CHC30113
Certificate III in Early Childhood Education and Care
- Blended Mode of Delivery –

Training and Assessment Strategy

<table>
<thead>
<tr>
<th>Name of RTO</th>
<th>Health Careers International Pty Ltd T/A Institute of Health and Nursing Australia</th>
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</tr>
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**CHC30113 Certificate III in Early Childhood Education and Care**

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</table>
### Qualification Overview:

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. Depending on the setting, educators may work under direct supervision or autonomously.

### Packaging Rules:

- **Total number of units = 18**
  - 15 core units
  - 3 elective units

All electives chosen support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

- The course will be offered using a blended learning approach, including a combination of eLearning, simulation based training and assessment in a simulated children services lab environment and Practical Placement (PP).
- The total structured duration of the course is one year including PP. Completion time frames will however vary between students based on their individual skills, experiences and previous studies.

### Delivery Locations:

Simulation Based Training and Simulation Based Assessment (SBA) will be done at following venues:
- IHNA Heidelberg campus.
- IHNA Perth Campus.
- IHNA Sydney Campus.

### Modes of delivery

Delivery will be Blended Mode:
- Theory online
- SBA at an IHNA campus
- Practical Placement

### Licensing and/or regulatory requirements relevant to program


The following pieces of legislation and regulation (not limited to) are relevant to the program:
- Children, Youth and Families Act 2005 (Vic.)
- Working with Children Act 2005 (Vic.)
- Child Wellbeing and Safety Act 2005 (Vic.)
- The Charter of Human Rights and Responsibilities Act 2006 (Vic.)
- Family Law Act 1975 (Cth)
- The Commission for Children and Young People Act 2012
- Children and Community Services Act 2004 (WA)
- Working with Children (Criminal Record Checking) Act 2004 (WA)
- Family Court Act 1997 (WA)
- Adoption Act 1994 (WA)
- Family Law Act 1975 (Cth)
- Child Care Services Act 2007
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Children and Young Persons (Care and Protection) Amendment (Parental Responsibility Contracts) Act 2006 (NSW)
- Child Protection (Offenders Registration) Act 2000 (NSW)
- Crimes Act 1900 (NSW)
- Commission for Children and Young People Act 1998 (NSW)
- The Ombudsman Act 1974 (NSW)
- Family Law Act 1975 (Cth)
- Children and Young Persons (Care and Protection) Amendment Bill 2009
- Children and Young People Act 2008 (ACT)
- Care and Protection of Children Act 2007 (NT)
- Child Protection Act 1999(Qld)
- Children's Protection Act 1993 (SA)
- Children, Young Persons and their Families Act 1997 (Tas.)

**Program Intakes:**
Rolling batches – 8 in a year

**Entry Requirements:**
No specific entry requirements as per the qualification details or training package.

**Target Group(s):**
The target group consists of people over the age of 18 that want to work as childcare workers across a wide range of children’s care and services settings.

**IHNA admission criteria**
- Applicants are required to be 18 years old and above.
- Applicants must have successfully completed Year 12 of secondary school or equivalent, or be of mature age.
- Applicants are required to have successfully completed an IHNA LLN test or VET ASSESS LLN Test (with a valid score of minimum 50% for each area and issued within the last 12 months from the time of admission).

Aboriginal and Torres Strait Islanders are encouraged to apply.

Satisfactory police clearance certificate, vaccination report and working with children check are essential for practical placement.

It is essential for the student to possess basic computer skills.

**Prerequisites**
No prerequisites
### Unit Outline and Breakdown of Hours

<table>
<thead>
<tr>
<th>Sl. No:</th>
<th>Unit Code and Title</th>
<th>Unit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CHCLEG001 Work legally and ethically*</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>CHCECE001 Develop cultural competence</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>CHCECE002 Ensure the health and safety of children</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>CHCECE003 Provide care for children</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>CHCECE004 Promote and provide healthy food and drinks</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>CHCECE005 Provide care for babies and toddlers</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>CHCECE007 Develop positive and respectful relationships with children</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>CHCECE009 Use an approved learning framework to guide practice</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>CHCECE010 Support the holistic development of children in early childhood</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>CHCECE011 Provide experiences to support children’s play and learning</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>CHCECE013 Use information about children to inform practice</td>
<td>40</td>
</tr>
<tr>
<td>12</td>
<td>CHCPRT001 Identify and respond to children and young people at risk</td>
<td>40</td>
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<tr>
<td>13</td>
<td>HLTAID004 Provide an emergency first aid response in an education and care setting</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>HLTWHS001 Participate in work health and safety</td>
<td>30</td>
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<tr>
<td>15</td>
<td>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety*</td>
<td>20</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>16</td>
<td>CHCECE012 Support children to connect with their world</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>CHCDIV001 Work with diverse people*</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>CHCECE021 Implement strategies for the inclusion of all children**</td>
<td>50</td>
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</table>

**Total Course Duration**

825

*The unit hours for the units of competency CHCDIV001, CHCDIV002 and CHCLEG001 are benchmarked with WA Nominal Hours Guide and Victorian Purchasing Guide for its preceding or superseded units. These hours are subject to change as per the amended guidelines on nominal hours which are yet to be published.

