



Centre of Professional
Learning and Education

QUALIFICATION INFORMATION

CHC50121 DIPLOMA OF 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 and qualifications and are committed to supporting students throughout their enrolment

to successfully achieve their qualification.

Our quality based approach to delivering VET qualifications consists 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 qualifications, 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

Take the next step within your education career with the CHC50121 Diploma of Early Childhood Education and Care. This qualification is targeted towards educators who manage staff, guide curriculum, and wish to have a greater understanding of compliance. You will develop skills in:

- Designing and implementing curriculum that meets the requirements of an approved learning framework.
- Maintaining compliance in areas of service operations.
- Applying theoretical concepts to diverse work situations.
- Managing teams of people.
- Utilising critical reflection for self-improvement and awareness.

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

- Room Leader
- Education Leader
- Service Director

Graduates who successfully complete the CHC50121 Diploma of Early Childhood Education and Care can then move into a Bachelor of Education (Early Childhood) level qualification within the Australian University system and in some cases, gain credits in subjects to be completed.

UNITS WITHIN THE QUALIFICATION

You must be assessed as competent in a total of 15 units to be awarded the CHC50121 Diploma in Early Childhood Education and Care: 12 core units and 3 elective units. Consistent with the qualification packaging rules, the units listed below will be delivered in this qualification:

CORE UNITS

- BSBTWK502** Manage team effectiveness
- CHCECE041** Maintain a safe and healthy environment for children
- CHCECE042** Foster holistic early childhood learning, development and wellbeing
- CHCECE043** Nurture creativity in children
- CHCECE044** Facilitate compliance in a children's education and care service
- CHCECE045** Foster positive and respectful interactions and behaviour in children
- CHCECE046** Implement strategies for the inclusion of all children
- CHCECE047** Analyse information to inform children's learning
- CHCECE048** Plan and implement children's education and care curriculum
- CHCECE049** Embed environmental responsibility in service operations
- CHCECE050** Work in partnership with children's families
- CHCPRP003** Reflect on and improve own professional practice

ELECTIVE UNITS

- BSBHRM413** Support the learning and development of teams and individuals
- BSBPEF502** Develop and use emotional intelligence
- CHCECE053** Respond to grievances and complaints about the service

ENTRY REQUIREMENTS

The CHC50121 qualification is designed for learners who have already successfully completed the CHC30113 or CHC30121 Certificate III in Early Childhood Education and Care and are working within an early education and care setting.

Provision of your CHC30113 or CHC30121 qualification must be submitted during the pre-enrolment phase to prove completion and provide evidence for enrolment.

If you do not hold a CHC30113 or CHC30121 Certificate III in Early Childhood Education and Care qualification, please speak with CPLE regarding enrolment options available to you.

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 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 communication and scheduling.

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

EMPLOYMENT IN AN EDUCATION AND CARE SETTING

Practical 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 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 have employment in an early learning service upon enrolment into this qualification, to meet 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 & assessor for 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 workplace, health and safety (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 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 service policies and procedures.
- Interpret content of the NQF and NQS.
- Interpret service philosophy, policies, and procedures for environmental responsibility.
- Interpret information about childhood learning, development, and wellbeing.
- Interpret information gathered from diverse sources.
- Interpret the relevant approved learning frameworks and the National Quality Standard.
- Interpret educational program information and curriculum documentation.
- Interpret information about community services and resources.
- Analyse textual information from a range of sources to identify organisational requirements.
- Analyse information from a range of sources to evaluate performance.
- Analyse and interprets textual information from the organisation's policies, goals, and objectives to establish team goals or to determine corrective action.

WRITING SKILLS TO:

- Complete reports and forms according to service policies and procedures.
- Record information according to service policies and procedures.
- Record information and observations according to service procedures.
- Write clearly and fluently when preparing documents.
- Record information according to service guidelines.
- Record information and observations according to service procedures.
- Produce accurate, informative documents and reports.
- Develop materials to suit the requirements of different roles and individuals in the organisation.
- Maintain records using correct technical and organisational vocabulary.
- Prepare workplace documentation that communicates complex information clearly and effectively.
- Devise, document and implement a self-development plan that sets realistic goals and targets.

