, workplace, and life experience. Based on this, you may be entitled to recognition of prior learning (RPL) before or after commencing this qualification. RPL may exempt you from completing one or more units via the traditional training and assessment methods.

If you have previously completed equivalent units of competency within this qualification through training with CPLE or other RTOs, we encourage you to submit certified copies of statement of attainments that attest to this fact. After we verify these, we may apply credit transfers to applicable units.



ASSESSMENT

A range of assessment methods are used during engagement with this qualification including:

- Written questions
- Case studies
- Projects
- Workplace portfolios
- Recorded role plays
- Third party reports to capture skills demonstrated via observation in the workplace by a suitably qualified workplace supervisor and CPLE Trainer and Assessor.

Each module is assessed both in theory and practice. This means that you will need to complete both the theoretical assessment as well as a practical assessment in the workplace to complete the requirements in full.

Every assessment task must be marked as satisfactory for you to achieve overall competency. We can't award you formal recognition if you've only partially completed a module (i.e., just completing one assessment task but not the others).

ASSESSMENT TYPES

Written questions: Each module within this qualification contains questions and case studies that will allow you to apply your understanding of the requirements learned and taught. These questions and case studies are designed to validate knowledge alongside the Elements, Performance Criteria, Performance Knowledge and Evidence within the module. They are open book assessments where you need to complete all questions and case studies to pass the assessment.

Projects: These assessment items require completion of skills-based requirements of the unit of competency. They will allow you to implement the learning you have engaged to master practical requirements of the module. Projects will require the completion of tasks in the workplace as well as the collection of workplace documents/evidence. They will also involve interactions with children, educators, and families.

Workplace Supervisor Reports:

Competency-based assessment is the process of collecting evidence and making judgments on whether you have achieved competency.

The purpose of this type of assessment is to confirm that you can perform the standard expected in the workplace, as expressed in the

relevant competency standards. A workplace supervisor can provide the CPLE assessor with assessment evidence on your competency and level of ability. They can do this by observing you undertake tasks in the workplace or by reviewing the work that you have completed.

All Supervisor Reports to be completed by a suitable qualified workplace supervisor who fulfils the following requirements:

- Holds vocational competencies at least to the level being completed and assessed by the student and
- Has current industry skills and knowledge directly relevant to the level being completed and assessed by the learner and
- Is a direct supervisor of you, the student.

To fulfil this requirement, the supervisor must hold one or both of the following requirements:

- ACECQA approved Bachelor level qualification and/or
- ACECQA approved Diploma of Early Childhood Education and Care level qualification

Since you will be employed with a Communities at Work Early Childhood Service, your centre manager will meet the above requirements.

Assessor Observation Reports: The most effective place to determine competency in the skill sets required within this qualification is in the workplace, as it allows you to demonstrate real-world skill sets within a variety of contexts and contingencies. For modules that require an assessor to directly observe you, an assessor observation report tool will form part of the assessment that you will need to complete. For the completion of this assessment task, the CPLE trainer and assessor will make a time with your manager to visit and observe you undertaking the skills required for the demonstration of competence.

WORKPLACE VISITS

CPLE trainer/assessors will visit your workplace every 12 weeks at a minimum, during enrolment in this program to:

- Mentor and support your on-the-job learning.
- Observe and assess the practical competencies and complete relevant workplace observation reports.
- To validate your competency with workplace supervisors.
- To work with your manager in completing compliance requirements such as training plans.

We will visit your workplace more frequently if you require additional support or if assessors need to collect the required observation evidence.

REASSESSMENT AND RESUBMISSION

You will have up to three attempts to complete each assessment tasks satisfactorily. If, after the third attempt, you have not completed a task satisfactorily, your CPLE trainer and assessor will make alternative arrangements for assessment. This may involve additional training and time to consolidate your skills and knowledge or review of your suitability for enrolment into the program.

If you are required to resubmit an assessment, you may need to:

- Resubmit incorrect answers to questions (such as written tasks and case studies).
- Resubmit part or all of a project, depending on how the error impacts on the total outcome of the task.
- Redo a role play after receiving appropriate feedback about your original performance.
- Be observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after receiving appropriate feedback.

