



# **LEARNER HANDBOOK**

**POLICIES & PROCEDURES**

**FOR**

**'FEE FOR SERVICE' LEARNERS**

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## **Mission statement**

Our mission is to provide quality training and assessment services and to prepare our learners for a fulfilling professional career in the childcare industry. We are committed to upholding our values of providing excellence in training.

## **All learners are expected to:**

- Conduct themselves professionally at all times, so as to comply with the generally accepted standards of moral behaviour and decency
- At all times strive to achieve a high level of proficiency through commitment to studies
- Never criticise, condemn or otherwise denigrate the organisation, its Staff Members and Trainers or members of the Industry or allied professions.

## **Legislation in relation to your Enrolment**

As a learner at Building Futures Education Services you are required to know your responsibility in relation to various Acts and Regulations.

In Queensland there are certain bits of legislation that you need to make yourself aware of during your course. These are (but not limited to):

### **Commonwealth Legislation:**

- Commonwealth Privacy Act 1988 / Privacy Amendment (Private Sector) Act 2000
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992

### **Queensland Legislation:**

- Child Protection Act 1999
- Disability Services Act 2006
- Fair Trading Act 1989
- Vocational Education, Training and Employment Act 2000
- Work Health and Safety Act 2011

The organisation has copies of all Legislation on the RTO Computer for your reference or you may view and download copies off the internet at [www.austlii.edu.au](http://www.austlii.edu.au)

## **Access, equity and diversity policy** (SRTO 2015: Standard 1.7)

Building Futures Education Services is committed to providing all learners with equal opportunity to pursue their training and development. This policy and procedure is to be used by Building Futures Education Services to integrate access and equity principles into all training and assessment activities it conducts or is conducted on its behalf. This policy covers all Building Futures Education Services policies and procedures and all training function activities.

### **Definitions:**

**Access and Equity principles** include:

- Equity for all people through the fair and appropriate allocation of resources
- Equality of opportunity for all people without discrimination
- Access for all people to appropriate quality training and assessment services
- Increased opportunity for people to participate in training

**Disadvantaged groups** include the following groups who traditionally have been under-represented in Vocational Education and Training (VET):

- People with a disability
- Aboriginals and Torres Strait Islanders
- Women
- People from non-English speaking backgrounds
- People in rural and remote areas
- Long term unemployed

**Discrimination** can be direct, indirect or systemic.

- **Direct discrimination**

Direct discrimination is any action which specifically excludes a person or group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between people.

- **Indirect discrimination**

Indirect discrimination is the outcome of rules, practices and decisions which treat people equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike but it is the very assumption of a likeness that constitutes the discrimination.

- **Systemic discrimination**

A system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of people because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

**Equity** focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate and benefit to the same level.

Legislation includes

- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Racial Hatred Act 1995
- Disability Services Act 2006

**Sexual harassment** is defined by the Commonwealth Sexual Discrimination Act 1984 as when a person:

- makes an unwelcome sexual advance or an unwelcome request for sexual favours;
- Engages in unwelcome conduct of a sexual nature, and a reasonable person would have anticipated that the person harassed would be offended, humiliated or intimidated.

## **Policy**

1. The aim of the policy is to remove barriers and to open up developmental opportunities for all learners by creating a workplace and training environment that are free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.
2. All learners will receive fair and equitable treatment in all aspects of training and employment without regard to political affiliation, race, colour, religion, national origin, sex, marital status or physical disability.
3. A person with a disability may be excluded under this policy if the disability could cause occupational health and safety risks to the person and/or other learners.
4. All trainers / assessors are responsible to observe and be advocates for the policy.
5. This policy will be widely disseminated in the organisation.
6. Building Futures Education Services' policies and procedures will be monitored and reviewed to ensure that they recognise and incorporate the rights of individuals.
7. Building Futures Education Services' CEO will be the person responsible for the implementation and maintenance of the policy.

## Learner support

Building Futures Education Services is committed to ensuring you receive training, assessment and support services that meet your individual needs. To achieve this, we need to know what your needs are.

If you at any point through-out your course require any assistance or support please discuss these needs with the Director of Studies. The Building Futures Education Services staff and we will do our best to help. If you have any special needs, including language and literacy, learning, mobility, visual impairment or hearing please notify staff as soon as possible, preferably at the start of your course, to allow us to cater for any of your needs. If you do not tell us about any condition that may affect your learning, we may not be able to assist you if the need arises.