**The elective unit CHCECE21 is included from the Community Services Training package as it contributes to a valid, industry-supported vocational outcome relevant to the course.*
### Unit delivery plan

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Delivery plan</th>
<th>Unit hours</th>
<th>Classroom / online learning</th>
<th>SBA</th>
<th>PP hours</th>
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</thead>
<tbody>
<tr>
<td>CHCLEG001 Work legally and ethically</td>
<td>Individually</td>
<td>50</td>
<td>45</td>
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<tr>
<td>CHCECE002 Ensure the health and safety of children</td>
<td>Individually</td>
<td>50</td>
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<tr>
<td>HLTWHS001 Participate in work health and safety</td>
<td>Individually</td>
<td>30</td>
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<td>CHCPRT001 Identify and respond to children and young people at risk</td>
<td>Individually</td>
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<td>HLTAID004 Provide an emergency first aid response in an education and care setting</td>
<td>Individually</td>
<td>20</td>
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<tr>
<td>CHCECE001 Develop cultural competence (70 hours)</td>
<td>Cluster 1 – Cultural Safety</td>
<td>110</td>
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<tr>
<td>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety (20 hours)</td>
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<tr>
<td>CHCDIV001 Work with diverse people (20 hours)</td>
<td>Individually</td>
<td>70</td>
<td>60</td>
<td>0</td>
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<tr>
<td>CHCECE003 Provide care for children***</td>
<td>Individually</td>
<td>60</td>
<td>50</td>
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<tr>
<td>CHCECE005 Provide care for babies and toddlers***</td>
<td>Individually</td>
<td>35</td>
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<tr>
<td>CHCECE007 Develop positive and respectful relationships with children***</td>
<td>Individually</td>
<td>70</td>
<td>60</td>
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<tr>
<td>CHCECE009 Use an approved learning framework to guide practice</td>
<td>Individually</td>
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<td>5</td>
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<tr>
<td>CHCECE010 Support the holistic development of children in early childhood***</td>
<td>Individually</td>
<td>70</td>
<td>47</td>
<td>8</td>
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<tr>
<td>CHCECE011 Provide experiences to support children’s play and learning</td>
<td>Individually</td>
<td>40</td>
<td>27</td>
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<td>5</td>
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<td>CHCECE013 Use information about children to inform practice</td>
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<td>40</td>
<td>35</td>
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<tr>
<td>CHCECE012 Support children to connect with their world</td>
<td>Individually</td>
<td>40</td>
<td>35</td>
<td>0</td>
<td>5</td>
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<tr>
<td>CHCECE021 Implement strategies for the inclusion of all children</td>
<td>Individually</td>
<td>50</td>
<td>40</td>
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</tbody>
</table>

Total hours: 825

 *** These core units require in the performance evidence that students have performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in one or more regulated education and care service. During this period of 120 hours, students will also demonstrate competency for other units of competency which form a part of this course.
## Units of Competency

### CHCLEG001 Work legally and ethically

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>50 hours</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
</table>

### Unit Descriptor:
This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role. This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

### Delivery Mode:
This unit is delivered through blended mode of delivery which includes online theory, and Practical Placement (PP).

### Pre-Requisites
NIL

### Licensing Requirements
NIL

### Unit Resources and required reading

#### Textbook

#### Core Documents

#### Blue Bay Model Policies
- Blue Bay Early Learning Centre. (2012). Complaints Policy
Additional resources

- Early Childhood Education and Care – Reference Centre****
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Organisational policies and procedures
- Current legislation, regulations and code of practice.

Assessment Strategy:

- Knowledge Based Test
- Workplace project
- Workplace observation

**** The Early Childhood Reference Centre is an accessible, easy to navigate online compilation of resources for students and educators. It showcases a variety of material including links to journal articles, eBooks, websites, images and videos. The resources are drawn from the databases and services to which we subscribe, material our support staff have created and material from the open source community and internet. The Reference Centre is linked to the eLearning materials for each unit of study, with specific elements drawn from it and incorporated into learning activities by educators and instructional designers.

<table>
<thead>
<tr>
<th>Unit of Competence:</th>
<th>CHCECE001 Develop cultural competence</th>
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</thead>
<tbody>
<tr>
<td>Nominal Duration:</td>
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<tr>
<td>Unit Descriptor:</td>
<td>This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children’s services. This support includes contributing to children’s understanding and acceptance of all cultures. This unit applies to educators working in a range of education and care services.</td>
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<td>Delivery Mode:</td>
<td>This unit is delivered through blended mode of delivery which includes on line theory and Practical Placement PP.</td>
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<td>Pre-Requisites</td>
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<tr>
<td>Licensing Requirements</td>
<td>NIL</td>
</tr>
<tr>
<td>Additional Readings for this Unit</td>
<td></td>
</tr>
</tbody>
</table>


- What is cultural safety? (2012). SNAICC. Retrieved from:
Recommended Websites

- NAIDOC: http://www.naidoc.org.au/about

Additional resources

- Early Childhood Education and Care – Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Organisational standards, policies and procedures.

