National Skills Development Centre

Learner Information Handbook

CHC30113 Certificate III in Early Childhood Education and Care
CHC50113 Diploma of Early Childhood and Care

Throughout this document and associated forms, documents and templates, the term College refers the Registered Training Organisation National Skills Development Centre and any trading name associated with this legal entity.
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Learner Orientation

Learners will receive orientation information through this Handbook, Enrolment Information and Electronic Communication. Much of the information in this Handbook is relevant to all Learners.

Learners will also receive a short orientation session in their first class at the College. The orientation session covers the information listed below. It is important that learners attend the orientation program otherwise they may miss out on information that affects their study.

The purpose of the orientation session is to fully inform new learners of most aspects of life at the College and to provide an introduction to studying at the College.

Prior to commencement of class

Please locate and read the following information in this handbook;

- Learner support
- Assessment
- Recognition of prior learning / Mutual Recognition
- College contact people
- Complaints and appeals
- Plagiarism and cheating
- Learner code of behaviour
- Attendance expectations
- Keeping address and contact details up-to-date
- College facilities and resources
- Learner Mutual Recognition application form
- Learner deferral, suspension or cancellation application form
- Learner refund application form
- Learner RPL application form
- Learner complaints and appeals

In your first class

At the commencement of the first session the trainer will detail and explain the following;

- Learning and assessment program
- OH&S
- Facilities and equipment
- Assessment requirements, including the right to three attempts for assessments
- Questions

College contact details

The Chief Executive Officer, Training Manager and Learner Administrator can be contacted as indicated below;

Initial Contact

Office 283A Bridge Road Richmond Vic 3121

Phone 1300 88 37 30 Fax 61 3 94284407

Email info.vctd1@gmail.com

Send all documents to the Office address.
Fees and refund arrangements

Payment schedule
The fees applicable to each course and category of learner and fee payment schedules are detailed in the applicable Learner Enrolment Form. Contact the College to obtain details.

Fees & Payment
Fees: The fee includes learner workbooks, assessment materials and training delivery. Learners will require their own laptop computer or ready access to one. These will be required in some classes. Learners who do not have their own Internet access during class sessions will be provided with wireless Internet access.

Payment plans are available, however, the preferred plan is 5 instalments of consisting of an initial payment of $1,000 and 4 further payments at equal durations, as follows:

<table>
<thead>
<tr>
<th>Payment Due</th>
<th>Instalments</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Enrolment</td>
<td>$1,000</td>
</tr>
<tr>
<td>Due week 8</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; instalment</td>
</tr>
<tr>
<td>Due week 16</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; instalment</td>
</tr>
<tr>
<td>Due week 24</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; instalment</td>
</tr>
<tr>
<td>Due week 32</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; instalment</td>
</tr>
<tr>
<td>Total Payable</td>
<td>Total course fees</td>
</tr>
</tbody>
</table>

Learner requested refunds
After a deposit or instalment payment is made the refund arrangement is as follows:

- No refunds are provided for training that has been delivered
- If NSDC cancels a course a refund of all fees is paid to the student or client unless satisfactory alternative arrangement can be made
- Applications to withdraw from studies requests received up to 10 Working days prior to commencement of a course will be approved and a full refund, minus $150 to cover the costs of administration, will be paid
- Cancellation/Withdrawal will only be accepted if they are received in writing via email, fax, registered post or by hand delivery
- If a refund is approved because a class was badly conducted or a tutor was inept, and the student has attended at least two (2) classes, a full refund will be made
- If a student attend at least 1 class and then requests a refund on grounds other than class conduct – no refund will be made
- At the discretion of the CEO additional refunds can be processed.

Delayed commencement or non-commencement
In the unlikely event that National Skills Development Centre is unable to commence the course or deliver your course in full, you will be offered a refund of any tuition fees you have paid for units not delivered and/or not assessed. No refund will be granted for units that have been delivered and assessed.