Note that any information you tell us in relation to your needs will remain confidential and only used to support you.

## Complaints and appeals

Aim:

- 1.1 To ensure any complaint or appeal is dealt with in a fair and timely manner. In the process Building Futures Education Services will:-
  - ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
  - are publicly available;
  - set out the procedure for making a complaint or requesting an appeal;
  - ensure complaints and requests for an appeal are acknowledged in writing and finalised in a timely manner; and
  - provide for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal

Procedure:

- 2.1 A participant enrolled in a course, who is seeking to appeal against an **academic decision** or other procedural matter, will be given the opportunity to present their case. The appellant should undertake the following steps:
  - a. In the first instance an informal approach is to be made to the course facilitator with any new evidence or clarification of existing evidence.
  - b. Assessment will be reviewed having due regard to submissions made by the participant.
  - c. Where the participant is still dissatisfied with the decision a request is to be made to Building Futures Education Services, in writing, for a facilitator who has not been involved in the original decision, to review the decision.
  - d. If the participant is dissatisfied with the decision of the independent facilitator, a written notice of appeal may be lodged to Building Futures

Education Services requesting an independent review by an external appeal consultant.

- 2.1 Appeals will be accepted up to fourteen (14) days from the date an assessment result was received.
- 2.2 All appeals received will be written into the Improvement Log and recorded for Management Review follow up at the next meeting.
- 2.3 A written response, advising of the outcome of the appeal, will be provided to the participant, within 21 days of finalising the process.
- 2.4 Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO:
  - informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
  - regularly updates the complainant or appellant on the progress of the matter

### Complaints and appeals procedure

- 3.1 A participant enrolled in a course who has a complaint, on any matter, **other than academic decisions**, will be given the opportunity to present their case. The participant should undertake the following steps.
  1. In the first instance, an informal approach is to be made to the person with whom the participant has the complaint, in order to see if the matter can be resolved in a mutually satisfactory way.
  2. If the matter is not resolved to the satisfaction of both parties, a request must be made to Building Futures Education Services in writing, for a facilitator who has not been involved in the complaint, to review the complaint and have the matter resolved.
  3. If the participant is still dissatisfied, a written notice of appeal may be lodged with Building Futures Education Services requesting an independent review by an external grievance consultant, or appropriate body.
- 3.2 A complaint, if not resolved informally, must be lodged in writing no later than (14) days from the date of the incident considered to have caused the complaint.
- 3.3 Any complaint received by the Building Futures Education Services office, will be written into the Improvement Log.
- 3.4 Where possible the complaint will be dealt with immediately. In all other cases the complaint will be referred to Building Futures Education Services CEO.
- 3.5 All complaints will be dealt with within 21 days of receipt of the written details. A written response, advising of the outcome of the complaint, will be provided.

- 3.6 Any substantiated complaint will be acted upon. All complaints will be recorded on an Improvement Log for the annual Review follow up at the next meeting. Improvement Logs will be dealt with as detailed in the improvement procedure.
- 3.7 The situation/circumstances leading to the complaint will be investigated to reduce/eliminate the possibility of the problem reoccurring. Where this results in revision to information and/or processes/services provided to clients, an improvement request will be completed.

Should a learner wish to speak with someone about a complaint they can contact the National Training Complaints Hotline, <http://vetreform.industry.gov.au/national-vet-complaints-hotline>.

### **EXTERNAL CONSULTANT APPEALS**

- 4.1 Mutual agreement is to be reached between Building Futures Education Services and the relevant participant regarding the external consultant to be engaged for use in the external appeal process. Consultants engaged to conduct the appeal process are to hold recognised qualifications that meet the human resource requirements for the relevant course.
- 4.2 Where participants wish to use an external consultant who is not approved by Building Futures Education Services they are responsible for the payment of all costs associated with the use of the external consultant in the appeal process.

### **APPEAL DECISIONS**

- 5.1 All assessment action will be suspended pending determination of the appeal process. All decisions will be immediately communicated to participants and, subject to the provisions of the Judicial Review Act 1991, the decision of an external consultant conducting an appeal will be final.

