



Centre of Professional  
Learning and Education

# QUALIFICATION INFORMATION

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

VERSION 02 | AUG 2024



real skills for  
real careers



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## ABOUT US

Communities at Work's Centre of Professional Learning and Education (CPLE) RTO 88148, is registered with the Australian Skills Quality Authority (ASQA) to deliver nationally recognised qualifications within the areas of Early Childhood Education & Care and Business.

We are a five-time proud **winner of the Large Employer of the Year Award at the ACT Training Awards 2019, 2020, 2021, 2022 and 2023** and pride ourselves in delivering exceptional training programs and services that have been developed to meet industry and sector requirements.

Our passionate team holds relevant industry experience, qualifications and are committed to supporting students throughout their enrolment to successfully achieve their qualification.

Our quality based approach to delivering VET qualifications consist of a range of teaching and learning strategies such as the provision of face-to-face classes, online learning, virtual support and hands-on experience in the work environment.

In addition to delivering VET qualification, we offer an array of professional development sessions and customised training across the ACT and surrounding regions.

The professional learning and training programs delivered by CPLE are designed to build and enhance the skills and knowledge of our students to promote best practice in the workplace.

We look forward to the possibility of supporting you in achieving your learning goals and furthering your career opportunities.



## QUALIFICATION OUTLINE

Turn your passion for working with children into a career with a CHC30121 Certificate III in Early Childhood Education and Care. This qualification covers the fundamentals of childhood development and educating young for children. You will gain the skills and expertise to provide quality education for children in a range of environments.

Completion of 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. Our graduates find employment in a variety of positions such as an:

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

Graduates who successfully complete the CHC30121 Certificate III in Early Childhood Education and Care can enrol into and complete the CHC50121 Diploma of Early Childhood Education and Care and then move into a Bachelor of Education (Early Childhood) level qualification within the Australian University system. Learners who wish to exit prior to completion of the full qualification will be issued with a Statement of Attainment in the event all assessment requirements for individual units of competency, have been achieved.

## 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
- HLTAID012\*** Provide First Aid in an education and care setting
- HLTWHS001** Participate in workplace health and safety

### 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**

CPLE outsource the training and assessment of this unit to external first aid training providers and so it will be your responsibility to complete this qualification externally to your enrolment with us at an additional cost.

You can choose to elect the first aid training provider you use to complete *HLTAID012: Provide First Aid in an education and care setting* for the purpose of qualification completion however, CPLE do have an arrangement with Canberra First Aid (CFA) and can support your enrolment into this unit if you require. Upon completion of *HLTAID012: Provide First Aid in an education and care setting* with a first aid provider, CPLE will issue you with credit transfer results based on your provision of evidence – your completed first aid qualification.

Evidence of your completion within this unit of competency will kept on file by CPLE. You will be required to maintain currency in this unit until completion of the CHC30121 qualification.

# ENTRY REQUIREMENTS

There are no pre-requisite entry requirements for this qualification however before enrolment can occur, CPLE do expect you to have the following attributes and resources:

## COMPUTER & DIGITAL REQUIREMENTS

You must have personal access to:

- A digital device such as a computer or laptop with webcam capabilities for the sake of participating in virtual meeting with your assigned trainer and assessor.
- Internet connection.
- Speakers or headphones to watch and listen to webinars and videos provided as part of the learning materials in Canvas.
- Software applications such as Word.
- An active email account for the sake of communication and scheduling.

**NOTE:** These requirements are essential for the sake of engaging in this qualification. CPLE will not provide these for you during your enrolment with us.

## WORK EXPERIENCE / PLACEMENT

Work experience is a critical part of skill development and mandated within this qualification. Every module you complete within this qualification contains assessment that must be conducted within a regulated early learning service for the sake of demonstrating the skills and knowledge required to obtain the qualification. This qualification cannot be completed without it.

For this reason, it is an essential requirement that you complete consistent work experience or gain employment in an early learning service upon enrolment into this qualification, for the sake of being capable of meeting assessment expectations.

It will be your responsibility to source this opportunity within a regulated early education and care setting in the ACT however, CPLE staff can assist in sourcing possibilities for placement within our Communities at Work network, if required.

The regulated service you choose to engage in must allow workplace visits from your CPLE trainer and assessor for the sake of workplace observation. Please liaise with your service management to ensure they are willing to support you in this requirement.

Work placement services will also be required to complete observation reports during your completion of each module, based on your performance. These reports must be completed by a Diploma qualified educator who is in direct supervision of your practices. You will be responsible for sourcing a suitably qualified educator willing and able to complete this task.