Assessment Strategy:

- Knowledge Based Test
- Workplace project

<table>
<thead>
<tr>
<th>Unit of Competence</th>
<th>CHCECE002 Ensure the health and safety of children</th>
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<tr>
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<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
<td>Unit Descriptor</td>
<td>This unit describes the skills and knowledge to ensure the health and safety of children.</td>
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<td></td>
<td>This unit applies to educators working in a variety of education and care services.</td>
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<tr>
<td>Delivery Mode</td>
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</tr>
<tr>
<td>Pre-Requisites</td>
<td>NIL</td>
</tr>
<tr>
<td>Licensing Requirements</td>
<td>NIL</td>
</tr>
</tbody>
</table>

Unit Resources and required reading

Textbook


Core Documents


Additional Readings for this Unit


Blue Bay Model Policies


Additional resources

- Early Childhood Education and Care – Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Authorisation forms
- Medical management plans
- Medication labels
- Medicine storage bottles or packs
- Adrenalin auto injector. E.g. Anapen or epipen
- Asthma puffers and spacer
- Medical management plans and other relevant medical information
- Toys appropriate to the age of children
## Assessment Strategy:
- Knowledge Based Test
- Workplace project
- Workplace observation

### Unit of Competence: CHCECE003 Provide care for children

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<tr>
<th>Nominal Duration</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unit Descriptor</td>
<td>This competency unit describes the skills and knowledge required to ensure children's physical and emotional wellbeing is maintained and their self-sufficiency is nurtured. This unit applies to people who work with children in a range of early education and care services.</td>
<td></td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>This unit is delivered through blended mode of delivery which includes online theory and Practical Placement (PP).</td>
<td></td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>Licensing Requirements</td>
<td>NIL</td>
<td></td>
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</tbody>
</table>

### Textbook

### Core Document

### Additional Readings for this Unit
### Unit of Competence

<table>
<thead>
<tr>
<th>CHCECE004 Promote and provide healthy food and drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nominal Duration:</strong> 35 hours</td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong> This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner. This unit applies to educators working in a range of education and care services.</td>
</tr>
<tr>
<td><strong>Delivery Mode:</strong> This unit is delivered through blended mode of delivery which includes online theory and Practical Placement PP.</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong> NIL</td>
</tr>
<tr>
<td><strong>Licensing Requirements</strong> NIL</td>
</tr>
</tbody>
</table>

#### Textbook

#### Core Documents

#### Assessment Strategy
- Knowledge Based Test
- Workplace project

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**Recommended Websites**

#### Additional resources
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Indoor and outdoor play environments
# Additional Readings for this Unit


## Blue Bay Model Policies


## Recommended Websites


• Raising Children Network: [http://raisingchildren.net.au/](http://raisingchildren.net.au/)


**Additional resources**

- Early Childhood Education and Care Reference Centre
- Computer and headset
- Food preparation and storage equipment, e.g. feeding bottles, cups, teats, bottle brush, ice cube trays, sterilising equipment, food labels, plates, spoons and plastic containers.
- Appropriate seating arrangement and furniture for children, e.g. high chair
- Internet
- Access to a regulated education and care service in Australia for practical placement

**Assessment Strategy:**

- Knowledge Based Test
- Workplace project
- Workplace observation

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**Unit of Competence:** CHCECE005 Provide care for babies and toddlers

<table>
<thead>
<tr>
<th>Nominal Duration</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>60 hours</td>
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</tbody>
</table>

**Unit Descriptor:**

This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children's physical and emotional wellbeing is maintained.

This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.

**Delivery Mode:**

This unit is delivered through blended mode of delivery which includes on line theory and Practical Placement (PP).

**Pre-Requisites**

NIL

**Licensing Requirements**

NIL

**Unit Resources and required**

Textbook
**CHC30113 - Certificate III in Early Childhood Education and Care**  
**Training and Assessment Strategy**

### Reading


### Core Documents


### Additional Readings for this Unit


### Additional resources

- Early Childhood Education and Care Reference Centre
- Access to a regulated education and care service in Australia for practical placement
- Computer and headset
- Internet
- Cots
- Bedding
- Feeding bottles, utensils and bottle brush
- Nappies

### Assessment Strategy:

- Knowledge Based Test
- Workplace project
Unit of Competence: CHCECE007 Develop positive and respectful relationships with children

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>70 hours</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
</table>

Unit Descriptor: This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour. This unit applies to educators who work with children in a range of education and care service settings.

Delivery Mode: This unit is delivered through blended mode of delivery which includes online theory and Practical Placement (PP).

Pre-Requisites: NIL

Licensing Requirements: NIL

Textbook

Core Documents

Additional Readings for this Unit

Additional resources
- Early Childhood Education and Care – Reference Centre
- Computer and headset
- Internet
### Unit of Competence: CHCECE007 Develop positive and respectful relationships with children

- Access to a regulated education and care service in Australia for practical placement

### Assessment Strategy:
- Knowledge Based Test
- Workplace project
- Workplace observation

### Unit of Competence: CHCECE009 Use an approved learning framework to guide practice

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>50 hours</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
</table>

### Unit Descriptor:
This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success. This unit applies to educators working in a range of education and care services.

### Delivery Mode:
This unit is delivered through blended mode of delivery which includes online theory, skills based assessment and Practical Placement (PP).