The refund amount will be: The initial fee payment and any instalment payments received by National Skills Development Centre if the course does not commence;

A pro rata amount for any units not delivered and assessed at the time the course is cancelled. The value of each unit is deemed to be the total course fee divided equally by the number of units in the course.
The refund will be paid to you within 2 weeks of the day on which the course ceased being provided. Alternatively, and if available, you may be offered enrolment in an alternative course by National Skills Development Centre at no extra cost to you. The alternative course may be provided by National Skills Development Centre or another institution. You have the right to choose whether you would prefer a refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement in another course without receiving a refund.

**Missed payments**
Learners who do not make instalment payments by the due date will be excluded from attendance and have their enrolment suspended for the lesser of one week or until the missed instalment payment is made. If the missed instalment payment has not been made at the end of the one-week suspension the learner will have their enrolment cancelled.

**Fee changes**
Prior to a learner enrolling, fees may be altered without notice. Once a learner has completed the enrolment and paid the deposit in full, fees will not be subject to change for the normal duration of the course. If the course length is extended by the learner, then any fee increases will be required to be paid for the extended component of the course.

**Learner Records**
Learners must notify the College of changes of address, telephone number, email address and fax number within 7 days of the change. This is required so that learners can be contacted and receive important information which may affect their course or their enrolment.

**Certificates**
Learners are entitled, at no additional cost, to a formal Statement of Attainment on course withdrawal or cancellation, prior to completing the qualification, provided the learner has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment. Course credentials (awards, statements of attainment, transcripts) will not be issued to learners who are in breach of any part of their enrolment conditions.

**College facilities and resources**
National Skills Development Centre has facilities to deliver training in the courses on its scope.

These include:
- Conference / seminar / training rooms suitable for each class size. These are hired for specific classes and are selected at suitable locations for learner, course and College needs
- Projectors & white boards.

Learners must have their own laptop computers and will be required to bring them to class on some occasions. Computers will need to have Microsoft Office or an equivalent software programme. WiFi and Internet connections are desirable, however, are not necessary.

**Information for Learners**

**Course assessment**
A number of approaches to course assessment are used by College staff. Assessment approaches may include: observation of performance in class, workshops; case studies; projects; assignments; presentations; role plays; written tests and exams.

Learners will be given advance warning of the time and form of any assessment and will not be expected to sit an assessment they have not prepared for.

Learners are entitled to a maximum of three assessment attempts for each unit.

If after three assessment attempts learners competence is “not yet competent” they will be required to repeat the unit and pay any fees associated with repeating the unit.

Not attending for a scheduled assessment will be counted as one assessment attempt for each occurrence unless:
a) the learner can provide a certificate from a registered medical practitioner indicating that the learner was medically unable to attend the assessment; or
b) the learner can provide independent evidence of exceptional compassionate circumstances beyond the learners control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

**Course delivery**

A number of approaches to course delivery are used by College staff. Course delivery approaches may include teacher led classroom delivery; workshops; seminars; tutorials and supervised study. During class time learners will be expected to participate by, for example, answering questions, giving opinions, demonstrating tasks, working with others in groups, making presentations and role playing situations.

**Attendance**

Learners are expected to attend all face-to-face seminars. If learners are unable to attend, please contact the office so that catch-up arrangements can be scheduled. This might involve additional out-of-seminar reading or reviewing class notes.

**Pathways**

Pathways into courses may be from holding a lower level qualification in the same or similar field of study or from suitable work experience. After successfully completing the course, Graduates may apply to study a higher-level course in the field of study. Graduates of the College may also seek credits for relevant degree programs in Australian Universities. The College has no special arrangements with any Australian University and there is no guaranteed entry into University programs.

**Qualifications to be issued**

Learners completing all assessment requirements for a qualification will be awarded a certificate corresponding to the completed course. Learners completing assessment requirements for part of a qualification will be awarded a Statement of Attainment indicating which modules or units of competency they have completed. Learners are entitled, at no additional cost, to a formal Statement of Attainment on withdrawal, cancellation or transfer, prior to completing the qualification, provided the learner has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment.

**Credit transfer**

Credit transfer applies to situation where learners have completed units identical to those they are currently enrolled for at another provider. Credit will be granted in accordance with the Credit Transfer procedure. To apply for credit transfer learners must complete the credit transfer application form and attach copies of verified documents to support the application. A reduction in tuition fees will be applied if Credit Transfer is granted.

**Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) is a process designed to recognise previous formal or informal learning, work and life experiences that the learner may have had to the extent that they are relevant to the course outcomes. The RPL process allows learners to receive recognition under these circumstances and therefore enable them to focus more on areas they need to achieve competencies in order to gain their qualifications. Learners who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL). An essential requirement of RPL is that you can prove that you currently have the required competencies in the unit applied for.

An RPL application may only be made after enrolment and payment of fees and must be made using the College RPL application form that will be available during orientation. The normal fee for the unit will apply for units assessed through RPL. RPL in a unit will only be granted if learners complete the College RPL assessment requirements for that unit.
Accreditation
The CHC30113 Certificate III in Early Childhood Education and Care and CHC50113 Diploma of Early Childhood and Care courses are nationally recognised courses under the Australian Qualifications Framework (AQF).

The first instalment must be paid prior to commencement of the course. National Skills Development Centre does not offer Government funded places, nor is it registered to provide Government Fee-Help. Other fee arrangements may be negotiated that are suitable to both Learners and The College.

NOTE: GST does not apply to this training and is not levied on the course fees.

Learner support, welfare and behaviour

Access and equity policy
The College Code of Practice includes an access and equity policy. This document is available on request. It is the responsibility of all staff to ensure the requirements of the access and equity policy are met at all times.

Special Needs
Learners with any special needs must discuss their requirements with the College prior to enrolment so that the College can make any necessary adjustments to delivery, course content, assessment, timing of assessment, course material or other criteria. Special needs adjustments are not restricted to any particular needs, and include amongst others, issues related to physical disabilities, learning difficulties, language, culture, religion and age.

Learners at Risk
National Skills Development Centre has Intervention Strategies, including external Learner Support Services available to enable learners to complete the qualification in the expected time frame. Learners At Risk of not completing within this time frame are identified as early as possible. Learners failing to achieve a competent result in any group A unit are automatically regarded as being a “Learner At Risk”, as these units have been determined as being of primary importance to success in the qualification.

Complaints and appeals procedure
The College has a complaints and appeals procedure to provide learners with a fair and equitable process for resolving any complaints or appeals they may have. The complaints and appeals procedure includes a requirement that an independent mediator will be appointed if the learner is dissatisfied with the process undertaken by the College. If you have a complaint or appeal you should take the following steps:

- Contact the College Administration Coordinator to obtain a copy of the complaints and appeals procedure and the application form (as summary of the complaints and appeals procedure is outlined at the end of this document)
- Complete the application form and lodge it with the Administration Coordinator
- Follow up with the Administration Coordinator

If learners are unhappy or they don’t agree with the result of the assessment, they are advised to speak with the Trainer. The Trainer/Assessor must provide an explanation regarding the outcome they have given. They may also provide an alternate assessment in order to help the learner achieve competency. However, if they are still unhappy, please advise them to bring their concerns to the Training Manager; or advise them that they can access the Complaints and Appeal Policy and Procedure to lodge their appeal. A summary of the complaints & appeals procedure is included in appendix 1 of this booklet.

College Contact
Contact the College Administrator for assistance if you have any difficulties with your course, study requirements or assessment

Phone 1300 88 37 30
Email info.vctd1@gmail.com

Learner Support Services
External Support Services include:

<table>
<thead>
<tr>
<th>Service</th>
<th>Organisation</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Urgent</td>
<td>All Medical Emergencies</td>
<td>Phone 000 and ask for ambulance</td>
</tr>
<tr>
<td>Medical Non-urgent</td>
<td>St Vincent's Hospital Emergency Department</td>
<td>Patient enquiries Phone 03 9288 4360</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Advice Phone 1300 60 60 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59 Victoria Parade Fitzroy Victoria 3065</td>
</tr>
<tr>
<td>Dental Emergency</td>
<td>The Royal Dental Hospital of Melbourne and DHSV.</td>
<td>The Emergency Department is on Level 1 of the Royal Dental Hospital of Melbourne,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>720 Swanston Street, Carlton (opposite Melbourne university)</td>
</tr>
<tr>
<td>Mental health care</td>
<td></td>
<td>Phone 1300 558 862 24-hr direct referrals</td>
</tr>
<tr>
<td>Trauma</td>
<td>Trauma advice and referral</td>
<td>Phone 1800 700 001</td>
</tr>
<tr>
<td>Drug &amp; Alcohol</td>
<td>'DirectLine' drug and alcohol referral</td>
<td>1800 888 236 2 4hr/7day</td>
</tr>
<tr>
<td>Finance advice</td>
<td>Money Help</td>
<td>Phone 1800 007 007</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.moneyhelp.org.au">http://www.moneyhelp.org.au</a></td>
</tr>
<tr>
<td>Family assistance</td>
<td>Lifeline</td>
<td>Phone 13 11 14 <a href="https://www.lifeline.org.au">https://www.lifeline.org.au</a></td>
</tr>
<tr>
<td>Academic support</td>
<td>Psychology Melbourne</td>
<td>Phone 1800 883 035</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.psychologymelbourne.com.au">http://www.psychologymelbourne.com.au</a></td>
</tr>
</tbody>
</table>

Relevant legislation

A range of legislation is applicable to all staff and learners. Information on relevant legislation can be found at the following websites.

<table>
<thead>
<tr>
<th>Occupational Health &amp; Safety</th>
<th>WorkSafe Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal opportunity</td>
<td>Victorian Equal Opportunity &amp; Human Rights Commission</td>
</tr>
<tr>
<td>RTO registration</td>
<td>Australian Skills Quality Authority</td>
</tr>
<tr>
<td>Education and Training reform Act</td>
<td>Department of Education and Early Childhood Development</td>
</tr>
<tr>
<td>Fair Work Australia</td>
<td>Fair Work Australia</td>
</tr>
</tbody>
</table>

It is the responsibility of all staff and learners to ensure the requirements of relevant legislation are met at all times. Use the web sites indicated, or contact the Administration Coordinator if you require further information.

There may be additional, course-specific, legislation that is relevant. Information about this legislation will be communicated during the course.

Plagiarism and cheating

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner's exclusion from a unit or a course. When learners have any doubts about including the work of other authors in their assessments, they must consult with their trainer to discuss the matter. The following list outlines some of the activities for which a learner can be suspected of plagiarism or cheating:

- Presenting any work by another individual as one's own unintentionally
• Handing in assessments markedly similar to or copied from another learner.
• Presenting the work of another individual or group as their own work.
• Allowing another learner to copy your work
• Handing up assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the Internet.

Legitimate cooperation between learners on assignments is encouraged, since it can be a real aid to understanding. It is legitimate for learners to discuss assignment questions at a general level, provided everybody involved makes some contribution. However, learners must produce their own individual written solutions. Copying someone else’s work is plagiarism, and is unacceptable.

Copyright
Learners must be careful when photocopying the work of others. The owner of the material may take legal action against learners of the College if the owner's copyright has been infringed. Learners are allowed to do a certain amount of photocopying for research or study purposes. Generally, 10% or one chapter of a book is acceptable, where the participant is studying with, or employed by, an educational institution.

Learner code of behaviour
The Learner Code of Behaviour requires the following rights and expectation to be respected and adhered to at all times.

• The right to be treated with respect from others, to be treated fairly and without discrimination, regardless of religious, cultural, racial and sexual differences, age, disability or socio-economic status
• The right to be free from all forms of intimidation
• The right to work in a safe, clean, orderly and cooperative environment
• The right to have personal property (including computer files and learner work) and the Registered Training Organisation property protected from damage or other misuse
• The right to have any disputes settled in a fair and rational manner (this is accomplished by the complaints and Appeals Procedure)
• The right to work and learn in a supportive environment without interference from others
• The right to express and share ideas and to ask questions
• The expectation that learners will not engage in copyright breaches, cheating or plagiarism
• The expectation that learners will submit work when required.
• The expectation that learners will maintain consistent participation by attending all required classes and assessments.
• The expectation that learners will attend all required classes and assessment as part of the requirement to progress through the course satisfactorily and complete the course in within the time frame notified on the learner enrolment form.