When engaged in assessment, practical requirements of this qualification will involve the following:

- Taking photos and documenting children's play, learning environments and experiences,
- Designing and implementing learning experiences for children,



- Accessing and being mentored through service policies and procedures,
- Participating in emergency drill procedures and WHS processes,
- Observing and implementing service processes surrounding medication administration, allergies, illnesses, and accidents,
- Talking to parents, children and educators to enact care practices and quality interactions,
- Attending staff meetings and discussing service processes.

You will need to source a service willing to support you in such actions.

## FOUNDATION, LANGUAGE, LITERACY AND NUMERACY SKILLS & ASSESSMENT

For the sake of successful completion, you must hold the following language, literacy and numeracy skills sets which will 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 to 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

### **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

### **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 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 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 action appropriately



### **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

### **TEAMWORK SKILLS TO:**

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

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

Through this process, it must be determined that you hold an ACSF\* Level 3 in Learning, Reading, Writing, Oral Communication, and Numeracy in order to hold the foundation skills applicable and be offered enrolment into this qualification.

If you do not hold the skills required to the level needed, referrals for support will be offered to you for the sake of engagement. Depending on the skill levels determined, it may be necessary for you to engage with these supports prior to enrolment or alternatively engage with them alongside the delivery of this qualification. Options will be discussed with you after the results of your LLN assessment have been finalised by CPLE staff.

\*The Australian Core Skills Framework (ACSF) is a tool which 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.







## **UNIQUE STUDENT IDENTIFIER (USI)**

Students undertaking nationally recognised training are required to have a Unique Student Identifier (USI) on enrolment and supply this to CPLE for the sake of compliance. The USI is a reference number made up of ten numbers and letters. You will need a USI in order to enrol and receive your qualification or statement of attainment. For further information please visit the USI website <http://usi.gov.au>



## **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 your time of enrolment. You can apply for this via the Access Canberra website noting that there may be a cost involved which is not covered within your enrolment fee with CPLE. Evidence of holding this requirement must be produced to CPLE upon enrolment into this qualification with the expectation that you maintain currency in this requirement during the duration of your enrolment.

# MODES OF DELIVERY: QUALIFICATION COMPONENT

This qualification is delivered through blended delivery mode. Learning and assessment materials will be on offer to you in our online Learning Management System (Canvas), alongside the provision of face-to-face support sessions to those who wish to attend.

CPLE facilitate face-to-face study support sessions both during the day and evenings. Contact CPLE for the most up-to-date schedule for these sessions. Students can book into these sessions on an adhoc basis, or in advance depending on their preferences and needs.

Schedules for these support sessions will be provided to you upon enrolment with locations varying between Weston and Denman Prospect.

These face-to-face learning opportunities will allow you to have physical access to an experienced CPLE trainer and assessor for assessment support and guidance. Sessions will 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 device to these sessions however CPLE have access to a supply of Surface Pros for your use if required.

Over the duration of your enrolment, you will be allocated a supportive trainer and assessor who will guide you through the modules you need to complete and answer any questions you have. Phone, email, virtual meetings through MS Teams and opportunities for face-to-face discussions all form part of the support you will be offered.

Learning will involve engagement with interactive learning materials, the provision of readings, pre-recorded webinars, and videos which support additional learning. Each of the modules in Canvas contain the learning and assessment materials needed to engage in the content and complete the assessment requirements. You will engage with 8 online modules on the completion of this qualification.

Practical assessments will be completed in your assigned early learning service under normal working conditions. Mandatory work placement hours must be completed to achieve this qualification.





## LEARNING DURATION | 15 MONTHS

You will be encouraged to complete assigned modules within a 4-11 week time period depending on the assessment requirements specified within the module and the hours required to demonstrate competency. If you follow timeframes set by CPLE, learning duration equates to 65 weeks or 15 months for completion. This timeframe does not consider the CPLE end of year shut down period or leave you take during enrolment.

You may, however, be able to complete the requirements in a shorter time frame depending on your learning style, experience, LLN levels and previous study prior to enrolling in the qualification

however mandatory 160-hour requirements must still be fulfilled where specified and cannot be reduced. Enrolment should not exceed a 24-month period unless extenuating circumstances are involved.

As this qualification is delivered within a rolling intake framework, meaning that students can commence and exit this qualification at will, there is no set cohort. Upon enrolment into the qualification, you will have a personalised schedule designed for you which will set completion due dates for the modules you need to complete based on your enrolment application paperwork and previous completed study where applicable.

## RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

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

If you believe you already have the skills and knowledge required to demonstrate competency, you can request a copy of our Recognition of Prior Learning (RPL) application form. RPL is based on a portfolio and interview approach, where you will accept the main responsibility for identifying, gathering, and submitting evidence about your achievements in the competencies.

The RPL process may also involve a practical demonstration for the purpose of assessment as well as confirmation of knowledge via competency conversations and the completion of workplace observation reports.

If you have previously completed equivalent units of competency within this qualification through training with CPLE or other RTOs, you are encouraged to submit certified copies of statement of attainments that attest to this fact. Upon verification by CPLE, credit transfers may be given to applicable units with an individualised study plan developed for you with consideration to the recognition given.

# ASSESSMENT

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

- Written questions
- Case studies
- Projects
- Workplace portfolios
- Recorded role plays
- Observation reports to be completed 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 overall competency to be achieved. No formal recognition can be awarded for partial completion of the module (i.e., just completing one assessment tasks but not the others).

## ASSESSMENT TYPES

**Assessment Task One:** Assessment task one in each module within this qualification contains questions and case studies that will allow you to apply your understanding of the requirements learned and taught in the engagement with the learning materials contained in each unit. These questions and case studies are designed to validate your knowledge alongside the Elements, Performance Criteria, Performance Knowledge and Evidence within the module. They are open book assessment, and you are required to complete all questions and case studies to pass the assessment. You must answer and complete the questions in your own words. If you refer to other sources of information directly or indirectly, sources must be referenced.

**Assessment Tasks Two and onwards:** The completion of these assessment items requires completion of skills-based requirements of the unit of competency. They will allow you to implement the learning you have engaged in 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 you work with and families you support.

Assessment Tasks Two and onwards will also include the following types of assessment:

- **Supervisor Reports:** Competency-based assessment is the process of collecting evidence and making judgments on whether competency has been achieved. 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 is in an advantageous position of being able to provide your CPLE assessor with assessment evidence regarding 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 are to be completed by a suitable qualified workplace supervisor who fulfils the following requirements:

- Hold 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 as outlined in this report AND
- Is a direct supervisor of you, the student.

To fulfil this requirement, your 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

**REFERENCE:** <https://www.acecqa.gov.au/qualifications/nqf-approved>

For all supervisor reports, CPLE have requested that workplace supervisors provide you with a copy of their ACECQA approved qualification for the sake of validation and evidence. It is important for you to discuss this requirement with your workplace supervisor prior to engagement in your assessments.

- **Assessor Observation Reports:** The most effective place to determine competency in the skill sets required within this qualification is in the workplace as it facilitates demonstration of real-world skill sets within a variety of contexts and contingencies. For modules which hold direct observation requirements by an assessor, an assessor observation report tool will form part of the assessment that you will need to complete. For the completion of this assessment task, your CPLE trainer and assessor will liaise with your workplace to make a time 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, over the duration of 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
- Validate your competency with workplace supervisors
- Work with your manager in completing compliance requirements such as training plans

Workplace visits will occur more frequently in the event you require additional support or assessors need to visit your workplace multiple times to collect the required observation evidence.

## REASSESSMENT & 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, which may involve additional training and time to consolidate your skills and knowledge or review your suitability for enrolment into the program.

If you are required to resubmit an assessment, you may be required 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 being provided with 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 being provided with appropriate feedback.

If you are required to resubmit an assessment task, you will be given a due date for the resubmission. For example, you may:

- Be given 10 days in which to resubmit incorrect responses to written tasks, projects and so on.
- 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 provided 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. You will not be issued a new module until the module you are enrolled within, has been completed in full.

## MODULE ONE | Working in Early Childhood - 6 weeks for completion

- **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 task will require students to collate documentation around five work areas.

- **Part A : Job Description Reflection** | In this part, students will be required to reflect on their performance and requirements against the descriptors of their job/position description.
- **Part B : Portfolio of Work Activities as per Legal and Ethical Obligations** | Developing a plan to incorporate inclusive practices in the workplace.

**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 student's 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 evidence.



## MODULE TWO | Frameworks For Reflection - 6 weeks for completion

- **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** | 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 - 4 weeks for completion

- **HLTWHS001 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 - 4 weeks for completion

- **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, they 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 student's 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 - 11 weeks for completion with a minimum of 160 hours of mandated work placement with children aged 0-2 years

- **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.