If you must resubmit an assessment task, we will give you a due date for the resubmission. For example, you may:

- Be given 10 days in which to resubmit incorrect responses to written tasks, projects.
- Be provided with feedback about your performance in a role play and then be required to complete the role play again at a future meeting with your CPLE trainer and assessor.
- Need to complete workplace-based tasks again during a workplace visit or have additional workplace observations scheduled (where applicable).

You will receive formal and informal feedback throughout your enrolment via:

- Oral feedback during face-to-face classes, phone conversations and workplace observation tasks.
- Written feedback on summative assessments submitted in Canvas.
- Written feedback and guidance via email correspondence.
- Documented feedback in the assessment record tool for each assessment task within each module. These are completed by trainer/assessors and uploaded into Canvas.

QUALIFICATION STRUCTURE

You will be required to achieve competency in all 17 units to complete this qualification and be issued with a CHC30121 Certificate III in Early Childhood Education and Care. Units will be delivered to you in the following order via the following nine clustered modules.

MODULE ONE | Working in Early Childhood

- **CHCECE055 Meet legal and ethical obligations in children's education and care (C)**

This unit describes the performance outcomes, skills and knowledge required to identify and meet legal and ethical obligations. This includes the ability to recognise potential and actual examples of non-compliance with regulatory requirements and contribute to the continuous improvement of practice.

- **CHCECE056 Work effectively in children's education and care (C)**

This unit describes the performance outcomes, skills and knowledge required to work in a children's education and care context using effective communication and knowledge of job roles, responsibilities, and service procedures to complete daily work activities.

ASSESSMENT REQUIREMENTS FOR MODULE ONE

Assessment Task 1 : Written Questions | Students must answer 32 written questions in an open book written assessment.

Assessment Task 2 : Job Scope and Responsibility – Project/Portfolio | This workplace project consists of two parts:

- **Part A : Job Description Reflection** | In this part, students will be required to reflect on their performance and requirements against the descriptors of your job/position description.
- **Part B : Portfolio of Work Activities as per Legal and Ethical Obligations** | This task will require students to collate documentation around five work areas.

Assessment Task 3 : Personal Philosophy – Written Task | Students will be required to develop a philosophy to guide practice when in the service. They are to investigate theories and contemporary research to base their philosophy on.

Assessment Task 4 : Supervisor Report | Observation in a regulated early childhood education and care setting. The student's workplace supervisor is to complete a report that confirms the student's ability to demonstrate specific skills and knowledge required of these units.

Assessment Task 5 : Assessor Observation Report | Observation in a regulated early childhood education and care setting. The students' assessor will observe them in the workplace as they work within the legal and ethical requirements related to their job role. They will also be required to answer a series of verbal questions during this process which will be recorded for the sake of evidence.



MODULE TWO | Frameworks For Reflection

- **CHCPRP003 Reflect on and improve own professional practice (E)**

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development

- **CHCECE034 Use an approved learning framework to guide practice (C)**

This unit describes the performance outcomes, skills and knowledge required to source and use an approved childhood learning framework. This unit applies to educators who support children's learning according to established curriculum under the guidance of others in regulated children's education and care services in Australia.

ASSESSMENT REQUIREMENTS FOR MODULE TWO

Assessment Task 1 : Written Questions | Students must answer 19 written questions in an open book written assessment.

Assessment Task 2 : Exploring the Approved Learning Framework in Service & Practice – Project/Portfolio | This assessment will require students to complete 7 tasks for the sake of exploring and unpacking ways their service implements the concepts outlined in the approved learning framework which aligns to their service.

Assessment Task 3 : Educational Program and Practice – Reflective Journal | Students are required to complete a Reflective Journal to demonstrate their ability to document and critically reflect on observations about the educational program and practices of themselves and their service.

Assessment Task 4 : Reflective Practice & Professional Development (PD) Plan – Project |

Reflective Practice & Professional Development (PD) Plan – Project. This assessment task will require students to undertake a structured process to reflect on and improve own practice and create one personal development plan that includes: goals, timeframes, and ways of measuring progress. This plan will be completed by progressing through a 7-step process.

MODULE THREE | Health and Safety

- **HTLWHS001 Participate in workplace health and safety (C)**

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

ASSESSMENT REQUIREMENTS FOR MODULE THREE

Assessment Task 1 : Written Questions | Students must answer 19 written questions in an open book written assessment.