ORAL COMMUNICATION SKILLS TO:

- Ask open and closed questions and actively listen to seek information and confirm understanding.
- Accurately report and explain incidents.
- Ask open and closed questions and actively listen to seek information and confirm understanding.
- Interact and engage with children, families, staff, and the community to build rapport.
- Provide accurate detail of observations to colleagues and other relevant persons.
- Use appropriate language and nonverbal features to present information and seek feedback.
- Use listening and questioning skills to elicit the views of others and to clarify or confirm understanding.
- Use vocabulary appropriate to context and to establish a supportive and learning environment.
- Use listening and questioning techniques to confirm or show understanding of different perspectives.
- Select and use appropriate conventions and protocols when communicating with co-workers in a range of work contexts.



- Engage in discussions or provides information using appropriate vocabulary and non-verbal features.
- Use listening and questioning techniques to confirm understanding and to engage the audience.
- Share two-way, open, and evaluative feedback with co-workers or peers.
- Actively seek and reflect on feedback from clients, organisations, or other relevant sources.

NUMERACY SKILLS TO:

- Interpret numerical information about attendance patterns.

LEARNING SKILLS TO:

- Identify and use strategies to improve own emotional intelligence.
- Use structured approaches to set goals, monitor progress and adjust learning approaches for self and others.
- Build on knowledge and experience to facilitate interaction and learning with others.

PROBLEM-SOLVING SKILLS TO:

- Identify deficiencies in information and address by ongoing searches.
- Provide support to children and determine methods to appropriately scaffold learning according to individual ability.
- Use logical planning processes to organise, implement and monitor learning and development needs.
- Systematically gather and analyses all relevant information and evaluates options to make informed decisions.
- Evaluate outcomes of decisions to identify opportunities for improvement.



INITIATIVE AND ENTERPRISE

SKILLS TO:

- Determine and use appropriate template for reporting, according to service policies and procedures.
- Determine appropriate strategies to support children's individual needs.
- Determine and use appropriate template for reporting, according to service policies and procedures.
- Use appropriate support strategies when opportunities arise.
- Determine methods of relaying information in a culturally appropriate manner.
- Lead processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness.
- Identify how own role contributes to broader organisational goals.
- Modify or develops policies and procedures to achieve organisational goals.
- Identify potential support networks both internal and external to the organisation

SELF-MANAGEMENT SKILLS TO:

- Interpret information from written and verbal directions and action appropriately.
- Proactively seek opportunities to improve own work practice and conduct.
- Recognise and responds to explicit and implicit organisational procedures and protocols.
- Understand how own role meshes with others and contributes to broader goals.
- Reflect on and recognise the effect of values, beliefs, and behaviour in practice.
- Seek specialist advice or further training where need is identified.
- Recognise requirements for self-care and identify requirements for additional support.
- Assess and confirm own practice against ethical and legal requirements and opportunities.

TECHNOLOGY SKILLS TO:

- Research health and safety issues and information using digital media.
- Access information using digital media.
- Document sustainability plans using digital media.
- Document complaints and how they were addressed using digital media.
- Research information about childhood learning, development and wellbeing using digital media.
- Research and document experiences using digital media.
- Record information using digital media.
- Document curriculum and record evaluations using digital media.
- Document support plans using digital media.
- Obtain information, and document support plans using digital media.
- Research information about community services and resources using digital media.
- Share information in digital formats with families.
- Access and review information on current and emerging industry developments and use these to improve practice.

TEAMWORK SKILLS TO:

- Share information in line with service policies and procedures.
- Share information to provide support in line with service policies and procedures.
- Identify personal attributes and considers the impact on others and modifies approach to support development.
- Adapt personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence.
- Lead a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence.
- Recognise the importance of building rapport

to establish effective working relationships.

- Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction.
- Negotiate with others to achieve agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations.
- Select and uses appropriate conventions and protocols when communicating with diverse stakeholders.
- Use interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that can be understood and used.
- Adapt personal communication style to build positive working relationships and to show respect for the opinions, values, and particular needs of others.
- Undertake self-evaluation in conjunction with supervisors and/or peers.

PLANNING AND ORGANISATIONAL SKILLS TO:

- Develops, implements, and monitors plans and processes to ensure team effectiveness.
- Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes.
- Plans for unexpected outcomes and implements creative responses to overcome challenges.

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, you must be deemed to hold an ACSF* Level 4 in Oral Communication, Numeracy, Reading and Writing to 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. Depending on the skill levels determined, it may be necessary for you to engage with these supports prior to enrolment or 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 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 and pre-recorded webinars and videos which support additional learning. Each of the modules in Canvas contains the learning and assessment materials needed to engage in the content and complete the assessment requirements. You will engage with eight online modules for 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 for achieving this qualification.





