



RTO 21526

MONASH STUDENT ASSOCIATION

Training and Professional
Development

Information Booklet

Workplace-based traineeship

CHC50121

Diploma of Early Childhood
Education and Care

msa-monashtraining@monash.edu

www.msatraining.edu.au

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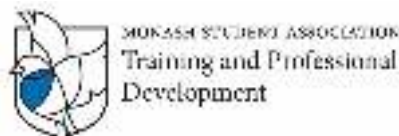
MSA Training and Professional Development

MSA Training and Professional Development is a not-for-profit Registered Training Organisation (RTO) at Monash University, Clayton campus. Our courses are open to all, not just Monash students and staff. We are recognised for our high standards in student services, facilities and specialised training programs.

www.msatraining.edu.au

Our staff are dedicated to helping you achieve your educational goals and can provide you with the support and information to get you there.

MSA Training and Professional Development encourages people with a disability to apply to enrol. Please talk to us about how we can support you with your studies.



Monash Student Association (Clayton) Inc.
RTO No. 21526

Program Information

MSA Training and Professional Development works in collaboration with industry and training specialists to develop a program that is flexible and relevant to industry needs.

All courses are delivered as classroom-based courses and all sessions are held on our Clayton campus. Throughout your learning program you will cover a variety of knowledge and skills and be given activities and assessments to complete both within the classroom and at home.

The opportunity to study at MSA Training and Professional Development is open to everyone. We encourage people with a disability and people from diverse backgrounds to apply.

This booklet will guide you through a range of information relevant to this particular qualification. It is designed to be read in conjunction with the Student Information Handbook so please ensure you read and understand all aspects of both documents prior to enrolling.



Contacts

Course enquiries:

Enrolment Officer

msa-monashtraining@monash.edu

03 990 53180



Group bookings:

Professional Development Officer

msa-monashtraining@monash.edu

03 9905 1074

CHC50121 Diploma of Early Childhood Education and Care

Course description

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. They may have responsibility for supervision of volunteers or other educators.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

To achieve this qualification, the individual must have completed a total of least 300 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Students must hold a Certificate III in Early Childhood Education and Care.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:

- Children's services Co-ordinator
- Family Day Care Co-ordinator
- Team Leader or Room Leader in a service
- Early Childhood Educator
- Playgroup Co-ordinator
- Out of School Hours Care

Where can I study this course?

This course is available at:

- At your workplace as a Workplace-based Diploma



How does workplace-based & distance training work?

You will receive assessments to complete based on your current role (employee or placement volunteer) and daily tasks. Assessments will be marked by your trainer who will visit you once a month at your workplace and communicate with you throughout the month.

Why study this course?

This course has been developed to provide skills and knowledge to:

- Support each child's health needs plus plan food and drinks that are nutritious and appropriate
- Foster physical and social development along with emotional and cognitive development
- Identify children with barriers to learning
- Establish a learning environment that reflects children's interests and the natural environment
- Provide information to families about their child and help with ongoing management of Allergies and Asthma
- Implement work practices which support the protection of children and young people
- Apply ethical and nurturing practices in work with children and young people
- Communicate and interact positively with children and maintain the dignity and rights of children
- Interpret the National Quality Framework
- Lead teams to develop cohesion
- Promote safe sleep

Entry requirements

Entry to this qualification is open to individuals who:

- hold a CHC30121 Certificate III in Early Childhood Education and Care or
- CHC30113 Certificate III in Early Childhood Education and Care. A suitable computer/laptop (a tablet/iPad will not be suitable) & stable internet.

You need to have average English reading and writing skills, or higher. You will need access to a computer and the internet

Students who are not confident using computers are welcome to enrol in one of the short computer courses provided by MSA Training and Professional Development.

Students are required to fill out a Language Literacy and Numeracy assessment during the enrolment process. For those with difficulty filling out the LLN form MSA Training and Professional Development offers a beginner's ESL and individual ESL classes. During enrolment students will also undergo a pre-training review which will help make sure this course is right for you.

Students undergoing this course must also have a Working with Children Check before enrolling.

Students must be 16 years or over to enrol in this qualification.