Assessment Task 2 : Following Emergency Procedures – Project | Students are required to organise a mock emergency evacuation procedure within their service and document the process on the form provided.

Assessment Task 3 : Assess Hazards and Risks in the Workplace – Project | This task is divided into two parts:

- **Part A |** Complete a WHS (Workplace Health and Safety) hazard inspection.
- **Part B |** Complete a risk assessment.

Assessment Task 4 : Supervisor Report | Observation in a regulated early childhood education and care setting. The student's workplace supervisor is to complete a report that confirms their ability to demonstrate specific skills and knowledge required of this unit.

MODULE FOUR | Care and Protection

- **CHCPRT001 Identify and respond to children and young people at risk (C)**

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

ASSESSMENT REQUIREMENTS FOR MODULE FOUR

Assessment Task 1 : Written Questions | Students must answer 23 written questions in an open book written assessment.

Assessment Task 2 : Case Studies – Project | Students must correctly answer the case study questions to demonstrate that they understand the knowledge required of this unit/topic. They will be given 5 case studies to consider. They are required to source their job/position description and service policy and procedures for mandatory reporting of abuse and risk of harm. Using this policy, you will be given a case study for application. Their goal in the completion of this task is for them to demonstrate their ability to implement children's rights to protection as per workplace requirements.

Assessment Task 3 : Supervisor Report | Observation in a regulated early childhood education and care setting – The students workplace supervisor is to complete a report that confirms their ability to demonstrate specific skills and knowledge required of this unit.

MODULE FIVE | Care and Nurturing

- **CHCECE031 Support children's health, safety, and wellbeing (C)**

This unit describes the performance outcomes, skills, and knowledge to support and promote children's health, safety, and wellbeing in relation to physical activity, healthy eating, sleep, rest and relaxation and individual medical requirements.

- **CHCECE032 Provide care for babies and toddlers (C)**

This unit describes the performance outcomes, skills and knowledge required to develop relationships with babies and toddlers and their families and attend to the specific physical and emotional needs of babies and toddlers from birth to 23 months. It requires the ability to follow individualised care routines for sleep, feeding and toileting. care services in Australia.

ASSESSMENT REQUIREMENTS FOR MODULE FIVE

Assessment Task 1 : Written Questions | Students must answer 42 written questions in an open book written assessment. These questions relate specifically to CHCECE031 Support children's health, safety, and wellbeing.

Assessment Task 2 : Written Questions | Students must answer 29 written questions in an open book written assessment. These questions relate specifically to CHCECE032 Nurture babies and toddlers.

Assessment Task 3 : Critical Reflection on Relationships – Reflective Journal | Students are required to complete the Reflective Journal template to investigate and reflect on ways relationships are built with babies, toddlers, and their families in the workplace.

Assessment Task 4 : Supporting and Assisting Children – Assessor Observation Report |

Students will be observed in the workplace supporting and assisting children with duties such as handwashing, toileting, dressing, sleep, and rest while adhering all hygiene, health, and safety procedures. Skill sets which require demonstration relate specifically to those within the CHCECE031 Support children's health, safety and wellbeing unit.

Assessment Task 4 : Nurture Babies and Toddlers – Assessor Observation Report |

- **Part A : Nurture Babies |** Student will be observed in the workplace nurturing babies under 12 months of age while completing duties such as changing nappies, preparing formula to bottle feed, and preparing and settling babies for sleep.
- **Part B : Nurture Toddlers |** Student will be observed in the workplace assisting and supporting toddlers while completing tasks such as toileting, providing meals and preparing and settling toddlers for sleep. Skill sets which require demonstration relate specifically to those within the CHCECE032 Nurture babies and toddlers' unit.

Mandatory Practical Hours | Evidence of 160 hours of work placement/employment.

MODULE SIX | Relationships and Connections

- **CHCECE033 Develop positive and respectful relationships with children (C)**

This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation.

ASSESSMENT REQUIREMENTS FOR MODULE SIX

Assessment Task 1 : Written Questions | Students must answer 17 written questions in an open book written assessment.

Assessment Task 2 : Case Studies | Students must correctly answer the case study questions to demonstrate that they understand the knowledge required of this unit/topic.