LEARNING DURATION | 18 MONTHS

You will be encouraged to complete assigned modules within a 6-12 week time period depending on the assessment requirements specified within the module and the hours required to demonstrate competency. If you follow the timeframes set by CPLE, learning duration equates to 74 weeks or 18 months for completion. This timeframe does not consider the CPLE end of year shut down period, any leave you take during enrolment or the need for extensions to your due dates due to personal matters.

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 280-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

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 as you undertake tasks in the workplace or by reviewing the work that you have completed.

All Supervisor Reports are to be completed by a suitably 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

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

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 and 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 15 units to complete this qualification and be issued with a CHC50121 Diploma of Early Childhood Education and Care.

Units within this qualification 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 | 8 weeks for completion

MAINTAIN SAFE ENVIRONMENTS

- **CHCECE041 Maintain a safe and healthy environment for children (C)**

The unit describes the performance outcomes, skills and knowledge to monitor and maintain health and safety in the areas of individual health, hygiene, infectious disease, supervision, risk management, incident and emergency management. It includes the ability to contribute to the ongoing improvement of workplace health and safety policies and procedures.

ASSESSMENT REQUIREMENTS FOR MODULE ONE

Assessment Task 1 : Written Questions | You must answer 12 written questions in an open book written assessment.

Assessment Task 2 : Workplace Policies, Procedures and Forms - Project |

You will be required to collate and summarise various workplace policies, procedures, and forms. This task has four steps:

- **Step 1** | Collate workplace policies, procedures, and forms.
- **Step 2** | Discuss the workplace policies, procedures, and forms with supervisor.
- **Step 3** | Summarise the policies, procedures, and forms for the purpose of a staff induction.
- **Step 4** | Ask supervisor to sign verification statement.

Assessment Task 3 : Assessing, Monitoring, and Responding to Risk – Project |

You will be required to complete two hazard checks (one indoors, and one outdoors) using your services forms. You will then be required to conduct a risk assessment for the hazards identified while consulting with a workplace supervisor. This task consists of three steps:

- **Step 1** | Conduct hazard check.
- **Step 2** | Risk assessment.
- **Step 3** | Workplace supervisor verification.

Assessment Task 4 : Design, Risk Assess and Participate in an Excursion - Case Study |

You are required to design and conduct a walking excursion. To plan the excursion, you must visit the location, facilities and plan the activities prior to the excursion to identify hazards and conduct a risk assessment on the Excursion Planning Template. Part of the planning also includes preparing for the excursion with the children and planning and facilitating group learning discussion with the children. Once the excursion has been conducted, you must critically reflect on the excursion

Assessment Task 5 : Undertake Role of Workplace Health and Safety Officer – Project |

For this task, you are to imagine they are taking on the role of the workplace health and safety representative at Little.ly Early Learning Centre. You will be required to provide information and answer questions to demonstrate:

- How you model and monitor compliance with procedures.
- How you assist colleagues to meet health and safety requirements.



MODULE TWO | 8 weeks for completion

COMPLIANCE IN EARLY CHILDHOOD

- **CHCECE044 Facilitate compliance in an education and care service (C)**
This unit describes the performance outcomes, skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance in an education and care service.
- **CHCECE049 Embed environmental responsibility in service operations (C)**
This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a sustainability management plan and support children's environmental responsibility.
- **CHCECE053 Respond to grievances and complaints about the service (E)**
This unit describes the performance outcomes, skills and knowledge required to effectively resolve grievances and complaints about the service.

ASSESSMENT REQUIREMENTS FOR MODULE TWO

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

Assessment Task 2 : Preparing the Service and Resolving Concerns - Case study |

Preparing the Team for Assessment - You must prepare the service for assessment by planning a staff meeting to inform the team of what to expect.

Assessment Task 3 : Responding to Grievances and Complaints - Role plays |

You will be required to respond to complaints about the service in two role plays. The purpose of this assessment is to appropriately manage complaints and respond accordingly. You will be required to complete task requirements prior to the role plays.

Assessment Task 4 : Plan for Environmental Responsibilities - Project |

You will be required to plan for environmental responsibility in a service by developing a plan and implementing one of these plans with children. This task consists of two parts:

- **Part A |** You must consult with the service leader to evaluate the current environmental sustainability practices of the service. You must then develop a sustainability improvement plan to change/improve one practice in service. You will implement the plan and evaluate its effectiveness.
- **Part B |** You will plan and implement three learning experiences for children that improves their experiences and understanding of the natural environment and develops their environmental sustainability skills. You must also engage with children in this space and facilitate their learning, thinking and idea creation.