(SRTO 2015: Standard 6)

### **Learners who miss an assessment for the Montessori Workshops**

Learners must not miss a class test / assessment unless they have a medical reason. The test / assessment, if missed because of medical grounds, will be given upon agreement between the Principal, trainer, and the learner. It will be given at the convenience of the Organisation.

The learner may be required to wait for the next round of assessments.

### **Use of Dictionaries during Examinations & Class Tests**

Learners whose primary language is not English may use an English or bilingual dictionary, provided by the learner and approved by the Principal, during all classes and tests. This will be checked for annotations. Electronic dictionaries **must not** be used.

## Flexible Forms of Assessment

Building Futures Education Services has facilities to provide flexible forms of assessment as required, for learners in proven extenuating circumstances. The learner must apply in writing to Administration with details of the circumstances. The Principal will assess the application, and the learner will be notified in writing.

## Access to Learner Records and Participation

Building Futures Education Services is committed to providing you with accurate and current records of your participation and progress. If at any point you wish to view your learner file or discuss your progress in the course, please arrange a time with your trainer or the Administrator, and they will be more than willing to help you.

## Refund policy – Fee For Service Learners

Building Futures Education Services offers a fair and equitable refund policy that complies with all legislative requirements. The policy is outlined below, as well as within the pre enrolment information. It is also discussed prior to enrolment.

### **Course fees shall not be refunded to the learner under any circumstances unless;**

- Building Futures Education Services cancels or discontinues a course.
- You withdraw from a course due to serious illness - **a medical certificate is required**. In this case Building Futures Education Services will refund any course fees paid- less an administrative fee of \$200, and less the course cost on a pro rata basis, based on the tutorials attended.
- You withdraw with written notice less than 7 days prior to the commencement of the course.

If you fail to commence the course or withdraw for any other reason other than illness, with less than four weeks notice, you will forfeit any monies paid. An administration fee of \$200- will still be payable, plus the course cost on a pro rata basis, based on the tutorials attended.

### **Learners who have left the course without a valid medical reason and doctor's certificate will be liable for remainder of course fees owing.**

Courses and course fees are not transferable.

To secure a position, a Course Deposit Fee of \$200 is required with the application. The full \$200 is payable before the course is started, and before textbooks can be received. The enrolment cannot be processed without payment for the designated course, unless an alternate payment plan is agreed upon.

The Principal reserves the right to refuse the application of any learner and subsequent monies will be returned to the applicant.

If the applicant is under the age of 18, a Parent or Guardian's signature is necessary.

## **Refund Policy in the Event of a Course Being Cancelled**

In the event of a course being cancelled, the learner will be issued with a full refund of fees paid to the Organisation.

## **Issue of Textbooks**

Textbooks will only be issued to learners upon receipt of the full \$200 Course Deposit Fee. The textbooks will then be 'on loan' to the learner, until such time as the learner has completed, and been deemed competent.

## **Recognition of qualifications issued by other RTO's.**

Recognition of qualifications issued by other registered training organisations is usually for purposes of entry into a qualification where another qualification or certain Statements of Attainment are a prerequisite to entry, or for part completion of a qualification based on Statements of Attainment for the units/modules already held by the learner. It is mandatory that RTO's accept the qualifications and Statement of Attainments issued by other RTO's.

Recognition of qualifications issued by other registered training organisations does not require an RTO to recognise the qualifications/Statements of Attainment issued by another RTO for any purposes other than training with that RTO, such as licensing or employment arrangements, e.g. industrial award classifications.

Recognition of qualifications issued by other registered training organisations does have a limited lifespan. If the qualification/Statement of Attainment is currently listed on Training.gov.au and is still a component of a qualification that the learner wishes to undertake, recognition of qualifications issued by other registered training organisations must be given. If the qualification/Statement of Attainment held by the learner has been superseded and is no longer on Training.gov.au or is not the version required by the qualification into which the learner wished to enrol, this policy does not apply.

In such situations, recognition of prior learning would be the appropriate way to proceed.

## **Recognition of Prior Learning procedure**

### **AIM**

- 1.1 To ensure that all learner requests for Recognition of Prior Learning (RPL) are acted upon promptly and treated fairly.