Assessment Task 3 : Relationships With Children - Reflective Journal | Students are required to complete the Reflective Journal to demonstrate their ability to document and critically reflect on observations about the ways in which relationships are developed with and between children.

Assessment Task 4 : Supervisor Report | Observation in a regulated early childhood education and care setting. The students' workplace supervisor is to complete a report that confirms their ability to demonstrate specific skills and knowledge required of this unit.

Assessment Task 5 : Assessor Observation Report | Observation in a regulated early childhood education and care setting. The students' assessor will observe them in the workplace as they communicate positively and respectfully with children in a number of situations.

Mandatory Practical Hours | Evidence of 160 hours of work placement/employment.



MODULE SEVEN | Supporting Children's Development

- **CHCECE035 Support the holistic learning and development of children (C)**

This unit describes the performance outcomes, skills, and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.

- **CHCECE036 Provide experiences to support children's play and learning (C)**

This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children's play and learning.

- **CHCECE038 Observe children to inform practice (C)**

This unit describes the performance outcomes, skills and knowledge required to identify and gather information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning

ASSESSMENT REQUIREMENTS FOR MODULE SEVEN

Assessment Task 1 : Written Questions | Students must answer 40 written questions in an open book written assessment.

Assessment Task 2 : Plan and Engage Children's Learning and Development – Project |

For this assessment task, students will be required to design four learning environments and facilitate a group story time. This task is divided into two parts:

- **Part A |** Planning Intentional Environments for Development and Learning
- **Part B |** Planning and Implementing Group Time Experience for Communication Development

Assessment Task 3 : Planning Cycle Portfolio – Project | For this assessment task, students will be required to facilitate a full cycle of planning for four focus children. Two children must be below the age of 23 months and the other two children must be between the ages of two and six years. This task is divided into six parts:

- **Part A |** Gathering Information About Focus Children
- **Part B |** Questioning and Analysing Information
- **Part C |** Planning for Children's Learning
- **Part D |** Assessor observation report implementing two experiences
- **Part E |** Supervisor observation Report implementing six experiences
- **Part F |** Reflection

Assessment Task 4 : Curriculum Planning Reflective Journal – Journal | Students are required to complete the Reflective Journal to demonstrate their ability to document and critically reflect on curriculum practices in their early learning service.

Mandatory Practical Hours | Evidence of 160 hours of work placement/employment.

MODULE EIGHT | Connections with Nature

- **CHCECE037 Support children to connect with the natural environment (C)**

This unit describes the performance outcomes, skills and knowledge required to support and encourage children's connection with the natural environment.

ASSESSMENT REQUIREMENTS FOR MODULE EIGHT

Assessment Task 1 : Written Questions | Students must answer 17 written questions in an open book written assessment.

Assessment Task 2 : Support Children's Knowledge and Understanding of the Natural Environment – Portfolio | Students are to document three examples that show they have supported children's knowledge and understanding of the natural environment in their service.

Assessment Task 3 : Outdoor and Indoor Learning Experiences – Project | Students are required to plan, implement, and report on one learning experience in the outdoor environment and one learning experience in the indoor environment that encourages children to engage positively within the natural environment.

Assessment Task 4 : Supervisor Report - Supervisor Report | The student's workplace supervisor is to complete a report that confirms their ability to demonstrate specific skills and knowledge required of this unit.

Assessment Task 5 : Assessor Observation Report - Assessor Workplace Observation |

The student will be observed in the workplace implementing one outdoor or one indoor learning experience that encourages children to engage positively within the natural environment.

MODULE NINE | Inclusion and Diversity

- **CHCECE030 Support inclusion and diversity (C)**

This unit describes the performance outcomes, skills and knowledge required to reflect on and understand the impact of own values and biases, demonstrate respect for inclusion and diversity, and support children's understanding of inclusive principles and behaviours.

- **CHCECE054 Promote understanding of Aboriginal and Torres Strait Islander Cultures (C)**

This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and use the identified information to embed culturally appropriate experiences, interactions, behaviours, and physical environments into daily practice with children.