### 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 to be 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 to 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 5 : 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 - 11 weeks for completion with a minimum of 160 hours of mandated work placement with children aged 0-6 years

- **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 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** | Observation in a regulated early childhood education and care setting. The student's 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 - 11 weeks for completion with a minimum of 160 hours of mandated work placement with children aged 0-6 years

- **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 - 6 weeks for completion

- **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** | 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 - 6 weeks for completion

- **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 EIGHT

**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 5 : 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



# FEES AND FUNDING ELIGIBILITY

## FEE FOR SERVICE QUALIFICATION COST | \$3,620

Fee for Service (FFS) is a payment model that is not linked to any Government funding and so there for is non-subsidised training. If you are not eligible for User Choice or Skilled Capital, full fees will be charged.

On enrolment, you will be issued with a student administration fee. Further fees charged will continue throughout your enrolment and will vary depending on previous qualifications and/

or units of competency you have completed. The fees charged are based on a unit of competency rate for each module. Fees will be charged to you upon commencement of a module with full payment expected prior to results being processed by CPLE.

Students eligible to receive a credit transfer outcome are not charged for the eligible units of competency.

Please refer to our Student Handbook for further information around our Fee Policy.

QUALIFICATION	Student Administration Fee	Cost of Qualification
CHC30121 Certificate III in Early Childhood Education and Care	\$100.00	\$3,620.00



<b>MODULE AND UNITS</b>	<b>Module Fee</b>	<b>Unit of competency fee</b>
<b>WORKING IN EARLY CHILDHOOD</b> <ul style="list-style-type: none"> <li>• <b>CHCECE055</b> Meet legal and ethical obligations in children’s education and care</li> <li>• <b>CHCECE056</b> Work effectively in children’s education and care</li> </ul>	<b>\$440.00</b>	<b>\$220.00 per unit</b>
<b>FRAMEWORKS FOR REFLECTION</b> <ul style="list-style-type: none"> <li>• <b>CHCPRP003</b> Reflect on and improve own professional practice</li> <li>• <b>CHCECE034</b> Use an approved learning framework to guide practice</li> </ul>	<b>\$440.00</b>	
<b>HEALTH AND SAFETY</b> <ul style="list-style-type: none"> <li>• <b>HLTWHS001</b> Participate in workplace health and safety</li> </ul>	<b>\$220.00</b>	
<b>CARE AND PROTECTION</b> <ul style="list-style-type: none"> <li>• <b>CHCPR001</b> Identify and respond to children and young people at risk</li> </ul>	<b>\$220.00</b>	
<b>CARE AND NURTURING</b> <ul style="list-style-type: none"> <li>• <b>CHCECE031</b> Support children’s health, safety and wellbeing</li> <li>• <b>CHCECE032</b> Provide care for babies and toddlers</li> </ul>	<b>\$440.00</b>	
<b>RELATIONSHIPS AND CONNECTIONS</b> <ul style="list-style-type: none"> <li>• <b>CHCECE033</b> Develop positive and respectful relationships with children</li> </ul>	<b>\$220.00</b>	
<b>SUPPORTING CHILDREN’S DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• <b>CHCECE035</b> Support the holistic learning and development of children</li> <li>• <b>CHCECE036</b> Provide experiences to support children’s play and learning</li> <li>• <b>CHCECE038</b> Observe children to inform practice</li> </ul>	<b>\$660.00</b>	
<b>CONNECTIONS WITH NATURE</b> <ul style="list-style-type: none"> <li>• <b>CHCECE037</b> Support children to connect with the natural environment</li> </ul>	<b>\$220.00</b>	
<b>INCLUSION AND DIVERSITY</b> <ul style="list-style-type: none"> <li>• <b>CHCECE030</b> Support inclusion and diversity</li> <li>• <b>CHCECE054</b> Promote understanding of Aboriginal and Torres Strait Islander Cultures</li> <li>• <b>CHCDIV001</b> Work with diverse people</li> </ul>	<b>\$660.00</b>	
<b>HLTAID012 PROVIDE FIRST AID IN AN EDUCATION AND CARE SETTING</b>	Charges are dependent on fees set by the first aid training provider you choose to use for completion.	

**TOTAL COST: \$3,620.00**

## ADDITIONAL FEES

### Recognition of Prior Learning | \$250

**per unit:** If you choose to apply for RPL, you will be provided with an RPL tool kit that you will be required to use. The kit will assist you in collecting all of the evidence you will need to provide us in order for your RPL application to be assessed. This will determine if you meet the eligibility to receive RPL for your chosen qualification. A trainer and assessor will also be available to assist you in the process.