Students must already be working in an early learning facility.

Learners rights

Once the student commences the nominated course, MSA Training and Professional Development will deliver the Training Program using competency-based training principles and practices in accordance with the AQTF (Australian Quality Training Framework)

The Executive Officer is responsible to ensure that there are suitable arrangements to provide records of student outcomes to ASQA in the event that MSA Training and Professional Development ceases to operate. This will be provided via an AVETMISS report encompassing all activity data for the duration of MSATPD operation. If circumstances are such that MSATPD are not able to carry on operations, the RTO Director is to advise ASQA immediately of this decision and provide advice regarding impact on currently enrolled students. MSATPD has a responsibility to transfer these enrolments to another RTO with least disruption to individual students. On ceasing operations, MSATPD is to, facilitate currently enrolled students transfer to another RTO, issue these students with an appropriate refund for service not provided, and issue students with a Statement of Attainment based on completed units of competency.

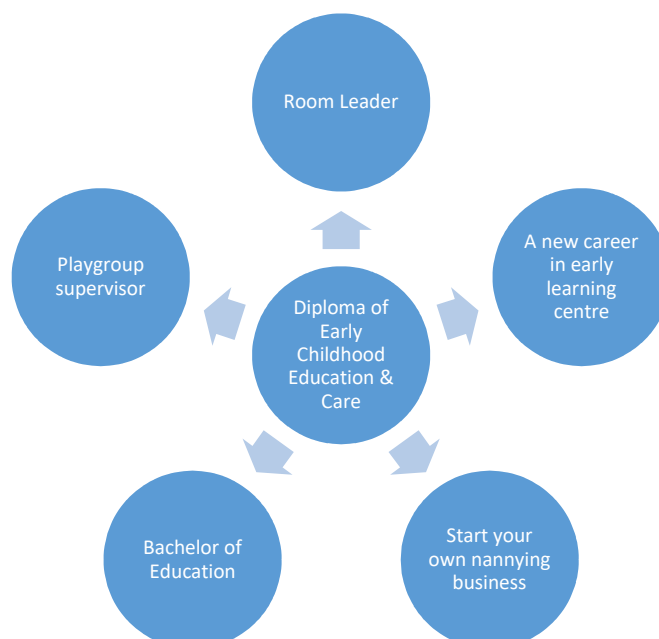
Pathways

This qualification can be used as a stepping stone into tertiary study and supports career progression. After achieving this qualification candidates may apply to undertake:

- ✓ Bachelor of Early Years Education
- ✓ Bachelor of Early Years and Primary Education
- ✓ Bachelor of Education (Honours) in Early Years and Primary Education
- ✓ Diploma of Tertiary Studies
- ✓ Diploma of Higher Education

Monash University may offer entry and up to 48 credit points towards these degree programs.

Credit will be assessed on a case by case basis. Other entry conditions may apply. Applicants applying for a double degree course must also meet the course prerequisites for the partner degree. The overall average requirement for a double degree course will be higher.



Timetable

When this nationally recognised course is delivered as a Workplace-Based Qualification, students will need to be self-motivated and complete work in their own time.

Student must also have pre-approval from their employers to have access to 3 hours of work-time dedicated to their studies.

Trainers will visit you in your workplace a minimum of 3 times during your studies – these are called workplace-visits.

You will also meet with your trainer, either via zoom, in the classroom, or at your centre for 1 hour per unit. Trainers provide support out of these hours to assist you with completing your studies.

Class and study estimated times

Please use these nominal hours as a guide only, times will vary depending on your learning style, skills and prior knowledge. Indicative nominal hours are a **guide only** and will depend on individual units of competency and time spent on classroom learning, private study, reading, research, group activities and working on assessments.

Total nominal hours: 1308 hrs	
Pre-course reading and research:	12 hours
Total classroom (face-to-face) hours:	Minimum 1 hour per unit
Independent study/reading/research:	300-350 hours
Practical work placement:	300 – students must be working full time
Completion of assessments:	300-350 hours
Work hours per week to be taken off for studies	Minimum 3 hours per week.