For non-compliance with the Code of Conduct the following procedure for discipline will be followed:

• A member of the College staff will contact learners in the first instance and arrange a counselling meeting to discuss the issue or behaviour & to determine how the issue might be rectified. This meeting and its outcomes will be documented, signed by all parties and included on the learner’s personal file. (Step 1)
• Where there is a second breach of the Learner Code of Behaviour, learners will be invited for a personal interview with the Training Manager to discuss the breaches further. This meeting and its outcomes will be documented, signed by all parties and included on the learner’s personal file. (Step 2)
• Should a third breach of the Learner Code of Behaviour occur after the stage 2 meeting, the learner will be provided with a final warning in writing & a time frame in which to rectify the issue. A copy of this letter will be included on the learner’s personal file. (Step 3)
• After the three steps in the discipline procedure have been followed, and breaches of the Code of Behaviour still continue, training services will be withdrawn and the learner will be sent a learner suspension or cancellation letter.
- Failure to attend scheduled meetings may result in the College deciding to suspend or cancel a learner’s enrolment
- At any stage of this procedure learners are able to access the College complaints and appeals procedure to settle any disputes that may arise.

Other Information

Change of address and contact details
You are required to advise the College of your residential address and telephone number and of any subsequent changes to your residential address and telephone number whilst enrolled in a course. It is your responsibility and in your own interests to ensure that you always update your address details at the College to ensure you receive important information that the College may send you from time to time.

On commencement and at least every six months whilst you are enrolled at the College you will be asked to review and update your contact information with the College.

Learner initiated deferral or suspension of enrolment
Learners may initiate a request to defer commencement of studies or suspend their studies. Learners wishing to defer the commencement of studies or suspend their studies must apply to do so in writing to the College using the learner deferral, suspension or cancellation application form or in writing by email, fax or post.

Learner cancellation of enrolment
Cancellation of enrolment will trigger the refund arrangements in the agreement between the College and the client organisation. Learners who cancel their enrolment and think a refund is due must apply for a refund. Refund applications must be made in writing to the College Administration Coordinator. The refund application form, available from the College, may be used as the written application. Written applications for refunds will also be accepted by mail or by email. Refunds will be made within 28 days of receipt of a written application.

College initiated suspension or cancellation of enrolment
The College may decide to suspend or cancel a learner’s enrolment on its own initiative as a response to breaching the learner code of behaviour through misbehaviour, a poor academic record or poor attendance by the learner. If the College is intending to initiate a suspension or cancellation of enrolment a warning letter will be sent to the learner’s currently notified address and the learner will have 20 working days from the date of the warning letter to complain or appeal against the College suspension or cancellation.

College deferral of commencement
The College may also decide to defer the commencement of a course. If the College defers the commencement of a course the provider default conditions in the agreement between the College and the client organisation will be triggered and the College will be obliged to repay any unspent pre-paid fees received by the College in respect of the learner within 14 days of the date of deferral unless alternative arrangements can be made which are acceptable to learners.

Use of personal information
It is a requirement of the Australian Quality Training Framework that learners can access personal information held by the College and may request corrections to information that are incorrect or out of date. Apply to the Administration Coordinator using the Learner records request form if you wish to view your own records. Once the request has been approved the Administration Coordinator will arrange a time for you to view your own records. You must view your records at the College and you cannot take records away from the College.
Qualification details and entry requirements

CHC30113 Certificate III in Early Childhood Education and Care

Purpose & Target Group
This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Under the Education and Care Services National Law (2011) the Australian Children’s Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

Course Units

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Core / Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS400C Work within a relevant legal and ethical framework</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE001 Develop cultural competence</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE002 Ensure the health and safety of children</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE003 Provide care for children</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE004 Promote and provide healthy food and drinks</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE005 Provide care for babies and toddlers</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE007 Develop positive and respectful relationships with children</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE009 Use an approved learning framework to guide practice</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE010 Support the holistic development of children in early childhood</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE011 Provide experiences to support children’s play and learning</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE013 Use information about children to inform practice</td>
<td>C</td>
</tr>
<tr>
<td>CHCPRT001 Identify and respond to children and young people at risk</td>
<td>C</td>
</tr>
<tr>
<td>HLTAID004 Provide an emergency first aid response in an education and care setting</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001 Participate in work health and safety</td>
<td>C</td>
</tr>
<tr>
<td>HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE014 Comply with family day care administration requirements</td>
<td>E</td>
</tr>
<tr>
<td>CHGORG303C Participate effectively in the work environment</td>
<td>E</td>
</tr>
<tr>
<td>CHCECE006 Support behaviour of children and young people</td>
<td>E</td>
</tr>
<tr>
<td>CHCECE012 Support children to connect with their world</td>
<td>E</td>
</tr>
</tbody>
</table>
**Purpose & Target Group**