Assessment Task 5 : Facilitate Compliance in an Education and Care Setting - Project |

You will be required to complete a self-assessment process and plan for quality improvement. This task has three parts:

- **Part A |** You are required to facilitate a self-assessment visit to the service with a focus on two quality areas (Quality Area 3 and Quality Area 7).
- **Part B |** You must develop a quality improvement plan based on Part A findings.
- **Part C |** You will create a plan for continuous improvement at the service.

MODULE THREE | 12 weeks for completion with a minimum of 280 hours of mandated work placement

FOSTER HOLISTIC DEVELOPMENT

- **CHCECE042 Foster holistic early childhood learning, development, and wellbeing (C)**

This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of children from birth to six years of age. It includes the ability to use detailed knowledge of different developmental domains and developmental theory and how these domains link to support holistic development.

ASSESSMENT REQUIREMENTS FOR MODULE THREE

Assessment Task 1 : Written Questions | You must answer 10 written questions in an open book written assessment.

Assessment Task 2 : Developmental Summaries and Planned Experiences - Workplace Project |

You will be required to complete a development summary for two focus children aged 0-6 years via observation of the children, and discussions with the child's parents/guardians and the workplace supervisor. You are then required to implement a planned experience for each child to support their learning and development.

Assessment Task 3 : Routines and Transitions - Workplace Project | You will be required to evaluate one group routine and one group transition that occur daily in your service. You will then plan and implement an improvement for both the routine and transition to better support children's development and sense of belonging. The assessment task is divided into three parts:

- **Part A** | Evaluating and Implementing Routines.
- **Part B** | Evaluating and Implementing Transitions.
- **Part C** | Assessor Observation Report.

Assessment Task 4 : Portfolio of Evidence and Reflection - Workplace Project | You will be required to collate a portfolio of evidence to demonstrate your ability to meet a range of criteria. This assessment task is separated into two parts:

- **Part A** | Portfolio of evidence.
- **Part B** | Reflection questions.

Mandatory Practical Hours | Evidence of 280 hours of work placement/employment.

MODULE FOUR | 12 weeks for completion with a minimum of 280 hours of mandated work placement

PLANNING AND CURRICULUM

- **CHCECE043 Nurture creativity in children (C)**
This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate experiences that nurture creativity in children through construction, digital technologies, dramatic play, imaginative play, movement, music and visual art.
- **CHCECE047 Analyse information to inform children's learning (C)**
This unit describes the performance outcomes, skills and knowledge required to gather and analyse information about children's learning to inform practice.
- **CHCECE048 Plan and implement children's education and care curriculum (C)**
This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate curriculum over a period of time to foster children's learning and development.

ASSESSMENT REQUIREMENTS FOR MODULE FOUR

Assessment Task 1 : Written Questions | You must answer 8 written questions in an open book written assessment.

Assessment Task 2 : Develop a Focus Children Folder - Workplace project | You will be required to develop a Focus Children Folder with a full cycle of planning completed for three focus children. The purpose of the folder is to provide you with opportunity to undertake planning for children through the whole cycle of planning. Children's initials should be used in all documentation. This task is divided into five parts:

- **Part A** | This part of the assessment task is focused on gathering Information which is the first stage of the cycle of planning. You will choose three focus children and create a Focus Children Folder.
- **Part B** | This part of the assessment task is focused on questioning/analysing information which is the second stage of the cycle of planning. You will be required to analyse the information gathered using the Learning Framework outcomes, principles, and practices to guide your analysis.
- **Part C** | This part of the assessment requires the student to plan to support each child's learning and development based on their summative assessment objective.
- **Part D** | During this part of the assessment, you must plan to support each child's learning and development based on their summative assessment objective. You will plan at least one experience for each child.
- **Part E** | For this section of the assessment task, you will complete the cycle of planning by reflecting on each of the planned experiences and learning objectives implemented.