You have 4 weeks after each unit to hand in your assessment. Extensions granted for special circumstance applications only.

Course syllabus

Unit of competency	What you will learn
BSBTWK502 Manage team effectiveness	<ul style="list-style-type: none"> Develop performance plans with expected outcomes, key performance indicators (KPIs) and goals for work team Provide feedback to team members on team effort and contributions Promote work team collaboration through individual behaviour



<p>CHCECE041</p>	<p>Maintain a safe and healthy environment for children</p>	<ul style="list-style-type: none"> • Complete and maintain accurate health and safety records according to service policies and procedures. • Seek feedback from colleagues on health and safety practices and potential issues through formal and informal communication. • Assess location, facilities and activities and identify potential hazards.
<p>CHCECE042</p>	<p>Foster holistic early childhood learning, development and wellbeing</p>	<ul style="list-style-type: none"> • Share knowledge with colleagues and others involved in the care and education of children. • Support children’s understanding of the link between physical fitness and their health and well-being. • Provide resources that encourage children to experiment with images and print to support language and literacy learning.
<p>CHCECE043</p>	<p>Nurture creativity in children</p>	<ul style="list-style-type: none"> • Provide experiences that allow children to be exposed to Aboriginal and/or Torres Strait Islander peoples’ art forms and artists. • Provide time for children to be creative and encourage efforts to extend over days or weeks. • Engage children in talking about their creations and ask them open-ended questions.
<p>CHCECE044</p>	<p>Facilitate compliance in an education and care service</p>	<ul style="list-style-type: none"> • Interpret details and requirements of the assessment and rating process and share information with all staff in the service. • Clearly and concisely record all of the required information in the QIP. • Provide timely advice about assessment visit and schedule meetings with stakeholders and staff to ensure adequate preparation.
<p>CHCECE045</p>	<p>Foster positive and respectful interactions and behaviours in children</p>	<ul style="list-style-type: none"> • Collaborate with children to develop expectations for positive and respectful interactions and behaviour. • Observe children and provide clear and consistent support to encourage positive interactions and behaviour. • Identify and reflect on the variables and influences that can impact an individual child’s behaviour and how this may inform responses.

CHCECE046	Implement strategies for the inclusion of all children	<ul style="list-style-type: none"> • Interact with children and families in ways that demonstrate belief in children's capacity to succeed and achieve learning outcomes. • Collect and use data that assists in understanding of barriers to learning. • Assess and reflect on level of support provided on a regular basis and adjust actions based on assessment.
CHCECE047	Analyse information to inform learning	<ul style="list-style-type: none"> • Gather and document detailed information about children's learning and development using methods and tools suited to the individual child. • Develop a process that ensures information and observations are gathered, documented and used to inform the planning cycle for all children. • Share information appropriately according to service confidentiality procedures.
CHCECE048	Plan and implement children's education and care curriculum	<ul style="list-style-type: none"> • Design curriculum and environments that foster holistic learning and provide continuity of learning and transitions. • Document curriculum according to service guidelines and the requirements of the National Quality Framework. • Monitor children's learning and use critical reflection of outcomes and own pedagogical practices for continuous refinement.
CHCECE049	Embed environmental responsibility in service operations	<ul style="list-style-type: none"> • Encourage children to learn about Aboriginal and/or Torres Strait Islander peoples' environmental responsibility practices. • Develop strategies that encourage the participation of both adults and children in the service's sustainable practices. • Investigate how children and adults engage with the service's environmental responsibility plan.
CHCECE050	Work in partnership with families	<ul style="list-style-type: none"> • Maintain ongoing positive relationships with families. • Implement strategies that facilitate shared decision-making with families according to service policies and procedures. • Provide appropriate referrals to government and community services and resources based on families' needs.