This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

They may have responsibility for supervision of volunteers or other staff.


**Course Units**

Students who have completed CHC30113 Certificate III in Early Childhood Education and Care will be given credit of units completed.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Core / Elective</th>
</tr>
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<tr>
<td>CHCCS400C Work within a relevant legal and ethical framework</td>
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</tr>
<tr>
<td>CHCECE001 Develop cultural competence</td>
<td>C</td>
</tr>
<tr>
<td>CHCECE002 Ensure the health and safety of children</td>
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<tr>
<td>CHCECE003 Provide care for children</td>
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<tr>
<td>CHCECE004 Promote and provide healthy food and drinks</td>
<td>C</td>
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<tr>
<td>CHCECE005 Provide care for babies and toddlers</td>
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<tr>
<td>CHCECE007 Develop positive and respectful relationships with children</td>
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<tr>
<td>CHCECE009 Use an approved learning framework to guide practice</td>
<td>C</td>
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<tr>
<td>CHCECE016 Establish and maintain a safe and healthy environment for children</td>
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<td>CHCECE017 Foster the holistic development and wellbeing of the child in early childhood</td>
<td>C</td>
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<td>CHCECE018 Nurture creativity in children</td>
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<td>CHCECE019 Facilitate compliance in an education and care services</td>
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<td>CHCECE020 Establish and implement plans for developing cooperative behaviour</td>
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<td>CHCECE021 Implement strategies for the inclusion of all children</td>
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<td>CHCECE022 Promote children’s agency</td>
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<tr>
<td>CHCECE023 Analyse information to inform learning</td>
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<tr>
<td>CHCECE024 Design and implement the curriculum to foster children’s learning and development</td>
<td>C</td>
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<tr>
<td>CHCECE025 Embed sustainable practices in service operations</td>
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Entry Requirements
Any adult (18+ yrs) Australian Resident with an interest in working in the Early Childhood industry and those already working in the industry who need a qualification. It is necessary for learners to own, or have ready access to, a computer with Microsoft Office or equivalent software, and a willingness to learn. They must demonstrate they have sound literacy and numeracy skills to a standard of at least Australian Year 12 College or Australian Certificate IV, or an equivalent.
Candidates without such qualification will be requested to undertake a paper-based or on-line literacy and numeracy test prior to enrolment/application being accepted.
Typical tests that are used by National Skills Development Centre are:
A brief writing and oral test that is included with the enrolment kit.
Foundation Skills Assessment Tool (FSAT) - Australian Council for Educational Research (ACER), when available
Safe Work Resources Online Language, Literacy and Numeracy Indicator Tool – Safe Work Resources Pty Ltd (lln.safework.com.au)
Applicants who have completed year 12 in Australia or an equivalent accredited qualification (Certificate IV or above) will be accepted without further proof of literacy and numeracy skills.
Prior to commencement a review of each learner’s previous education, training and work experience will be conducted in order to determine if there is a need to recognise existing competencies through recognition of prior learning and / or mutual recognition