Assessment Task 3 : Plan and Implement Curriculum to Nurture Creativity in

Children - Workplace project | You will be required to plan and implement a curriculum to nurture creativity in children. The purpose of the folder is to provide you with opportunity to undertake planning for a group of children through the whole cycle of planning. This task is divided into six parts:

- **Part A** | This part of the assessment task is focused on gathering Information which is the first stage of the cycle of planning.
- **Part B** | This part of the assessment task is focused on questioning/analysing information which is the second stage of the cycle of planning. You will be required to analyse the information gathered using the Learning Framework outcomes, principles, and practices to guide your analysis.
- **Part C** | This part of the assessment requires you to plan group objectives, experiences, and environments to support children's learning by developing a curriculum which will be implemented over a two-week period.
- **Part D** | During this part of the assessment, you will implement the curriculum and maintain a journal (Assessment Task 4). You will document at least one experience to share with families.
- **Part E** | For this section of the assessment task, you will complete the cycle of planning by reflecting on the curriculum including planned and spontaneous experiences and reflect on the teaching and the learning.
- **Part F** | For this section of the assessment task, you are required to implement at least one experience on your curriculum with your Assessor observing your practice and seek feedback for reflection.

Assessment Task 4 : Reflect on Planning and Ability to Nurture Creativity - Reflective Journal |

You are required to complete the Reflective Journal to demonstrate your ability to reflect on how you nurture creativity in children, plan for children using a cycle of planning and develop a curriculum.

Assessment Task 5 : Supervisor Report | Your workplace supervisor is to complete a report that confirms your ability to demonstrate specific skills and knowledge required of this topic.

Mandatory Practical Hours | Evidence of 280 hours of work placement/employment.

MODULE FIVE | 8 weeks for completion

BEHAVIOUR AND INCLUSION

- **CHCECE045 Foster positive and respectful interactions and behaviour in children (C)**
This unit describes the performance outcomes, skills and knowledge required to develop guidelines that foster positive and respectful interactions and behaviour, and to monitor and support children's learning, development and wellbeing in this area.
- **CHCECE046 Implement strategies for the inclusion of all children (C)**
This unit describes the performance outcomes, skills and knowledge required to promote inclusion and diversity and to plan, implement and monitor individual support strategies.

ASSESSMENT REQUIREMENTS FOR MODULE FIVE

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

Assessment Task 2 : Develop Guidelines to Promote Respectful Interactions and Inclusion - Workplace project | You will be required to demonstrate your ability to engage in critical thinking, knowledge of inclusion, and the National Quality Framework to enhance the service's interactions and inclusion. This task consists of three parts:

- **Part A** | Critical Reflection.
- **Part B** | Collaboration.
- **Part C** | Develop guidelines and promote inclusion.

Assessment Task 3 : Observe and Oversee Interactions and Behaviour in Children - Workplace project | You must complete the observation templates to demonstrate your ability to observe and oversee interactions and behaviour in children.

Assessment Task 4 : Identify Challenging Behaviours - Workplace project | You will be required to observe and monitor the interactions and behaviours of two children to identify challenging behaviour and put into plan. support strategies. This task consists of three parts:

- **Part A** | Identify Challenging Behaviours.
- **Part B** | Collaboration.
- **Part C** | Reflection.

Assessment Task 5 : Develop, Implement and Evaluate Support Plans - Workplace project | You must develop, implement, monitor, and evaluate individual support plans for two children. The two children must be the same two children from Assessment Task Four. This task consists of five steps:

- **Step 1** | Develop behaviour support plan.
- **Step 2** | Consultation with educators, families, and your Trainer/Assessor.
- **Step 3** | Implementation of the plan.
- **Step 4** | Evaluation of the plan.
- **Step 5** | Reflection of practices.

MODULE SIX | 6 weeks for completion

PARTNERSHIPS WITH FAMILIES

- **CHCECE050 Work in partnership with children's families (C)**

This unit describes the performance outcomes, skills and knowledge required to establish relationships with families, connect with the local and broader community and promote opportunities for collaboration and sharing of information with families to support effective education and care for children.

ASSESSMENT REQUIREMENTS FOR MODULE SIX

Assessment Task 1 : Written Questions | You must answer 11 written questions in an open book written assessment.

Assessment Task 2 : Providing Information to Families – Project | You will be required to create a series of information brochures for families that include information about:

- The service induction and orientation process.
- The local community including services.
- How families can participate in the service.

Assessment Task 3 : Engaging with Families about Their Child - Role plays | You will assume the role of Cheryle Matterson, a Team Leader from Little.ly Early Learning Centre. After a child biting incident, You will be required to demonstrate your ability to effectively communicate with families and manage such incidents sensitively and professionally. This task consists of two role plays.