### Pre-Requisites
Nil

### Licensing Requirements
NIL

### Unit Resources and required reading

#### Textbook

#### Core Documents

#### Additional Readings for this Unit
### Additional resources

- Early Childhood Education and Care Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Simulated assessment environment

### Assessment Strategy

- Knowledge Based Test
- Simulation Based Assessment
- Workplace project
- Workplace observation

---

### Unit of Competence: CHCECE010 Support the holistic development of children in early childhood

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>70 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of learning outcomes available from</td>
<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
</tbody>
</table>

**Unit Descriptor:**

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age.

This unit applies to educators working in a range of early childhood education and care services.

**Delivery Mode:**

This unit is delivered through blended mode of delivery which includes online theory, skills based assessment and Practical Placement (PP).

**Pre-Requisites**
Nil

**Licensing Requirements**
Nil

**Textbook**


**Core Documents**


**Additional Readings for this Unit**


Newsletter_No18.pdf (Accessed April, 2015).


Recommended Websites


- Working Together (Kids Matter)


Additional resources

- Early Childhood Education and Care Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Simulated assessment environment

Assessment Strategy

- Knowledge Based Test
- Simulation Based Assessment
- Workplace project
- Workplace observation
### Unit of Competence: CHCECE011 Provide experiences to support children’s play and learning

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>40 hours</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Descriptor:</td>
<td>This unit describes the skills and knowledge required to support children’s play and learning. This unit applies to educators working in a range of education and care services.</td>
<td></td>
</tr>
<tr>
<td>Delivery Mode:</td>
<td>This unit is delivered through blended mode of delivery which includes online theory, skills based assessment and Practical Placement (PP).</td>
<td></td>
</tr>
<tr>
<td>Pre-Requisites:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Licensing Requirements:</td>
<td>NIL</td>
<td></td>
</tr>
</tbody>
</table>

#### Textbook

#### Core Documents

#### Additional Readings for this Unit
- International Child Care College Resources. *Emaeline’s Developmental Profile.* (2013). Newcastle, NSW: ICCC.
- International Child Care College Resources. *Kara’s Developmental Profile Example.* (2013). Newcastle, NSW: ICCC.
- International Child Care College Resources. *Sam’s Developmental Profile Example.* (2013). Newcastle, NSW: ICCC.
**Assessment Strategy**

- Knowledge Based Test
- Simulation Based Assessment
- Workplace project
- Workplace observation

**Recommended Websites**


**Additional resources**

- Early Childhood Education and Care Reference Centre
- Access to a regulated education and care service in Australia for practical placement
- Environment - indoors and outdoors
- Painting, crafts, board games
- Computer and headset
- Internet
- Organisational standards, policies and procedures
- Simulated assessment environments


<table>
<thead>
<tr>
<th>Unit of Competence:</th>
<th>CHCECE013 Use information about children to inform practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Duration:</td>
<td>40 hours</td>
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<tr>
<td>Copy of learning outcomes available from</td>
<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
<td>Unit Descriptor:</td>
<td>This unit describes the skills and knowledge required to gather information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families. This unit applies to educators working in a range of education and care services.</td>
</tr>
<tr>
<td>Delivery Mode:</td>
<td>This unit is delivered through blended mode of delivery which includes online theory and assessment and Practical Placement (PP).</td>
</tr>
<tr>
<td>Pre-Requisites:</td>
<td>Nil</td>
</tr>
<tr>
<td>Licensing Requirements:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### CHC30113 - Certificate III in Early Childhood Education and Care

**Training and Assessment Strategy**

<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>CHCPRT001 Identify and respond to children and young people at risk</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Nominal Duration: 40 hours</td>
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<tr>
<td></td>
<td>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
<td>Unit of Competence:</td>
<td>This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.</td>
</tr>
<tr>
<td>Delivery Mode:</td>
<td>This unit is delivered through blended mode of delivery which includes on line theory and Practical Placement (PP).</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Licensing Requirements</td>
<td>Nil</td>
</tr>
<tr>
<td>Additional Readings for this Unit</td>
<td>A summary of the rights under the Convention on the Rights of the Child. (2014). Australia:</td>
</tr>
</tbody>
</table>

**Recommended Website**

- Early Childhood Australia: http://www.earlychildhoodaustralia.org.au

**Blue Bay Model Policies**

**Recommended Website**

**Additional resources**
- Early Childhood Education and Care – Reference Centre
- Access to a regulated education and care service in Australia for practical placement
- Restraining orders
- Supervision and custody orders
- Computer and headset
- Internet

<table>
<thead>
<tr>
<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Based Test</td>
</tr>
<tr>
<td>Workplace project</td>
</tr>
</tbody>
</table>
### Unit of Competence:

**HLTAID004 Provide an emergency first aid response in an education and care setting**

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>20 hours</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
</table>

### Unit Descriptor:

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults.

The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

### Delivery Mode:

This unit is delivered through blended mode of delivery which includes online theory and simulation-based assessment.