**HLTAID012 Provide First Aid in an education and care setting:** Fees do NOT cover the cost of *HLTAID012 Provide First Aid* in an education and care setting. Charges are dependent on fees set by the first aid training provider you choose to use for completion.

## AUSTRALIAN APPRENTICESHIPS | USER CHOICE FUNDING

Australian Apprenticeships include apprenticeships and traineeships and combine time at work with off-the-job training and 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.

### USER CHOICE STUDENT ADMINISTRATION FEE | \$350

This fee covers all CPLE training and assessment services.

This fee does NOT cover the cost of *HLTAID012 Provide First Aid* in an education and care setting. Charges are dependent on fees set by the first aid training provider you choose to use for completion.

## 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
- 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.

In addition to the above, to be eligible for an ACT training contract, an Australian School-based Apprentice must:

- Be enrolled in a school under legislation that covers education in the relevant state/territory
- Combine part time work with an employer and structured industry-approved training whilst attending school
- Continue employment and on/off-the-job training throughout the year including school holidays.

Traineeship incentives may be applicable, subject to availability and eligibility. Access the Skills Canberra website for further information: <https://www.skills.act.gov.au/apprenticeships>

## SKILLED CAPITAL FUNDING\*

Skilled Capital is an ACT Government funded training initiative offering a comprehensive range of services and subsidies to provide Canberrans the support they need to complete the training that is right for them. Skilled Capital offers an opportunity for the Canberra community to access quality training and fill critical skills needs areas.

*\*Skilled Capital is an ACT Government funded training initiative.\**

### SKILLED CAPITAL STUDENT ADMINISTRATION FEE | \$180

This amount covers all CPLE training and assessment services.

This fee does NOT cover the cost of *HLTAID012 Provide First Aid* in an education and care setting. Charges are dependent on fees set by the first aid training provider you choose to use for completion.

### SKILLED CAPITAL ELIGIBILITY

To be eligible for Skilled Capital, you must, at the time of enrolment, be:

- An Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- An eligible visa holder, and
- Living or working in the ACT, and
- At least 17 years of age, and
- Not enrolled in or attending secondary school or college except where the student:
  - Is undertaking a course of study leading to completion of year 12 in an alternative program, or
  - Has an Exemption Certificate and the selected Skilled Capital qualification is an approved Australian School-based Apprenticeship pathway and,
  - Be willing to complete an exit survey on completion of, or withdrawal, from training. Skills Canberra will email an exit survey to all Skilled Capital students when their enrolment status is changed to 'completed' or 'cancelled'.

**NOTE:** Skilled Capital subsidised funding is released at certain times of the year and is not available all year around. Please speak with the CPLE team regarding availability of this type of funding for the sake of access and enrolment.





## FEE CONCESSIONS AND WAIVERS

You may be eligible for a fee concession.

Concessions only apply to student enrolled under User Choice and Skilled Capital funding. Fee for Service and JobTrainer students are not eligible for fee waivers or concession.

Fee concessions may be available if at the start of training you:

- Hold a current Health Care Card or Pension Card, or
- Can prove genuine hardship.

If you are eligible for a concession, you may not have to pay part or all of your student administration fee.

To assess your Fee Waiver eligibility, you will be required to provide CPLE with a copy with one of the above concession cards during the pre-enrolment process. We apply on your behalf to Skills Canberra who will advise of the concession amount to be applied (if applicable).

## 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.

User Choice Payment Plans	Student Administration Fee
<b>OPTION 1:</b> Upfront Payment	<b>\$350.00</b>
<b>OPTION 2:</b> Over 2 fortnights	<b>\$175.00</b>
<b>OPTION 3:</b> Over 5 fortnights	<b>\$70.00</b>

Skilled Capital Payment Plans	Student Administration Fee
<b>OPTION 1:</b> Upfront Payment	<b>\$180.00</b>
<b>OPTION 2:</b> Over 2 fortnights	<b>\$90.00</b>



# FREQUENTLY ASKED QUESTIONS

## WHO WILL BE MY TRAINER AND ASSESSOR?

CPLE employs knowledgeable, skilled and experienced trainers & 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.

CPLE requires our trainer 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 carer sector. CPLE ensures that our trainer 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?