### **PROCESS**

- 2.1 The following checklist will be used by all RPL assessors when implementing RPL in Building Futures Education Services

- 2.2 All Building Futures Education Services learners who are undertaking recognised training will be provided with information about RPL processes and offered the opportunity to apply for RPL.
- 2.3 All participants in recognised training programs are provided with the units of competency of the training they will be undertaking so they can determine if they have any prior learning.
- 2.2 RPL application forms are available, which are clear and straightforward, and user friendly.
- 2.5 All participants who apply for RPL are supported and facilitated through the process by trained personnel only, who counsel and facilitate them through the necessary steps. There is the opportunity for the applicant to negotiate the form of assessment.
- 2.6 Staff are trained in RPL principles and processes appropriate to Building Futures Education Services
- 2.7 All participants have their applications for RPL treated equally and fairly.
- 2.8 Assessors must have either Certificate IV in Training and Assessment or RPL Assessor qualifications and be considered a content specialist in the subject matter for which the applicant is applying for RPL.
- 2.9 All RPL decisions are based solely on the participants' performance in relation to the Unit of Competency and Performance Criteria as laid down in the unit descriptor.
- 2.10 Decisions are based on sufficient, authentic and appropriate evidence, for example:
- direct or first-hand evidence (e.g. a practical test, or something the applicant has made or written)
  - indirect or second-hand evidence (e.g. references, lists of associations joined or positions held, articles about work the applicant has done.
  - formal documentation of skills or knowledge (qualifications, certificates, or transcripts from courses of study).
- 2.11 Methods used are time and cost effective and appropriate to the level of risk and the amount of assessment rigour necessary.
- 2.11.1 Participants are notified in writing of the outcomes of their application.
- 2.11.2 Participants are provided with the opportunity to request a review of the RPL assessor's decision.
- 2.11.3 Any review is undertaken by a different assessor who was not involved in the initial assessment.
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## Administrative Contacts

Occasionally learners may need to consult the Trainers and or the Principals with comments, questions, suggestions or other matters. In order that we may better assist our learners, we suggest, that the learner speak with his/her trainer, Principal, or the Administrator.

The trainer can often assist with any individual subject problems a learner may encounter. **The trainer can only** comment on his/her subject not on other subjects.

The following suggestions may also be of assistance. Read all the information contained in this book thoroughly. If the required information is not found in the "Policies and Procedures for 'Fee For Service' / 'User Choice' Learners" refer the question to the trainer, Principal, or the Administrator.

## National recognition

### AIM

- 1.1 To ensure learners are given recognition for training previously completed.

Recognition – means credit towards a qualification granted to learners on the basis of outcomes gained by the learner through participation in courses or training packages with another Registered Training Provider.

- 1.2 Credit is available to any learner enrolling with Building Futures Education Services.

### PROCESS

- 2.1 Learners seeking Credit are required to provide an Academic transcript to the Director of Studies.
- 2.2 All qualifications (Certificates or Statements of Attainment) presented by the applicant, will be verified by the Director of Studies prior to granting credit.
- 2.3 Currency of the qualification will be taken into consideration.
- 2.4 All relevant nationally recognised qualifications presented by learners for credit must be accepted and credit granted toward the relevant unit/course. No fee is to apply for credit transfer.

## Attendance

Learners are required to attend all scheduled tutorials and workshops associated with, and during their training course.

If a learner is unable to attend, a medical certificate must be supplied. If the learner will be out of town during a tutorial or workshop, a written letter of notification must be

given / emailed to the Administrator – admin@bfes.edu.au In all instances of absence, excepting where a medical certificate is supplied, the learner must wait for the tutorial to come around again the following year, or attend the same tutorial at another training location if available.

### **Change of Name/Address/Telephone Number**

Upon change of name, address or telephone number, the learner is required to notify The Building Futures Education Services with the relevant information. The change must be advised in writing stating the previous address, the new address. **No responsibility will be accepted by the Organisation for failure to follow the above procedure.**

### **Examinations & Class Tests**

All courses have some form of assessment. This can be any/or all of practical, theory, assignments and/or written and/or verbal assessments. Some assignments or assessments may be held during class times.

Learners are required to sit all assessments at the time designated by their trainer or by the Principal. Any learner failing to comply with examination protocol (which includes cheating) will be brought before the Principal and will face disciplinary action.

### **Medical Certificates**

All medical certificates substantiating reasons for failure to sit an examination must be presented to the Principal.

Any other medical certificates must be handed to the individual trainer for the recording of attendance.