Course Outcomes
Learner are required to achieve competency in all units in order to complete the course.
Learner will undergo:
• An introduction process explaining the units of competency and the training and assessment program.
• A review of the available units of competency that may be selected. The units of competency to be included in a participant’s training program will be determined by discussions with the learner, an employer representative (where applicable) and a National Skills Development Centre representative.
• An induction into the training program
• A review and sign off of the training plan

| CHCECE026 Work in partnership with families to provide appropriate education and care for children | C |
| CHCPRT001 Identify and respond to children and young people at risk | C |
| HLTAID004 Provide an emergency first aid response in an education and care setting | C |
| HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people | C |
| HLTWHS003 Maintain work health and safety | C |
| CHCORG428A Reflect on and improve own professional practice | E |
| CHCORG506E Coordinate the work environment | E |
| CHCORG614C Manage a community sector organisation | E |
| CHCORG627B Provide mentoring support to colleagues | E |
| CHCPOL504B Develop and implement policy | E |
The format for delivery/assessment will be designed around a program involving a combination of review of existing skills, gap training as appropriate, theory sessions as appropriate and assessment both on the job and if required in a suitably equipped simulated workplace.

**Delivery Schedule**

Classes are delivered on week-days at the College’s training rooms. In addition to face-to-face seminars, learners will be required to undertake assignments, further reading and workbook exercises each week. Learners will be required to take part in work placements in real work environments.

Please refer to the course delivery schedule for dates, location, timetables, work placement requirements and an outline of content.

Classes do not run during College holidays (usually aligned with school holidays) or on public holidays.

It is possible to begin the course at any time when a new unit begins. Please speak to the College to discuss the most suitable arrangements for entry.

**Course Materials**

For the CHC30113 Certificate III in Early Childhood Education and Care and CHC50113 Diploma of Early Childhood and Care courses, National Skills Development Centre currently uses training material produced internally. Textbooks supplement the materials. These are included in the course fees. Other material, videos, articles, books, magazines will be introduced to classes as appropriate. National Skills Development Centre reserves the right to substitute material with another supplier or material developed in-house that is more suited to the learner group.

**Assessment**

The assessment of this course includes; written questions, projects, oral questioning. Assessments may be adjusted to meet individual’s needs, if special circumstances apply.

Each unit has an individual assessment tool and mapping process which establishes the detailed assessment methodology including:

- Outlining the assessment methods
- Providing instructions for the assessor
- Providing instructions for the learners
- Being mapped to the unit of competency through a separate mapping document

Assessment evidence used for this qualification and target group will be a mix from the following:

A. Recognition of Prior Learning/Recognition of Current Competency
B. Written/Oral questions
C. Practical assessments
D. Project related assessments
E. Observation/discussion – used when other evidence is difficult to gain.

Learners are entitled to re-assessment for each unit. Learners will be required to undertake additional training between assessment attempts to assist them to attain the required competency for the unit.

Refer to the Course Unit delivery plan for further details.

National Skills Development Centre will ensure that a suitably equipped study environment is available for training and assessment processes.

**Upon Commencement of the course**

Learners will undergo:

- An introduction process explaining the units of competency and the training and assessment program.
- A review of the available units of competency that have been selected that will be included in the Learner’s training programme
- A review and sign off of the training plan
• An induction into the training programme and the College
Telephone support from 9am to 5pm Monday to Friday, Australian EST time, from qualified staff employed by National Skills Development Centre.

**Reasonable Adjustment**
To meet the needs of all learners, adjustments can be made to the way assessments are conducted but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility so that the specific needs of learners can be met.

Examples of reasonable adjustments include;

- providing additional time for learner to practice the assessment tasks
- presenting questions orally for learners with literacy issues
- asking questions in a relevant practical context
- adapting machinery and equipment to make it more easily used
- presenting work instructions in diagrammatic or pictorial form instead of words and sentences
- simplifying the design of job tasks

It is the responsibility of each assessor to assess learner’s needs and make whatever reasonable adjustments are practicable to maximise a learner’s opportunity to demonstrate their competence.

**Contextualisation to Workplace Settings**
National Skills Development Centre ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement the National Skills Development Centre has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various elements of a real/actual workplace however in a simulated training environment.

National Skills Development Centre meets the need for a real-time workplace simulation environment by:

- National Skills Development Centre’s trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role-play of difficult & diverse type customers.
- Learners prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer)
- Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.
- Providing work placements in actual work environments

### Appendix 1 Complaints & Appeals Process Summary

**Informal Complaint Process**
A student with an issue, question or complaint may raise the matter with staff of National Skills Development Centre and attempt an informal resolution of the complaint.