### Pre-Requisites

NIL

### Licensing Requirements

NIL

### Unit Resources and required reading

- Simulated assessment environments
- Adult, child and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- Different types of training adrenaline auto-injector training devices (e.g. EpiPen and AnaPen)
- Different types of placebo bronchodilators and a spacer device
- Roller bandages
- Triangular bandages
- Workplace First Aid kit
- Workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- Wound dressings
- Early Childhood Education and Care – Reference Centre
- Computer and headset
- Internet

### Assessment Strategy

- Knowledge Based Test
- Simulation Based Assessment
### Unit of Competence:

| CHC30113 - Certificate III in Early Childhood Education and Care Training and Assessment Strategy |

<table>
<thead>
<tr>
<th>Nominal Duration:</th>
<th>30 hours</th>
<th>Copy of learning outcomes available from <a href="http://www.training.gov.au">www.training.gov.au</a></th>
</tr>
</thead>
</table>

### Unit Descriptor:

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

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

### Delivery Mode:

This unit is delivered through blended mode of delivery which includes online theory and Practical Placement (PP).

### Pre-Requisites

Nil

### Licensing Requirements

Nil

### Unit Resources and required reading

**Textbook**

**Core Document**

**Additional Readings for this Unit**

**Additional resources**
- Early Childhood Education and Care Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Hazard, incident and investigation reports
- Workplace inspection reports
- Incident investigation reports
- Minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- Safety Data Sheet (SDS) and registers
- Employees handbooks
- Emergency equipment
- Personal protective equipment (PPE)

### Recommended Websites
### Assessment Strategy
- Knowledge Based Test
- Workplace project
- Workplace observation

---

<table>
<thead>
<tr>
<th>Unit of Competence:</th>
<th>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Duration:</td>
<td>20 hours</td>
</tr>
<tr>
<td>Copy of learning outcomes available from</td>
<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
<td>Unit Descriptor:</td>
<td>The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.</td>
</tr>
<tr>
<td>Delivery Mode:</td>
<td>This unit is delivered through blended mode of delivery which includes on line theory and Practical Placement (PP).</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Licensing Requirements</td>
<td>Nil</td>
</tr>
</tbody>
</table>

#### Unit Resources and required reading

**Textbook**

**Core Documents**

**Additional Readings for this Unit**
<table>
<thead>
<tr>
<th>Resources</th>
<th>Details</th>
</tr>
</thead>
</table>

**Recommended Websites**

- NAIDOC: http://www.naidoc.org.au/about
### CHC30113 - Certificate III in Early Childhood Education and Care

#### Training and Assessment Strategy

**Version:** 1 (Draft) Date: 20 October 2015

---

**Additional resources**

- Early Childhood Education and Care Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement

**Assessment Strategy**

- Knowledge Based Test
- Workplace project

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<table>
<thead>
<tr>
<th>Unit of Competence: CHCECE012 Support children to connect with their world</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nominal Duration:</strong></td>
</tr>
<tr>
<td><strong>Copy of learning outcomes available from</strong></td>
</tr>
</tbody>
</table>

**Unit Descriptor:**

This unit describes the skills and knowledge required to support and encourage children’s connection with their environment.

This unit applies to educators working in a range of education and care services.

**Delivery Mode:**

This unit is delivered through blended mode of delivery which includes on line theory and Practical Placement (PP).

**Pre-Requisites**

Nil

**Licensing Requirements**

NIL

---

**Textbook**


**Core Documents**


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**Unit Resources and required reading**

**Additional Readings for this Unit**

CHC30113 - Certificate III in Early Childhood Education and Care
Training and Assessment Strategy


Additional resources
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement
- Biodegradable products or products labelled environment friendly
- Water saving devices
- Indigenous plants that attract native fauna and reflect changes seasons and climate
- Vegetable, herb or flower gardens and natural ground surfaces such as grass, rocks, and tanbark
- Early Childhood Education and Care – Reference Centre

Assessment Strategy
- Knowledge Based Test
- Workplace project
- Workplace observation

Unit of Competence: CHCDIV001 Work with diverse people

Nominal Duration:
20 hours

Copy of learning outcomes available from www.training.gov.au

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

This unit applies to all workers.

Delivery Mode:
This unit is delivered through blended mode of delivery which includes online theory and Practical Placement (PP).

Pre-Requisites
Nil

Licensing Requirements
NIL

Unit Resources and required reading
Readings for this Unit
### CHC30113 - Certificate III in Early Childhood Education and Care

**Training and Assessment Strategy**

<table>
<thead>
<tr>
<th>Unit of Competence: CHCECE021 Implement strategies for the inclusion of all children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nominal Duration:</strong></td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong></td>
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<tr>
<td><strong>Delivery Mode:</strong></td>
</tr>
<tr>
<td><strong>Pre-Requisites:</strong></td>
</tr>
<tr>
<td><strong>Licensing Requirements:</strong></td>
</tr>
</tbody>
</table>

**Unit Resources and required reading**

- **Textbook**

- **Core Documents**

---

**Additional resources**


**Assessment Strategy**

- Knowledge Based Test
- Workplace project
Additional Readings for this Unit


**Additional resources**

- Early Childhood Education and Care – Reference Centre
- Computer and headset
- Internet
- Access to a regulated education and care service in Australia for practical placement

**Assessment Strategy**

- Knowledge Based Test
- Workplace project
- Workplace observation
## Training and Assessment Methodology

Teaching strategies include the use of a wide variety of sources and materials including student learner’s guides and on-line materials through academic hub/IHNA E learning platform. IHNA has implemented a new online learning management system (LMS) Academic Hub. The Academic Hub is an innovation from IHNA to provide students with better access to their enrolment details and course progression. The system can also be used to submit documents/assessments and communicate effectively with other students and nurse educators. Learning is also enhanced through the use of multimedia including audio-visual, interactive CD-ROM based materials accompanying text, websites and online discussion. The students should be self-motivated in their approach to study, undertaking approximately 20 hours per week of study at home, with the aid of study guides and online materials through IHNA E learning platform. All materials are downloaded in an easy-to-use format, and then completed at your own pace, with a maximum of 12-months to complete the course. Trainer support is available via phone, email, and IHNA’s online discussion forum.