CHCPRP003	Reflect on and improve own professional practice	<ul style="list-style-type: none"> Actively seek and reflect on feedback from clients, organisations or other relevant sources Devise, document and implement a self development plan that sets realistic goals and target Regularly participate in review processes as a commitment to upgrading skills and knowledge
CHCECE053	Respond to grievances and complaints about the service	<ul style="list-style-type: none"> Use appropriate communication strategies to discuss possible resolutions, focussing on collaborative decision-making. Explain complaint process and clearly inform complainant of what can and cannot be expected from process. Clarify misunderstandings or concerns regarding process or own role.
CHCINM002	Meet community information needs	<ul style="list-style-type: none"> Use appropriate mechanisms to identify information requirements of the community and specific groups Identify implementation requirements in the planning of new information and/or materials Routinely evaluate adequacy of existing information sources and materials to meet community needs
BSBSTR501	Establish innovative work environments	<ul style="list-style-type: none"> Determine working conditions that allow innovative practices according to organisational policies and procedures Assist team members to adapt and perform in new work environment Seek and respond to suggestions, improvements and innovations from all team members

Excursions/Incursions

Students will have the opportunity to participate in several incursions or excursions which are wonderful learning experiences and a chance to explore topics in real-world settings, often with industry experts or guest speakers. An excursion/incursion levy of \$50 applies.

Recognition of Prior Learning (RPL)

RPL is an assessment process that can give you an opportunity to gain formal recognition—i.e. a qualification or statement of attainment— for knowledge and skills you have attained through informal learning, work and life experiences. If you think you may be able to gain RPL for any of the CHC50121 units, please speak to us to request an RPL Information Handout. Note that RPL is a rigorous, evidence-based form of assessment so you will need to be able to supply evidence for any units for which you are applying for RPL.

Assessments

Assessments include written theory questions, reflective tasks, practical activities and hands-on tasks (eg. giving presentations in class). Wherever possible, the focus is on working with tasks and templates that are used in real-world situations in the workplace. For example, creating a session plan.

A timetable will be given out on the first day of class which will include assessment due dates. Please refer to the student handbook regarding Assessment and Extension Processes.

Materials

Students will need access to a computer with Microsoft Word, internet access and a printer for the purposes of research and completing assessments. If you do not have access to a computer, please talk to us about accessing a computer on campus.

Students will need to provide their own:

- Pens & pencils
- Paper or notebook
- Materials, props or equipment for use during presentations in class
- Laptop (optional but highly recommended). Having a laptop in class will allow you to conduct internet research and type up your assessments into the templates we provide. This will save you from having to do this at home. Please speak to us if you would like to borrow a laptop to use in class.

For online courses, you will need access to a computer which has video/audio capability, internet access and a web browser.

Learner manuals, assessment booklets and handouts will be provided throughout the course and are included in the cost of the course.

Work Placement

You will need to undertake 300 hours of work placement in an early learning facility – this can be done in your workplace. This is a vital part of your learning and assessment. During your placement you will be visited by your trainer. This visit is to observe your performance in the workplace and this forms part of your assessment.

As Placement is a requirement of the course this means you will be unable to successfully complete the Diploma of Early Childhood Education and Care.

Students must be fully vaccinated to do placement at an early childhood education and care centre or school, unless they have an exemption.



Studying online via Zoom

We are excited to announce that this course is now being delivered remotely online in real-time via Zoom. This is just like being in the classroom, with interaction and support from your trainer and engagement with your classmates, but all from the comfort and safety of home.

This is not a self-paced course. You will need to login at set dates/times as per your timetable and the class will be run 'live'.

Zoom is user-friendly and does not require any specialised software, just internet access. Zoom can also be used on smartphones/tablets by downloading the free Zoom app.

RTO Cessation

MSA Training and Professional Development is committed to ensuring that students have the best possible opportunities to complete their training qualification. Should MSA Training and Professional Development be directed by ASQA or the Department of Education and Training to transfer their students to another RTO, or where MSA Training and Professional Development is ceasing operations as an RTO, suitable arrangements will be made for all currently enrolled students to transfer to another RTO.

Fees

Government funding

This training is delivered with Victorian and Commonwealth government funding to eligible Victorian students under the State Government's Skills First program. Contact us to discuss your eligibility or more information can be seen here: <https://www.skills.vic.gov.au/s/how-to-check-your-eligibility>

Statement of Fees

	Government Funded				Non-funded			
	Full		Concession		Full		Concession	
Total nominal hours	Fee per hour	Total fee	Fee per hour	Total fee	Fee per hour	Total fee	Fee per hour	Total fee
1308	\$0.37	\$483.96	\$0.07	\$96.79	\$5.58	\$7,300.00	\$5.43	\$7,100.00

These fees are inclusive of all learning materials and assessments.