- **Part A |** Calling the Parents.
- **Part B |** Meeting the Parents.

Assessment Task 4 : Supporting Community Connections in the Workplace – Project |

You will be required to demonstrate your ability to engage children in learning about your community and engage families with the children's learning about the community.



MODULE SEVEN | 6 weeks for completion

DEVELOPING EMOTIONAL INTELLIGENCE

- **BSBPEF502 Develop and use emotional intelligence (E)**

This unit describes the skills and knowledge required to develop and use emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the workplace.

ASSESSMENT REQUIREMENTS FOR MODULE SEVEN

Assessment Task 1 : Written Questions | You must answer 14 written questions in an open book written assessment.

Assessment Task 2 : Develop a Professional Development Process – Project | You will develop professional development processes and undertake self-evaluation and feedback of others to identify possible improvements of their emotional intelligence. There are four parts to this task:

- **Part A |** You will be developing an emotional intelligence self-evaluation form.
- **Part B |** You will be undertaking a self-evaluation using the self-evaluation form you created.
- **Part C |** You will be updating professional development policy and procedures.
- **Part D |** You will be creating a professional development plan in consultation with their assessor via role play.

Assessment Task 3 : Develop an EI Workforce Plan – Project | You will be required to collate, analyse, and document the emotional intelligence levels of others in your workplace for the sake of developing a workforce plan to support emotional intelligence. There are three parts to this task:

- **Part A |** You will be required to approach four colleagues within their current workplace for the sake of seeking their permission to participate in and complete an EI questionnaire which will be used for the completion of this assessment task.
- **Part B |** Once all completed questionnaires have been returned, you will be required to analyse findings for the sake of developing an EI Workforce Plan using the template provided.
- **Part C |** You will be required to arrange a meeting with one of the four colleagues who completed the EI Questionnaire in Part A. The aim of the meeting is to discuss key findings from their completed questionnaire and outline plans for the development of their EI.

MODULE EIGHT | 8 weeks for completion

MANAGING TEAM EFFECTIVENESS

- **BSBHRM413 Support the learning and development of teams and individuals (E)**
This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.
- **BSBTWK502 Manage team effectiveness (C)**
This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

ASSESSMENT REQUIREMENTS FOR MODULE EIGHT

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

Assessment Task 2 : Planning for Team Effectiveness - Project and role play | You will be required to demonstrate your ability to lead a team and establish plans for group performance. You will demonstrate your ability to facilitate team collaboration and invite team members to participate in decision making. This task consists of three parts:

- **Part A |** Organise a Team Meeting.
- **Part B |** Role Play: Team Meeting.
- **Part C |** Team Performance Review, Rewards and Recognition.

Assessment Task 3 : Managing Performance - Project and role play | You will be required to demonstrate your ability to manage performance and facilitate the development of an individual in line with policy and procedure requirements. This task consists of two parts:

- **Part A |** Performance Management.
- **Part B |** Policies and Procedures.



MODULE NINE | 6 weeks for completion

REFLECTIVE PRACTICE

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

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

ASSESSMENT REQUIREMENTS FOR MODULE NINE

Assessment Task 1 : Written Questions | You must answer 10 written questions in an open book written assessment.

Assessment Task 2 : Educational Program and Practice Reflective Journal - Journal | You are required to complete a Reflective Journal to demonstrate your ability to document and critically reflect on observations about the educational program and practices of yourself and your service.

Assessment Task 3 : Reflective Practice & Professional Development (PD) Plan – Project | You are required 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.





FEES AND FUNDING ELIGIBILITY

FEE FOR SERVICE QUALIFICATION COST | \$3,850

Fee for Service (FFS) is a payment model that is not linked to any Government funding and so is non-subsidised training. If you are not eligible for User Choice, Skilled Capital or JobTrainer funding, 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 and Refund Policy.