Online study at IHNA is an engaging and interactive experience, involving ongoing two way interaction with academic staff and classmates. The teaching and learning experience includes:

- **i.** Access to scholarly articles from Australian and overseas peer reviewed journals.
- **ii.** Scholarly discussions with academic staff and your classmates.
- **iii.** Interactive online materials such as videos, animations and interactive diagrams.

IHNA has an online platform which allows access for our students to comprehensive reference tools, databases and resources. IHNA maintains an online library which includes an Early Childhood Education and Care Reference Centre. The Early Childhood Education and Care Reference Centre provides in depth content covering areas including child protection, child health and family welfare.

Examples of journals available include:

- **i.** Australian Institute of Health & Welfare Child Protection publications
- **ii.** Australian Journal of Primary Health
- **iii.** Children and Schools
- **iv.** Children Australia journal
- **v.** Children's Health Care
- **vi.** Child Welfare
- **vii.** Health Information Management Journal
- **viii.** Journal of Child Health Care
- **ix.** Journal of Paediatrics and Child Care
- **x.** The Australian Journal Child and Family Health Nursing

### Orientation

Students will be provided online orientation upon enrolment which will cover the orientation of course content, assessment activities, IT requirements, online library and practical placement requirements.

### Simulation Based Training, Demonstration and Assessment

Students are required to attend mandatory four days of simulation based training and assessment. Simulation based assessments will be conducted in a simulated nursing laboratory. This environment will allow students to develop and demonstrate the relevant course skills. Time for consultation with trainer / assessor may be allocated in order to allow students to revise their learning or understanding, perform any required tasks, practice their
skills, reinforce their knowledge and prepare themselves for the placement.

### Online discussion forums

Discussion forum is an online communication tool that lets students and trainers take part in discussion in a virtual environment. Students should post comments, questions and responses according to the discussion topics given for each unit.

### Detailed program schedule

Detailed program schedule will be available to student through Academic Hub. Program schedule explain the order of delivery of units of competency, assessment due dates and teaching-learning activities that need to be completed as they progress with the course.

---

**Practical Placement**

The Practical Placement (PP) is an essential component of the course. Students will commence the placement upon completion of online learning, theory assessments and SBA at IHNA campus. Students should have access to a regulated education and care service in Australia in order to complete workplace projects and workplace observation. In this context, a regulated education and care service is defined as any service providing education and care to children less than 13 years of age that is licensed or approved under state or territory legislation. This would include long day care, family day care, preschools/kindergartens, private home based care, specialist services such as Aboriginal Children’s Services and outside school hours care (which are typically regulated under National regulations), as well as occasional care and mobile services (which are typically regulated under state or territory specific legislation). Budget Based Funded Services are also considered to meet this requirement.

**PP requirements:**

- A satisfactory National Police Clearance is required.
- A satisfactory Working with Children Clearance is required.
- A Vaccination/Immunization Certificate and Proof of Immunity (e.g. serology test results) are required.
- Achieve competency in the unit HLTAID004 Provide an emergency first aid response in an education and care setting.

**Important:** Any non-compliance with regard to these requirements could lead to exclusion from the placement venue. IHNA will not be responsible for this.

An assessor from IHNA will supervise and assess the student at the work place. The assessor is required to observe the student’s performance in the workplace environments in accordance with the PP projects. During the observation, the assessor will make a judgment as to whether the learner has met the required skill level for the qualification, or if further evidence is required. Each unit of competency or unit cluster has specific assessment tasks to be completed.

---

**Assessment**

Assessments for this qualification are available in the Academic Hub for the students to access according to the unit enrolment’.

Assessment strategies are implemented for collecting evidence and making judgments about whether competency has been achieved by the learner. The assessments confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency. Students will be assessed in both formative and summative way. Assessment is used to provide students with feedback on their progress and to evaluate their skills and knowledge against the training qualification requirements and
industry requirements. These assessment methods and strategies are consistent with the Training Package Assessment Guidelines and vary with unit of competency requirements.

The assessment tools are mapped to the current version of the unit of competency elements, performance criteria, performance evidence and knowledge evidence. Critical aspects for the assessment and evidence required to demonstrate each unit of competency are also addressed in the assessment strategies.

Assessment strategies include:

1. Knowledge Based Test
2. Simulation Based Assessments
3. Workplace projects
4. Workplace observation

### Reasonable Adjustment

Reasonable adjustments are made to ensure that the applicant/student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment in line with requirements of the Training Package. Reasonable adjustments will be provided for applicants/students with special learning needs (such as disability or a learning difficulty) according to the nature of the learning need and application according to the requirements of the relevant Training Package.