### **Assignments**

Assignments must be handed to the trainer by the assignment due date in order to receive new material. All assignments must be uploaded onto the Student Management System (JobReady) and must not be paper form unless negotiated with the trainer.

***Assignments must not be given to anybody other than the trainer or an authorised representative.*** Learners must receive a signed receipt from the trainer / representative upon submission of the assignment.

### **Assessment Results**

Learners are notified of assessment results by their trainer at the end of each session or otherwise when marked.

**No examination results are issued or discussed over the telephone.**

## Issue of Course Certificates

Certificates of Course Completion will only be issued upon completion of the entire course, and when course fees are paid in full.

Completion Certificates will be issued only once. If the certificate is lost or damaged, and requires replacing, an administration fee of \$20- will be charged.

## Log Books

Log books are provided to learners to be a record of your training and the dates it occurred. These books inform your workplace supervisor and assessor of your progress of 'on-the-job learning'. Learners are required to keep them in your possession at all times.

If this log book is damaged or misplaced, and requires replacing, an administration fee of \$50- will be charged.

## Mobile Phones

The use of mobile phones during training is prohibited. They must be turned off in class times.

## Learner Conduct and Etiquette (Disciplinary Information)

This Organisation expects learners enrolled in all courses to behave in a professional and dignified manner with regard to fellow learners and Trainers.

Learners guilty of:

- Cheating in class tests or examinations;
- Intimidating other learners
- Being disrespectful to staff and other learners
- Been rude, or discourteous to a trainer, the Principal or any other member of the staff or guest trainer
- Causing disruption in class or has engaged in misconduct deemed unsuitable or unprofessional

Will be given notice of expulsion in writing. **Fees will not be refunded.** Malicious damage to equipment and/or stealing materials or **products will result in instant dismissal.** Any learner who does not abide by the policies & procedures will be counselled by the Principal.

If a learner persists in not abiding by the policies & procedures the Principal may wish to contact the learner's parents if they are under 18. If the matter is not resolved the Principal reserves the right to discharge the learner from the Organisation. Under these circumstances a learner may have a right of audience or a right of appeal to the Principal. Such right of audience or appeal must be requested in writing to the Principal within seven (7) days of suspension or expulsion. *See Appeals Policy.*

The decision of the Principal shall be final and binding upon all parties. No refund will be given.

## Work Health and Safety Procedures

The Organisation realises its responsibilities to learners, academic and Principal, to ensure a safe and healthy academic and working environment. The Organisation operates according to appropriate Work Health and Safety standards and procedures.

First aid kits are located in the Organisation within each kitchen.

### Course overview

#### Certificate III in Early Childhood Education and Care

Unit Code	Unit Name
<b>CORE UNITS</b>	
CHCLEG001	Work legally and ethically
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCPRT001	Identify and respond to children and young people at risk
*HLTAID004	Provide emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
<b>ELECTIVE UNITS</b>	
CHCECE006	Support behaviour of children and young people
CHCORG303C	Participate effectively in the work environment
CHCECE012	Support children to connect with their world

\* HLTAID004: Provide an emergency first aid response in an education and care setting unit is NOT delivered by Building Futures Education Services, learners must organise the completion of this unit via an external provider. A certified copy of the statement of attainment must be provided to Building Futures Education Services. This may incur additional costs depending on learner funding.

#### Entry Requirements

There are no formal entry requirements for this course, however prior working knowledge of the industry would be beneficial.

Learners who have successfully completed year 12 should have received a pass mark in English or be able to demonstrate English language proficiency at the time of enrolment. Learners who have not completed year 12 can demonstrate English language proficiency by demonstrating their reading and writing skills to the Building Futures Education Services through the Language, Literacy and Numeracy test. Mature age or alternative entry will be assessed by the college on inquiry.

## Duration and scheduling

There are 2 options for delivery of this qualification.

- Face pace
  - Blended flexible options including RPL where appropriate and by application.
- Both modes of learning are structured over 1 – 2 year period, as per Australian Qualifications Framework volume of learning indicators. A minimum of 1200 hours will be required to allow for sufficient understanding and application of the required skills and knowledge.

## Delivery and Assessment Arrangements

The majority of components for this course are delivered during the course on site however learners are then required to continue their study off site to ensure they gain a comprehensive understanding of the content. There shall be four hours of face-to-face contact hours per month with the Trainer.