This qualification is facilitated via a rolling intake which means that you can enrol into this qualification at any time. Upon enrolment, you will have a schedule designed for you which is set to the completion timeframe requirements of the units/modules you need to complete based on your enrolment application paperwork and previous completed study where applicable.

## HOW DO I ENROL?

Prior to formal enrolment, you will be required to attend an information session or pre-enrolment conversation that covers qualification, assessment and funding information to make an informed decision regarding enrolment. A series of eligibility checks will also be completed to ensure that you meet the entry requirements of the qualification.

Enrolment checks consist of:

- Completion of all enrolment documents.
- Submission and verification of ID documents.
- Confirmation of employment and work placement options.
- Submission of relevant transcripts for credit transfer and/or recognition of prior learning.
- Completion of a Language, Literacy and Numeracy (LLN) Assessment.

Once all required steps are completed, enrolment is organised depending on the funding type you choose to access. Processes may involve:

- Arranging a sign up with the Australian Network Provider for registration of your User Choice contact.
- Applying for Government funding and securing a place.
- Developing an individualised study schedule which maps out your training and assessment pathway and timeline.
- Liaising with your employer for the sake of negotiating your training plan.
- Conducting an Employer Resources Assessment to ensure that your workplace has sufficient resources and supervision arrangements to support you in this qualification.
- Setting up your access in our Online Learning System (Canvas) and entering your personal details into our Student Management System.



## HOW LONG DOES THE ENROLMENT PROCESS TAKE?

The enrolment process can vary depending on the funding arrangement in which you enrol. General time frames vary between 2 to 8 weeks for approval of funded training contracts. Eligible students will be contacted by CPLE when enrolment is confirmed.

## LANGUAGE, LITERACY AND NUMERACY ASSESSMENT (LLN)

Completion of a Language, Literacy and Numeracy Assessment (LLN) is a mandatory, initial skills assessment that you are required to complete in line with the Australian Core Skills Framework (ACSF), during the pre-enrolment process. CPLE will assess the outcomes of your LLN assessment prior to formal enrolment, to ensure you have the adequate skills to complete the learning and assessment requirements of the qualification.

In the event you present with an ACSF score of 2 or lower in any of the LLN areas, you will be permitted to sit the LLN assessment again. If upon sitting the assessment for a second time, results are not at the ACSF level required, it may be decided that it is better for you to access LLN support networks prior to enrolment for your skill development. CPLE recognise that whilst effective training and assessment processes will occur during your enrolment with us, tutoring services are outside of the scope of our skillsets and qualifications.

LLN networks we will refer you to include:

- **Navitas English Canberra:** Offer free LLN development classes for eligible candidates.
- **CIT:** Offer various courses which will develop reading and writing skills.
- **The Reading and Writing hotline:** Is a resource that offers support in developing LLN skills in all areas.
- **BBC Skillswise:** Is a website whereby you can engage in activities for the sake of practicing and developing your LLN skills.

## HOW WILL I RECEIVE AND SUBMIT MY LEARNING MATERIALS?

CPLE use an online system called Canvas to deliver our training and assessment materials to you. Canvas will allow you to access all of your learning and assessment materials. It will also allow you to submit your assessments and access results. You will be provided with a link that will take you to the Canvas Student Guides for information on how Canvas works.

For best performance, Canvas should be used on the current or last previous major release of Chrome, Firefox, Edge, or Safari. Because it's 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 can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Canvas supports the current and last 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 for instructions on how to do this.

## WHAT SUPPORT IS PROVIDED IF I NEED HELP?

You will be allocated a CPLE trainer and assessor who will be able to assist you at any stage of your qualification. Your trainer and assessor will provide you with their contact details (phone and email) if you need any help and will visit you regularly in your approved workplace. They will also be the individual responsible for marking your assessments as you progress through the qualification.

If you are attending classes or support sessions, your questions will be answered immediately. Alternatively, you are able to request a virtual Teams meeting with your assigned trainer and assessor to discuss any questions you have.

## I NEED TO GIVE PROOF OF ENROLMENT TO MY WORKPLACE. HOW DO I PROVIDE THIS?

When you enrol, CPLE will confirm your enrolment by providing you with a letter. You do not have to request this; it will be emailed to you when your enrolment is confirmed. Alternatively, a training plan signed by a CPLE trainer and assessor upon enrolment is also sufficient. If it is not, please email CPLE administration: [cple@commsatwork.org](mailto:cple@commsatwork.org) or call 02 6293 6220 to discuss.