Evidence of assessment collection can be adjusted to suit individual applicant/student needs if required and will be endorsed by the Course Co-coordinator and the student, in the first instance before enrolment and after training begins.

The learning needs that form the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the applicant/student. Any adjustment will be recorded in the student file and will not compromise the competency standard.
<table>
<thead>
<tr>
<th>Unit code and name</th>
<th>Knowledge Based Test</th>
<th>Simulation based assessment</th>
<th>Workplace project</th>
<th>Workplace observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001 Work legally and ethically</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCDIV001 Work with diverse people</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CHCECE001 Develop cultural competence</td>
<td></td>
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</tr>
<tr>
<td>CHCECE002 Ensure the health and safety of children</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CHCECE003 Provide care for children***</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>CHCECE004 Promote and provide healthy food and drinks</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CHCECE005 Provide care for babies and toddlers***</td>
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<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CHCECE007 Develop positive and respectful relationships with children***</td>
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<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CHCECE009 Use an approved learning framework to guide practice</td>
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<td>x</td>
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<tr>
<td>CHCECE010 Support the holistic development of children in early childhood***</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CHCECE011 Provide experiences to support children’s play and learning</td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td>CHCECE013 Use information about children to inform practice</td>
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<td>CHCPRT001 Identify and respond to children and young people at risk</td>
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<td>HLTAID004 Provide an emergency first aid response in an education and care setting</td>
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<td></td>
<td></td>
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<tr>
<td>HLTWHS001 Participate in work health and safety</td>
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<tr>
<td>safety</td>
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<td>CHCECE012 Support children to connect with their world</td>
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<td>x</td>
<td></td>
</tr>
<tr>
<td>CHCECE021 Implement strategies for the inclusion of all children</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Validation:
The assessment tools for units of competency are validated prior to its implementation. The validation pro forma is completed and suggestions are attended to in accordance with IHNA’s Validation Policy and Procedure to comply with IHNA’s commitment to quality.

Occupational Outcome(s):
After the successful completion of the program the candidates may gain employment in the Early childhood Education Industry in such settings as Child Care Centre’s, Kindergartens, Preschool programs, After School programs, Family Day Care Centre’s, Play Groups and other community settings and clients' homes.

Occupational titles may include:
- Childhood Educator
- Childhood Educator Assistant
- Early Childhood Educator
- Family Day Care Worker
- Nanny
- Outside School Hours Care Assistant
- Playgroup Supervisor
- Aide
- Preschool Assistant

This course is currently not accredited with an industry body but the qualification will be recognised within the industry for the skills and knowledge acquired during its completion.

Exit Opportunities
There are no exit points from the course that provide vocational or educational outcomes or a full qualification. Students have the opportunity to exit the program prior to completion at any stage. Students will be issued with a Statement of Attainment upon withdrawal for all units of competency successfully completed in partial completion of the qualification.

Pathways
A potential pathway within the Early childhood Education Industry is the Diploma in Early Childhood Education and Care.

Recognition
RPL and credit transfer are available for all participants to consider. Participants will be provided information about RPL prior to or upon enrolment and can discuss their application with their trainer and/or coordinator.

Access and Equity Principles
All students will be selected in an ethical and responsible manner, consistent with the requirements of the CHC Training Package. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Academic, Language, Literacy & Numeracy Support
IHNA will identify and access appropriate support services, and ensure the necessary services are provided for participants as required using intervention strategies including monitoring attendance, intervention procedures, increasing LLN support processes through one on one
mentoring, reasonable adjustments in assessments and counselling. Where the support needs of the student exceed the ability of IHNA training and assessment or support staff, the student may be referred to specialist support for further assistance.

<table>
<thead>
<tr>
<th>Training and assessment resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>See individual Units of Competency in this document for specific resources for each unit of competency. Additional resources (handouts and power points) will be provided to the students during the delivery of each unit of competency by the trainers/assessors. IHNA provides access to all required learning resources to the students through its learning management system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training and Assessment Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHNA's trainers and assessors will hold one or more of:</td>
</tr>
<tr>
<td>• Certificate IV in Training and Assessment</td>
</tr>
<tr>
<td>• A qualification in adult education at a diploma or higher level.</td>
</tr>
<tr>
<td>Anyone who provides assessment only (i.e. does not deliver training) will hold one or more of:</td>
</tr>
<tr>
<td>• Assessor Skill Set</td>
</tr>
<tr>
<td>• Certificate IV in Training and Assessment</td>
</tr>
<tr>
<td>• A qualification in adult education at a diploma or higher level.</td>
</tr>
<tr>
<td>In addition, the RTO’s training and assessment for this course is delivered only by persons who have:</td>
</tr>
<tr>
<td>• a Diploma in Early Childhood Education and Care or equivalent or higher qualification;</td>
</tr>
<tr>
<td>• current industry skills directly relevant to the training and assessment being provided; and</td>
</tr>
<tr>
<td>• current knowledge and skills in vocational training and learning that informs their training and assessment.</td>
</tr>
<tr>
<td>Industry experts, e.g. workplace supervisors, may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.</td>
</tr>
<tr>
<td>All trainers with qualifications awarded overseas have formal evidence of equivalence from an approved Australian recognition authority.</td>
</tr>
<tr>
<td>All trainers and assessors will complete the related skill matrices prior to delivering and assessing the units of competency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainer and Assessor Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recommended text books for this qualification are:</td>
</tr>
<tr>
<td>All trainers/assessors (including full time, part time and casual staff) involved in the training and assessment of this qualification, have direct access or through the IHNA web portal ‘Knowledge Hub’ to:</td>
</tr>
<tr>
<td>• Trainer handbook;</td>
</tr>
<tr>
<td>• Current version of the relevant Training Package;</td>
</tr>
</tbody>
</table>
### Student resources