- **CHCDIV001 Work with Diverse people (E)**

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

ASSESSMENT REQUIREMENTS FOR MODULE NINE

Assessment Task 1 : Written questions and case studies | There are two parts to this task:

- **Part A : Written Questions |** Students must answer 27 written questions in an open book written assessment.
- **Part B : Case Studies |** Students must address 6 case studies in an open book written assessment.

Assessment Task 2 : Critical Reflection – Project | Students are required to complete a critical reflection to explore the impact of personal values and biases that may present as barriers to inclusive practices. They must discuss their reflection process and outcomes with one workplace supervisor and one other qualified early childhood educator.

Assessment Task 3 : Support Inclusion and Diversity in Daily Practice – Portfolio | Students are required to develop a portfolio of experiences which support diversity and inclusion in an education and care service. They will be required to collect and collate documents or examples demonstrating their experience.

Assessment Task 4 : Embedding Aboriginal and/or Torres Strait Islander Cultures in service and practice – Project | Students are required to research, evaluate, and improve upon the cultural safety measures their service implements in relation to the acknowledgement and support of Aboriginal and Torres Strait Islander Peoples cultures and identity.

Assessment Task 4 : Assessor Observation Report | Observation in a regulated early childhood education and care setting. The students' assessor will observe the student in the workplace as they communicate positively and respectfully with children in a number of situations.

COMPLETION VIA FIRST AID TRAINING PROVIDER | TO BE COMPLETED DURING PERIOD OF ENROLMENT

- **HLTAID012 Provide First Aid in an education and care setting | Not trained and assessed by CPLE**

CPLE will assign a day within your Ascend Intake Schedule for this. Please refer to the relevant intake schedule for assigned date and details.



FEES AND FUNDING ELIGIBILITY

AUSTRALIAN APPRENTICESHIPS | USER CHOICE FUNDING

Australian Apprenticeships include apprenticeships and traineeships and combine time at work with off-the-job training. They can be full-time, part-time, or school-based. Australian Apprenticeships lead to a nationally recognised qualification and provide Australian apprentices with the necessary job experience to pursue the career they want.

Ascend Program is offered under the User-Choice Funding Model.

USER CHOICE STUDENT ADMINISTRATION FEE - \$400

This fee covers all CPLE training and assessment services and includes the cost of the HLTAID004 Provide an emergency first aid response in an education and care setting.

USER CHOICE ELIGIBILITY

To be eligible for an ACT training contract under User Choice funding arrangements, you must:

- Work in the ACT, and
- Be at least 15 years of age, and
- Be an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months,
- Or be an eligible visa holder, and
- Receive remuneration for your work, and
- Complete a minimum of 15 hours combined work and training per week, and
- Undertake an approved Australian Apprenticeships qualification with an approved registered training organisation, as listed on the ACT Qualifications Register, and
- Have the required supervision in the workplace for an Australian Apprentice.

COMPLETION PAYMENT

As a User Choice funded student in this program, you may be eligible to receive a \$300 completion payment from the ACT Government when you successfully complete your training.

To be eligible:

- CPLE must report your qualification completion to Skills Canberra, including all of your completed units of competency.
- You must not have completed 50% or more of your qualification through prior learning or credit transfer.
- You must complete and return a student completion survey.
- You must add or confirm your bank account details through the AVETARS student portal.

PAYMENT PLANS

Payment plans are available where fees can be paid off through instalments by signing a payment plan arrangement during the enrolment process. These are completed through direct debit from a credit card or bank account.

As you will be employed with Communities at Work, CPLE can arrange for a fortnightly payroll deduction to occur. You can nominate the fee to come out of your fortnightly pay over a series of weeks until the amount is paid in full.

Payment plan options are as such:

User Choice Payment Plans	Student Administration Fee
OPTION 1: Upfront Payment	\$400.00
OPTION 2: Over 2 fortnights	\$200.00
OPTION 3: Over 5 fortnights	\$80.00

CPLE will discuss payment plan options with you before you enrol.

FREQUENTLY ASKED QUESTIONS

WHO WILL BE MY TRAINER AND ASSESSOR?