Course fees must be made prior to course commencement. Generally, \$500-\$600 will be taken as a deposit for upfront payments, with the balance to be paid via a payment plan or Request for Invoice/purchase order (eg. If your employer is paying).

All enrolments are subject to our Refund/Transfer Policy, please refer to this policy in the Student Information Handbook and on our website for the relevant details.

Refunds and Transfers

Refer to the Refund/Transfer policy, which is listed on our website, regarding impacts on payment plans should you wish to withdraw, as once the course commences you will still be required to pay your fees in full, including any remaining instalments.

Austudy / Abstudy approved

This course is Austudy/Abstudy approved. This does not reduce the course fees but may entitle you to a payment from Centrelink that helps support students during their study. Please speak with Centrelink for application details and to check if you are eligible.

Unique Student Identifier

You will need a USI before you train with us commencing from 1st January 2015. You need to apply only once for this number. You will need to provide it to us on enrolment. Store this number somewhere safe and each time you do training with us or another organisation that offers nationally accredited training you will need to supply this USI each time you register.

If you do wish to enrol with us you can find more information and create a USI at the following website. www.usi.gov.au

Payment plans

Credit card payment plans are available through DebitSuccess to assist student in paying for their tuition with a \$12 set up fee. Please discuss your options with the reception staff on 9905 3180 or msa-monashtraining@monash.edu

Installation	Funded Concession	Funded Full Fee	Non-Funded Concession	Non-Funded Full Fee
Deposit at enrolment	\$143.41	\$717.06	\$500.00	\$700
Week 1			\$330.00	\$330.00
Week 2			\$330.00	\$330.00
Week 3			\$330.00	\$330.00
Week 4			\$330.00	\$330.00
Week 5			\$330.00	\$330.00
Week 6			\$330.00	\$330.00
Week 7			\$330.00	\$330.00
Week 8			\$330.00	\$330.00
Week 9			\$330.00	\$330.00
Week 10			\$330.00	\$330.00
Week 11			\$330.00	\$330.00
Week 12			\$330.00	\$330.00
Week 13			\$330.00	\$330.00
Week 14			\$330.00	\$330.00
Week 15			\$330.00	\$330.00
Week 16			\$330.00	\$330.00
Week 17			\$330.00	\$330.00
Week 18			\$330.00	\$330.00
Week 19			\$330.00	\$330.00
Week 20			\$330.00	\$330.00
Total	\$143.41	\$717.06	\$7,100	\$7,300

Additional fees

Item	Fee
Transfer fee	\$50.00
Refund fee	\$300.00
Re-Print of Certificate	\$22.00
Assessment extension per unit per month	\$30.00
Learner Guide replacement fee	Varies \$5-\$200 per hardcopy book.
Excursion/incursion Levy	\$50
Grading of course work if applying to University course	Contact office



How to enrol

***Due to COVID-19, we are no longer taking enrolment appointments at our office.
All enrolments are to be done online.***

- Make sure you have read and understood all the information in the student handbook and in this course information booklet and ensure you meet the pre-requisites or other conditions of enrolment (Student Handbook is located on our website)
- Create a USI (Unique Student Identifier) through www.usi.gov.au
- Complete an enrolment form, pre-training review and Skills First Declaration form electronically www.msatraining.edu.au/enrolment-dhc/
- Take a photo or scan of your current Driver Licence; or a current Learner's Permit; or a Proof of Age/'Keypass' card
- Take a photo or scan of your medicare card, Australian/NZ birth certificate; Naturalisation certificate or formal documentation issued by the Australian Department of Immigration and Citizenship confirming permanent residence. Please talk to us if you don't have any of these documents.
- If you are applying for a Concession rate; Take a photo or scan of any relevant concession cards such as healthcare cards or pension cards.
- Email all documents/photos/scans to msa-monashtraining@monash.edu