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

Yes, this is a possibility. 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 regarding costs and processes involved if you are to enrol with us. If you have units which directly relate to those within this qualification, we will be able to offer you credit transfer for these units. You can then complete the remaining units in this qualification with CPLE.

## WHEN SHOULD I START TO LOOK FOR EMPLOYMENT?

It is recommended that you start to look for a placement or employment within a regulated education and care service as soon as your enrolment is confirmed. This way, you are able to complete workplace tasks that are required within an assessment, including any relevant workplace practical hours.

## HOW DO I FIND AND APPLY FOR WORK PLACEMENT/EMPLOYMENT?

Follow the steps below to find a work placement that will enhance your skills and get you some valuable on-the-job practical experience throughout your enrolment.

**1 | Search:** Think about services where you would like to work. Try looking through available positions through job websites such as

- **Seek:** <https://www.seek.com.au/>
- **Indeed:** <https://au.indeed.com/>
- **Career One:** <https://www.careerone.com.au/>

You can also look on the Communities at Work Careers page for openings available internally: <https://www.commsatwork.org/careers/>

**2 | Apply:** Create a shortlist and start contacting potential workplaces. Provide them with confirmation of your qualification enrolment and an up-to-date resume and cover letter.

**3 | Meet:** Arrange a time to meet with the workplace and discuss placement options.

**4 | Secure:** Confirm all work details and inform your assigned CPLE trainer and assessor of all relevant details such as your start date and where your placement will be.

**5 | Commence:** Start your work placement and demonstrate your dedication to the sector!

## HOW DO I KNOW IF I AM WORKING IN A REGULATED EARLY LEARNING SERVICE?

The Australian Children's Education and Care Quality Authority (ACECQA) has a National Register on its website which lists all services approved and regulated within Australia. By choosing a service on the register, you are choosing a service which complies with the requirements of this qualification.

You can search for a service by using the register found here: <https://www.acecqa.gov.au/resources/national-registers>

For the completion of this qualification, it is recommended that you source a workplace which educates groups of children aged 0-6 years. The best recommended service for this is a Long Day Care (LDC) Centre. Primarily aimed at 0-6-year-olds, long day care is usually based in a centre and the education and care programs are created around the developmental needs, interests and experience of each child. Because long day care centres typically operate for 8-11 hours a day on normal working days for a minimum of 48 weeks per year, children get to know their educators and form attachments to familiar people, spaces, and friendships with other children.

There are other settings that you can choose to complete placement/employment in, however they will require additional placements outside of the service to accommodate assessment requirements. Example settings are:

- **Family Day Care:** Family day care can be for children from birth through to school age. The care is provided in the educator's own home and many providers are parents whose children are older and go to school. Family day care providers are administered as a group through a family day care service – often this is a local council or a community organisation. Family Day Care settings provide a home-like environment for children which is a solid advantage. However, due to the limited numbers of children who can attend based on child to staff ratios (1 educator to 4 children), you may face issues with not having sufficient numbers of children to complete your assessments on.

For example, to complete assessments for the Care and Nurturing module you will need at least 2 children 0-12 months of age and another 2 children 12-24 months of age. Likewise for assessments related to Supporting Children's Development, you will need 4 children aged 0-6 years of age; 2 under the age of 2 years and 2 children aged 2-6 years. A Family Day Care setting may not be able to provide you with sufficient numbers of children within these age groups to observe.

- **Outside Of School Hours Care (OSHC):** OSHC includes before and after school care and vacation care services. OSHC services provide education and care for primary school-age children (generally aged 5-12 years) outside school hours and during school vacations. Services are often open on pupil-free days as well. If working in an OSHC settings which caters to children 5-6 years

of age, you will be able to use children from the service for the sake of assessment. This said, there are assessment tasks within this qualification which require engagement with children under the age of 5 years.

For this purpose, you will be required to complete a minimum 160-hour work placement in a long day care service with children 0-5 years of age to complete assessment requirements related to the following modules/units:

#### **MODULE: Care and Nurturing | CHCECE032 Provide care for 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 5: 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 |** Students 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.

#### **MODULE: Supporting Children's Development | CHCECE035 - Support the holistic learning and development of children, CHCECE036 - Provide experiences to support children's play and learning and CHCECE038 - Observe children to inform practice**

- **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.