CPLC only employs knowledgeable, skilled, and experienced Trainers and Assessors. As a minimum, they will have:

- Vocational competencies at least to the level being delivered and assessed;
- Current industry skills directly relevant to the training and assessment provided; and
- Current knowledge and skills in vocational training and learning that informs their training and assessment

We require our trainers and assessors to maintain current industry skills. For you, this means your training and assessment is delivered by people who are themselves competent, highly qualified and hold proficient skills as they have worked extensively in the education and care sector. We ensure that our trainers and assessors are regularly exposed to industry workplaces through participation in workplace tasks and engage in regular professional development.

DO YOU HAVE SPECIFIC INTAKES OR START DATES?

Communities at Work runs 2-3 Ascend intakes per year depending on employment needs within the organisation. Ascend intakes are advertised on our website and via social media. If you are interested in this program, please contact CPLC at cple@commsatwork.org to find out when the next intake will be.

HOW DO I ENROL?

To enrol into the Ascend Program, you will need to wait until an intake becomes available. Once it does, you will need to undertake a four-stage process outlined in this qualification handbook. If successful within all four stages of the intake, we will invite you to enrol into the Ascend Program.

LANGUAGE, LITERACY AND NUMERACY ASSESSMENT (LLN)

You must complete a Language, Literacy and Numeracy Assessment (LLN) as part of the Australian Core Skills Framework (ACSF) during the pre-enrolment process. We will assess the outcomes of your LLN assessment before your formal enrolment to ensure you have the adequate skills to complete the learning and assessment requirements of the qualification.

If you have an ACSF score of 2 or lower in any of the LLN areas, you can sit the LLN assessment again. If your results are not at the ACSF level required after the second test, we may recommend that you access LLN support networks before enrolment to develop your skills. We recognise that while effective training and assessment processes will occur during your enrolment with us, tutoring services are outside of the scope of our skillsets and qualifications.

We may refer you to some of these LLN networks:

- Navitas English Canberra: offer free LLN development classes for eligible candidates.
- CIT: offer various courses to develop reading and writing skills.
- The Reading and Writing hotline: a resource that offers support in developing LLN skills in all areas.
- BBC Skillswise: a website where you can engage in activities to practise and develop your LLN skills.





HOW WILL I RECEIVE AND SUBMIT MY LEARNING MATERIALS?

CPLE uses an online system called Canvas to deliver our training and assessment materials. Canvas will allow you to access all your learning and assessment materials. It will also allow you to submit your assessments and access results.

For best performance, use Canvas on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's been built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. Canvas only requires an operating system that runs the latest compatible web browsers. You should keep your computer operating system up to date with the latest recommended security updates and upgrades.

Canvas supports the current and first previous major releases of the following browsers:

- Chrome 94 and 95
- Firefox 92 and 93 (Extended Releases are not supported*)
- Edge 94 and 95
- Respondus Lockdown Browser (supporting the latest system requirements)
- Safari 14 and 15 (Macintosh only)

You can verify that the browser you are currently using is up to date by using the browser checker tool. Ask the CPLE team to provide you with instructions on how to do this.

WHAT SUPPORT IS PROVIDED IF I NEED HELP?

We will assign an experienced CPLE trainer and assessor to guide you through your intake and Ascend learning journey. You will also be supported by your service manager and the Communities at Works' People, Culture and Wellness Team. As a team, all three parties will support your learning in the qualification and employment within service. They will be available to answer questions you have on assessment or work and can support you through this program.

I AM STUDYING WITH ANOTHER RTO/TAFE BUT WANT TO CHANGE TO CPLE. CAN I DO THIS?

Yes. If you provide CPLE with a certified transcript of what you have completed with the other RTO/TAFE, we will assess your progress and provide you with information on costs and processes if you enrol with us. If you have units that directly relate to those within this qualification, we can offer you credit transfer for these units. You can then complete the remaining units in this qualification with CPLE.

Depending on the number of units you have previously completed, the Ascend Program may not necessarily be the right pathway for you, as this program is best suited for individuals with no formal or previous experience in the education and care sector. In this case, we will discuss other enrolment pathways with you to provide you with options for enrolment with CPLE.

WHAT DO CPLE EXPECT FROM ME?

To ensure you gain the maximum benefit from us, you should read through the qualification information and understand the rights and responsibilities of CPLE enrolment. CPLE provides an adult learning environment and expects you to initiate and engage in your own learning journey.