Students with an issue, question or complaint can arrange a meeting to discuss the matter with one of the following College staff members who are responsible to try and resolve the issue, question or complaint with the student:

- Trainer
- Training Manager
- Administration Manager

The staff member will try and resolve the issue at the meeting or if required investigate the matter and then arrange another meeting with the student to discuss the outcome of investigation and offer a solution if appropriate.

Students who are not satisfied with the outcome of their discussion of the complaint are encouraged to register a formal complaint by:

- Obtaining a copy of the Student complaint form which can be requested from the Administration Manager;
- Completing the Student complaint form;

*Photos used in this document are 'library' images and do not represent actual people and the environment at National Skills Development Centre*
Lodging the Student complaint form with the Administration Manager. Students having difficulty completing the Student complaint form should ask a trainer, the Training Manager or the Administration Manager to assist them. Once the Student complaint form is lodged with the Administration Manager it will be dealt with as described in the formal complaint process below.

Formal Complaint Process
Complaints must be lodged within 2 weeks of the issue arising.
The formal complaint process will commence within 5 working days of the formal lodgement of the complaint or appeal and supporting information.
A maximum time of 10 working days from the commencement of the formal complaint process will be allowed for the resolution unless all parties agree in writing to extend this time. This period is called the resolution phase.
If National Skills Development Centre considers that more than 60 calendar days are required to process and finalise the complaint or appeal, it will:
- inform the complainant or appellant in writing, including the reasons that more than 60 calendar days are required, and
- regularly update the complainant or appellant on the progress of the matter
Formal complaints must be lodged using the Student complaint form that can be requested from the Administration Manager.
Formal complaints must be recorded in the student's files
During the formal complaint process:
- **Students will have an opportunity to formally present their case to the Administration Manager, in writing or in person at no cost to the student**
- Students may be accompanied and assisted by a support person at any meetings involving the complaint.
Only the Training Manager, the Administration Manager or the Chief Executive Officer can deal with complaints. Whoever does hear the complaint must not be the subject of the complaint and cannot be involved in subsequent appeal hearing. In the event that the Training Manager, the Administration Manager and the Chief Executive Officer are not eligible to hear the complaint then the complaint must be directed to an external person at no cost to the student.
The external person to hear a student complaint on behalf of a student is to be engaged from the Institute of Arbitrators and Mediators Australia (IAMA) phone (03) 8648 6578.

Internal Appeal Process - assessment
Students appealing an assessment decision (including RPL) will be given the opportunity for reassessment by a different assessor selected by National Skills Development Centre. Costs of reassessment will met by National Skills Development Centre.
The recorded outcome from the assessment appeal will be the most favourable result for the student from either the original assessment or the reassessment.
Only one assessment appeal will be allowed.
The outcome of an internal appeal and reasons for the outcome will be recorded in writing and signed and dated by the student and National Skills Development Centre and placed in the student file. A copy of this document will be provided to the student.
There are no further avenues within National Skills Development Centre for complaints or appeals after the internal appeals process has been completed, however an external appeals process is available.
External Appeal Process

Students who are not satisfied with the process undertaken for an internal appeal are encouraged to make an external appeal by:

- Obtaining a copy of the Student appeal form which can be found in the student handbook or be requested from the reception desk or the Training Manager
- Completing the Student appeal form and selecting the External appeal option on the form.
- Lodging the Student appeal form with Training Manager

The purpose of the external appeals process is to consider whether National Skills Development Centre has followed its student complaint and appeals procedure, not to make a decision in place of National Skills Development Centre. For example, if a student appeals against his or her subject results and goes through National Skills Development Centre internal appeals process, the external appeals process (if accessed) would look at the way in which the internal appeal was conducted; it would not make a determination as to what the subject result should be.

For external appeals the independent mediator will be the IAMA (Institute of Arbitrators and Mediators Australia) phone (03) 8648 6578. The cost of mediation is to be shared equally between the parties involved in mediation.

The external appeals procedure will be determined by the IAMA.

Following the receipt of the outcome of the external appeal National Skills Development Centre must immediately implement the decision, convey the outcome to the student, place a copy of the documentation on the student file and undertake any improvement actions arising from the complaint.