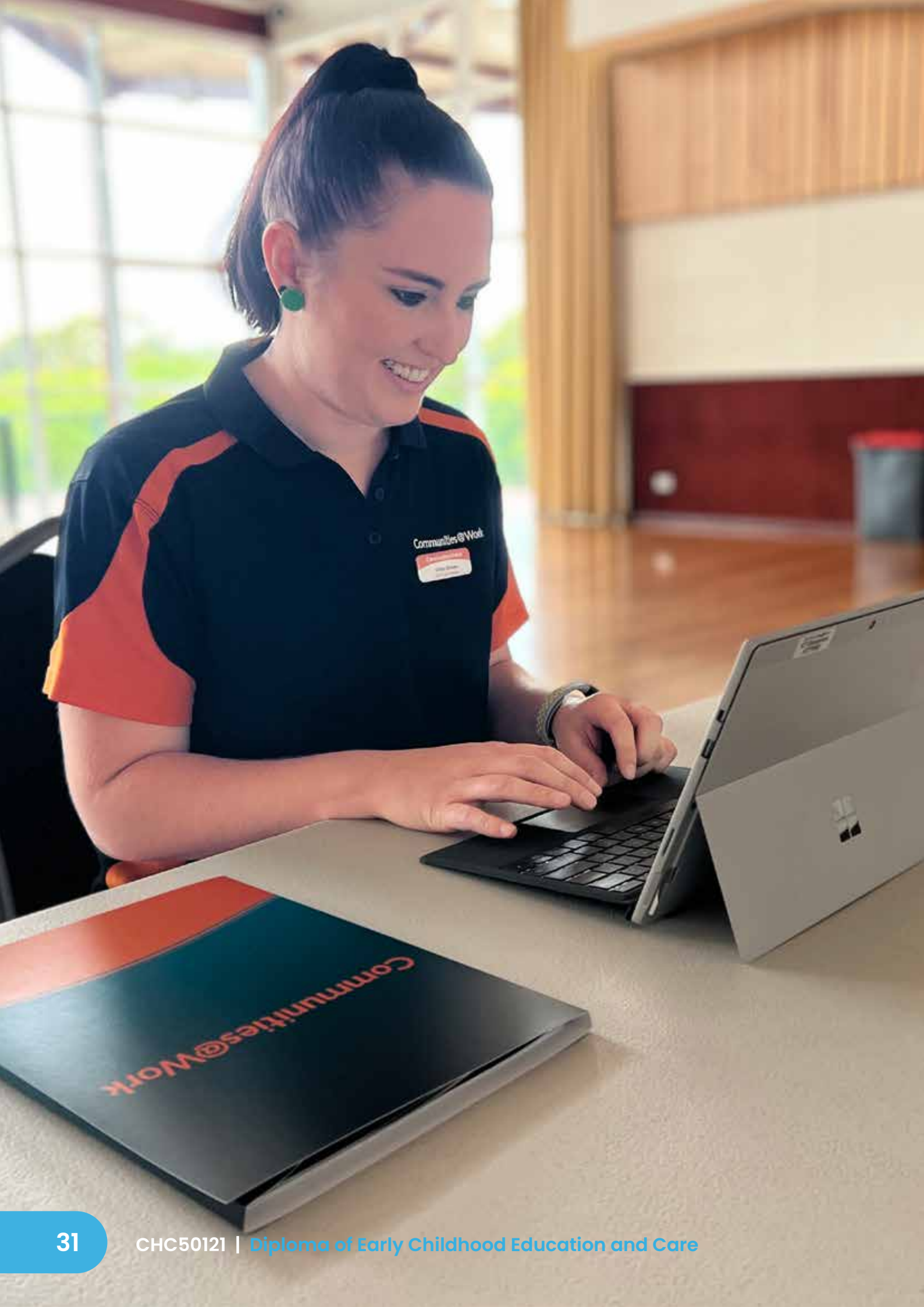
QUALIFICATION	Student Administration Fee	Cost of Qualification
CHC50121 Diploma of Early Childhood Education and Care	\$100.00	\$3,850 includes student administration fee

Cost quoted above does NOT factor in credit transfers granted from completion of a previously commenced CHC50121 qualification. For units where credit transfer is granted, there is NO cost involved.

During the pre-enrolment phase, you will be requested to give CPLE a copy of your CHC50121 transcript. CPLE will provide you with a quote for costs during this time for the sake of informed decision making prior to official enrolment into the qualification.