This includes:

- Attending all required classes.
- Keeping in regular contact with your assigned trainer and assessor by asking questions and responding to emails.
- Meeting due dates and submitting assessments that are well researched and professionally presented.
- Engaging in safe and respectful practices and communications with all involved in your studies.
- Listening and positively responding to feedback given for professional development and learning.
- Engaging in research, being curious and operating with a growth mindset.
- Being a self-motivated learner.

Before enrolling with CPLE, we will ask you to read and sign a Terms and Conditions of Enrolment agreement. We reserve the right to terminate your enrolment in this qualification if you fail to follow these terms and conditions, reasonable directions, and the policies and procedures in accordance with the legal obligations of your enrolment.

ARE MY FEES REFUNDABLE?

Student Administration fees are non-refundable and will be charged in all cases, even if you don't complete a qualification. Please refer to our Student Handbook for further information on our Fees and Refunds policy.

WHAT SHOULD YOU EXPECT FROM CPLE?

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), CPLE must ensure that the quality and support we provide you through our administration and training services meets the Standards for RTOs 2015, which form part of the VET Quality Framework. We do this by using internal policies, procedures, and systems to guide our operations in the delivery of your training and assessment.

As part of our registration, CPLE is expected to participate in audit processes with our State Training Authority, Skills Canberra (STA) and ASQA upon request. In addition, we must ensure that any third parties who have any involvement in your training and assessment agree to a third-party arrangement with CPLE and will comply with training requirements accordingly. If at any time you feel that we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy.

WHAT IS RPL?

Recognised Prior Learning (RPL) is a process where you can use your existing knowledge, skills and experiences gained through life experiences and/or other employment to demonstrate your competency in particular unit/s. When you apply for RPL, you are essentially saying, 'I already know all about this unit, so I don't need training'. RPL is an assessment process only, and no training is provided.

If you decide to pursue RPL, the Ascend Program may not be the recommended pathway for you, as this program is best suited for individuals with no formal or previous experience in the educational and care sector. In this case, we will discuss other enrolment pathways with you to provide you with options for enrolment with CPLE.

Please refer to our Student Handbook for further information on the RPL process.

WHAT IS NATIONALLY RECOGNISED TRAINING?

A nationally recognised qualification is part of the Australian Qualifications Framework (AQF). The AQF includes specific standards for qualifications at different levels. By studying a nationally recognised qualification like this one, the early education industry across Australia will recognise your qualification. For further information, you can visit www.training.gov.au.

WHAT IS VOCATIONAL EDUCATION AND TRAINING?

Vocational education and training (VET) enables students to gain the specific skills and knowledge through a nationally recognised qualification for a specific workforce. VET is an opportunity for you to join a specific workforce, change careers, re-join the workforce, or gain additional skills for your existing career.

WHO ARE SKILLS CANBERRA?

Skills Canberra is responsible and accountable for providing strategic advice and overall management of vocational education and training (VET) in the ACT. Skills Canberra also manages Commonwealth and ACT funding directed to VET programs in the ACT.



WHAT IS AVETARS?

Australian apprentices, Skilled Capital and JobTrainer students, employers, RTOs, ANPs schools all have access to the ACT Vocational Education and Training Administration Records System (AVETARS). In this system you can nominate a qualification for delivery, claim a completion payment, initiate and approve training contract variations, and more. Once you enrol, you will get a user guide for AVETARS and be informed of the role this portal will play in your enrolment with CPLE.

WHAT IS AN AUSTRALIAN NETWORK PROVIDER (ANP)?

Apprenticeship Network Providers are contracted by the Australian Government to offer a free service to apprentices, trainees and employers to assist them with the sign-up, administration and management of apprenticeships and traineeships. As of 1 February 2020, there is only one ANP servicing the ACT: Sarina Russo Apprenticeships. If you're enrolling into this qualification under User Choice Funding, CPLE will speak with you about the sign-up process with the ANP.

WHERE CAN I ACCESS CPLE POLICIES AND PROCEDURES?

You can access policies and procedures relating to training and assessment delivered by CPLE from the Communities at Work website as well as within our Student Handbook.

DO YOU HAVE A QUESTION YOU CAN'T FIND AN ANSWER TO?

For general enquiries, feel free to contact CPLE with a question.

P: (02) 6293 6220

E: cple@commsatwork.org



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