## UNREGULATED SERVICES

The following education and care settings are unable to be used for work placement for qualification completion:

- **Occasional Care Services:** Occasional care is a similar environment to long day care – safe, friendly, and staffed with qualified educators – except the centre is set up for much shorter sessions and is likely to have less formal booking processes. Occasional care is designed to allow parents to get some rest or exercise or attend an appointment or job interview. Some centres are set up for occasional care only and do not have a meal service or space for naps as their sessions might typically run for one or two hours. Occasional Care services are not regulated with ACECQA therefore cannot be used for the completion of assessments in this qualification.
- **In-home care:** Some children are cared for in their own home, by nannies or babysitters. These forms of care are not regulated by ACECQA therefore are unable to be used for the sake of assessment.
- **Playgroups:** Playgroups are informal sessions where parents, carers and educators get together with their children for a couple of hours each week to connect, learn through play and most importantly, have fun. Whilst playgroups have an important role in supporting social networking and connection, they are not regulated by ACECQA and so are unable to be used for the sake of assessment.

## ARE MY FEES REFUNDABLE?

Student Administration fees are non-refundable and will be charged in all cases, even if there is no completion of a qualification. Any request for refunds of charges outside of the student administration fees must be made in writing via email to [cple@commsatwork.org](mailto:cple@commsatwork.org). You will be required to complete a Refund Request Form and should state your reasons for requesting the refund and attach any relevant documentary evidence such as a medical certificate. You will be advised of the outcome of your request for a refund in writing within 10 days and all refunds will be processed within 28 days of the date advising you of the outcome of your request.

Please refer to our Student Handbook for further information on our Fee 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. Please note, RPL is not necessarily a quick process. You will be required to collate and coordinate evidence to show that you have sufficient, valid, and current knowledge and skills equivalent to the qualification you are enrolled in. Your skills will be assessed against industry standards. This is done by a CPLE trainer and assessor.

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

## WHAT DO CPLE EXPECT FROM ME?

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

This includes:

- Sourcing a suitable workplace and engaging in complaint practices in line with legal and ethical frameworks of the sector,
- Attending classes and support sessions on a regular basis,
- Keeping in regular contact with your assigned trainer and assessor by asking questions and responding to emails,
- Meeting due dates and submitting assessments which 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 your professional development and growth,
- Engaging in research, being curious and operating with a growth mind set,
- Being a self-motivated learner.

Prior to enrolment with CPLE, you will be asked to read and sign a Terms and Conditions of Enrolment agreement. CPLE reserves the right to terminate your enrolment in this qualification if you fail to follow these terms and conditions, reasonable directions, policies and procedures in accordance with the legal obligations of your enrolment.

## WHAT SHOULD YOU EXPECT FROM CPLE?

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), CPLE have an obligation to ensure the quality and support we provide you through our administration and training services, meets the requirements of the Standards for RTOs 2015 which form part of the VET Quality Framework.

To ensure compliance is upheld in the delivery of your training and assessment, internal policies, procedures, and systems guide our operations. As part of our registration, CPLE are 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 NATIONALLY RECOGNISED TRAINING?

A nationally recognised qualification is part of the Australian Qualifications Framework (AQF). The AQF includes specific standards for qualification at different levels. By studying a nationally recognised qualification such as this one, your qualification will be recognised by industry across Australia. For further information you can visit [www.training.gov.au](http://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 people to join a specific workforce, change careers, re-join the workforce, or gain additional skills for their existing career.

## WHO IS SKILLS CANBERRA?

Skills Canberra is responsible and accountable for the provision of 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.

## WHERE CAN I ACCESS CPLE POLICIES AND PROCEDURES?

Policies and procedures in relation to training and assessment delivered by CPLE can be accessed from the Communities at Work website as well as within our Student Handbook.



## WHAT IS AVETARS?

Australian apprentices, Skilled Capital and JobTrainer students, employers, RTOs, ANPs and schools all have access to the ACT Vocational Education and Training Administration Records System (AVETARS). You can carry out a number of functions in the system ranging from nominating a qualification for delivery, claiming a completion payment, and initiating and approving training contract variations. Upon enrolment, you will receive 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 July 2024, there are two ANPs servicing the ACT: MAS National and MEGT. If enrolling into this qualification under User Choice Funding, CPLE will speak with you regarding the sign-up process with the ANP.

## 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](mailto:cple@commsatwork.org)



# Centre of Professional Learning and Education

**RTO 88148**

**P:** (02) 6293 6220

**E:** [cple@commsatwork.org](mailto:cple@commsatwork.org)

**W:** [www.commsatwork.org/cple](http://www.commsatwork.org/cple)

**A:** 245 Cowlshaw Street, Greenway ACT 2900

PO Box 1066, Tuggeranong ACT 2901