MODULE AND UNITS	Module Fee	Unit of competency fee
MAINTAIN SAFE ENVIRONMENTS <ul style="list-style-type: none"> • CHCECE041 Maintain a safe and healthy environment for children (C) 	\$250.00	\$250.00 per unit
COMPLIANCE IN EARLY CHILDHOOD <ul style="list-style-type: none"> • CHCECE044 Facilitate compliance in an education and care service (C) • CHCECE049 Embed environmental responsibility in service operations (C) • CHCECE053 Respond to grievances and complaints about the service (E) 	\$750.00	
FOSTER HOLISTIC DEVELOPMENT <ul style="list-style-type: none"> • CHCECE042 Foster holistic early childhood learning, development, and wellbeing (C) 	\$250.00	
PLANNING AND CURRICULUM <ul style="list-style-type: none"> • CHCECE043 Nurture creativity in children (C) • CHCECE047 Analyse information to inform children's learning (C) • CHCECE048 Plan and implement children's education and care curriculum (C) 	\$750.00	
BEHAVIOUR AND INCLUSION <ul style="list-style-type: none"> • CHCECE045 Foster positive and respectful interactions and behaviour in children (C) • CHCECE046 Implement strategies for the inclusion of all children (C) 	\$500.00	
PARTNERSHIPS WITH FAMILIES <ul style="list-style-type: none"> • CHCECE050 Work in partnership with children's families (C) 	\$250.00	
DEVELOPING EMOTIONAL INTELLIGENCE <ul style="list-style-type: none"> • BSBPEF502 Develop and use emotional intelligence (E) 	\$250.00	
MANAGING TEAM EFFECTIVENESS <ul style="list-style-type: none"> • BSBHRM413 Support the learning and development of teams and individuals (E) • BSBTWK502 Manage team effectiveness (C) 	\$500.00	
REFLECTIVE PRACTICE <ul style="list-style-type: none"> • CHCPRP003 Reflect on and improve own professional practice (C) 	\$250.00	



ADDITIONAL FEES

Recognition of Prior Learning | \$300.00

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.

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.

USER CHOICE ELIGIBILITY

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

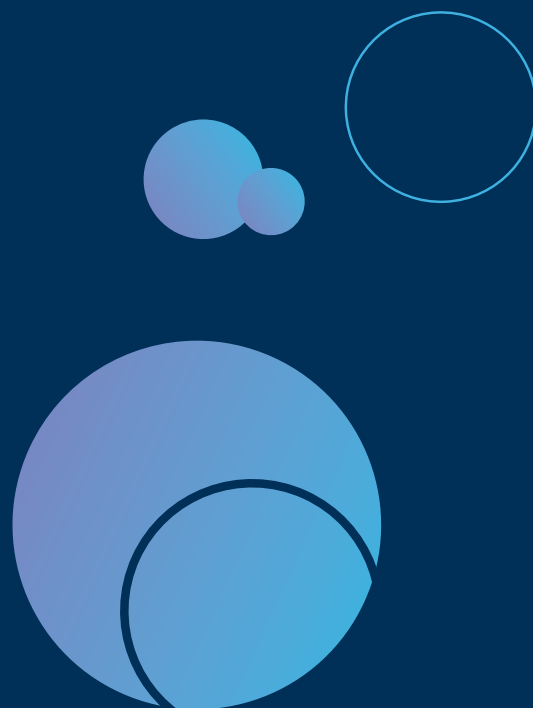
- Work in the ACT, and
- Be at least 15 years of age, and
- Be an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- An eligible visa holder, and
- Receive remuneration for your work, and
- Complete a minimum of 15 hours combined work and training 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 | \$220

This amount covers all CPLE training and assessment services.

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 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 of 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.

Payment plan options are as such:

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

Skilled Capital Payment Plans	Student Administration Fee
OPTION 1: Upfront Payment	\$220.00
OPTION 2: Over 2 fortnights	\$110.00

FREQUENTLY ASKED QUESTIONS

WHO WILL BE MY TRAINER AND ASSESSOR?

CPLE 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.

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 the:

- 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 to negotiate 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 lower than required 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 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 where you can engage in activities for 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 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 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 ratio (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 Planning and Curriculum module, you will need at least three individual children for one assessment and a group of at least five children for another.

- **Out 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 to 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 assessment. There are assessment tasks within this qualification which require engagement with children under the age of 5 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 the RTO Manager to cple@commsatwork.org. You will be required to complete an RTO Refund Request Form - as located on our website - 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 ten (10) business days and all refunds will be processed within thirty (30) business days of the date advising you of the outcome of your request.

Please refer to our Student Handbook for further information on our Fees and Refunds 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 & 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 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.

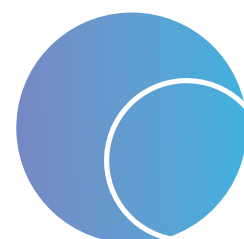
WHAT SHOULD YOU EXPECT FROM CPLE?

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), CPLE have an obligation to ensure that 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.



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.

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