The cohort of learners are currently working in the field of Early Childhood Education and Care, with the majority of learners engaging in a Traineeship or Apprenticeship. Those who are not working in the industry will be required to complete hours within a registered service, as per training package assessment conditions.

### Course fee:

\$3,240 fee for service.

Please contact the College for further in-formation regarding Traineeships and User Choice Funding, as these may reduce the cost of your course.

### Cooling off period:

21 days

## Vocational Outcome

Upon successful completion of this qualification employment may be sought in places such as:

- Child Care Centre
- Before and after school
- Family day care

## Diploma of Early Childhood Education and Care

Unit Code	Unit Name
<b>CORE UNITS</b>	
CHCLEG001	Work within a relevant legal and ethical framework
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood

CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for cooperative behavior
CHCECE021	Implement strategies for the inclusion of all children
CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE025	Embed sustainable practices in service operations
CHCECE026	Work in partnerships with families to provide appropriate education and care for children
CHCPRT001	Identify and respond to children and young people at risk
*HLTAID004	Provide an emergency first aid response in an education and care setting
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWHS003	Maintain work health and safety
<b>ELECTIVE UNITS</b>	
CHCINM002	Meet community information needs
CHCPRP003	Reflect on and improve own professional practice
CHCPL403C	Undertake research activities
CHCORG627B	Provide mentoring support to colleague
BSBLED401	Develop teams and individuals

\* HLTAID004: Provide an emergency first aid response in an education and care setting unit is NOT delivered by Building Futures Education Services, learners must organise the completion of this unit via an external provider. A certified copy of the statement of attainment must be provided to Building Futures Education Services. This may incur additional costs depending on learner funding.

### Entry Requirements

There are no entry requirements to gain entry into Diploma of Early Childhood Education and Care (CHC50113). Some units within this course may be delivered in a lower level qualification (Certificate III in Early Education and Care CHC30113). Please refer to: [http://www.cshisc.com.au/media/117405/Overview\\_of\\_Changes\\_CHILDRENS\\_SERVICES\\_D2\\_0.pdf](http://www.cshisc.com.au/media/117405/Overview_of_Changes_CHILDRENS_SERVICES_D2_0.pdf) and the packaging rules.

In addition, all learners should have successfully completed year 12 and received a pass mark in English or be able to demonstrate equivalent English language proficiency at the time of enrolment. A learner can demonstrate English language proficiency by demonstrating the reading and writing skills to the Building Futures Education Futures. Mature age or alternative entry will be assessed by the college on inquiry.

### Duration and scheduling

There are 2 options for delivery of this qualification.

- Face pace
- Blended flexible options including RPL where appropriate and by application.

Both modes of learning are structured over 1 – 2 year period, as per Australian Qualifications Framework volume of learning indicators. A minimum of 1200 hours will be required to allow for sufficient understanding and application of the required skills and knowledge.

In the case where the learner enters the Diploma of Early Childhood Education and Care without a Certificate III in Early Childhood Education and Care, the hours may increase to

align with meeting the requirements of all 27 units. The maximum duration, according to the Australian Qualifications Framework volume of learning, shall be 2400 hours.

### **Delivery and Assessment Arrangements**

The majority of components for this course are delivered during the course on site however learners are required to continue their study off site to ensure they gain a comprehensive understanding of the content. There shall be two hours of face-to-face contact hours per month with the Trainer.

The cohort of learners are currently working in the field of Early Childhood Education and Care, with the majority of learners engaging in a Traineeship or Apprenticeship. Those who are not working in the industry will be required to complete hours within a registered service, as per training package assessment conditions.

#### **Course fee:**

\$5,040 fee for service.

Please contact the College for further in-formation regarding Traineeships and User Choice Funding, as these may reduce the cost of your course.

#### **Cooling off period:**

21 days

### **Vocational Outcome**

Upon successful completion of this qualification employment may be sought in places such as:

- Child Care Centre
- Before and after school
- Family day care

**AGREEMENT TO COMPLY**

**AGREEMENT TO COMPLY – LEARNERS**

I \_\_\_\_\_ have read the Policies and Procedures for Learners as outlined by The Building Futures Education Services and agree to comply with all the conditions and requirements therein.

Name: \_\_\_\_\_  
**(Please Print name)**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_