IHNA has a well-equipped simulated laboratory which provides students with the opportunity to participate in a realistic simulated environment. This provides students with the opportunity to develop and demonstrate skills and knowledge prior to undertaking work based training while also providing an opportunity for students to be assessed on their practical skills prior to undertaking work placement.

Students are provided with a copy of the Delivery and Assessment Guide for Students and delivery schedule on the first day describing the sequencing of units, assessment dates, trainer details and timetable information. PowerPoint presentations, handouts and other resources are made available as support material to all students for each unit of competency.

### Industry engagement and consultation

The TAS strategy is developed and implemented in conjunction with industry requirements and needs as identified in IHNA’s Industry Consultation Process.

Trainers’ knowledge and skills in the industry are maintained on a regular basis through attendance and participation at regular workshops/training as well as work release to re-enter industry to maintain currency and experience. All training and assessment staff are provided with email updates from Industry Skills Councils and other industry networks.

Regular industry contact with employers of students is maintained and trainers remain current with up-to-date training regarding, for example, legislation/requirements through ongoing workshops.

### Course Evaluation

The Course Coordinator is responsible for monitoring and evaluating all aspects of the course.

### Transition Arrangements

The Chief Executive Officer will ensure that RTO subscribes to email updates from:

- ASQA updates
- Training.gov.au updates
- Community Services & Health Industry Skills Council newsletter and updates
- ACPET news letter
- Skills @ Work Newsletter
- Velg training

These email updates advise of changes to the Training Packages relevant to a specific
industry. In the case of a Training Package that has been reviewed, the new qualifications should be implemented within six months, but not later than twelve months from the approval status.

The Course Coordinators of all courses will be the first persons with the responsibility to ensure that the Essential Standards for Continuing Registration in relation to transitioning Training Packages is adhered to. The responsibility for ensuring that transition arrangements are in place and followed lies with the Director of Studies.

**Industry Consultation and validation of TAS**

To undertake a thorough process in the development of this TAS, IHNA has consulted with a range of relevant industry representatives as given below.

1. Ms Catherine Vlasic – Manager
   Ms Georgina Dimitrakis – Director
   Creative Play Early Learning Centre
   1 Templestowe Road, Bulleen, VIC -3105
   Phone: 03 9852 3277

2. Ms Elly Pascu
   Centre Director
   Pecks Road ELC,
   97 Pecks Road, Sydenham
   Ph: (03) 8390 9052
   Email: director@pecksroadelc.com.au

3. Ms Christine Yvonne Milne
   Freelance Childcare worker and consultant for 20 years
   Mobile: 0412 484 241
   Email: cymilne@bigpond.com

4. Mulberry Early Learning Centre
   17A Overton Lea Blvd, Sydenham VIC 3037
   03 9449 9222

5. Ms Jane Attid
   Acting Centre Director
   Pelican Childcare
   282 Station Road, Cairnlea
   Email: cairnlea@pelicanchildcare.com.au
   03 8361 9388

**Evidence of Industry Consultation**

Minutes of meeting uploaded in the IHNA Knowledge Hub

**Requirements to Ensure Course Integrity**

The above required steps have been completed. All evidences to support areas such as consultation, facility and equipment checklist/overview, or any other documents supporting the integrity of this course and its outcomes are available and documented

<table>
<thead>
<tr>
<th>Requirements Checklists</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Training Package and Implementation/Purchasing guide is current and has been used to develop this Training &amp; Assessment Strategy</td>
<td>✓</td>
</tr>
<tr>
<td>Target groups, course outcomes, entry requirements, RPL arrangements identified</td>
<td>✓</td>
</tr>
</tbody>
</table>
Resources including training and assessment staff have been sourced and mapped for all required units within the qualification | ✓
---|---
Assessment tools have been developed and are validated to ensure they meet requirements of the units of competency (i.e. mapped to units of competency) | ✓
---|---
Process for validation and moderation of assessment has been developed. | ✓
---|---
Continuous Improvement of Assessment identified | ✓
---|---
All staff involved in the delivery and assessment of this qualification, have direct access to the current version of the course materials including the appropriate Training Package, units of competency, assessment guidelines and qualification structure. | ✓
---|---
Licensing, legislative, regulatory or certification considerations made | ✓
---|---
The college has reviewed the equipment and facility requirements for each unit of competency in the qualification. | ✓
---|---
Students have access to relevant resources. | ✓
---|---
Checklist completed | ✓
---|---
Endorsement completed | Awaiting for ASQA approval

**Academic Board Endorsement Date:** Awaiting for ASQA approval

**Signed by:**

**Name:** Russell J Freemantle  
**Position:** Director of Studies  
**Signature:** Awaiting for ASQA approval  
**Date:** Awaiting for ASQA approval