



RTO 21526

MONASH STUDENT ASSOCIATION

Training and Professional  
Development

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## Information Booklet

CHC30121

Certificate III in Early  
Childhood Education & Care

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[www.msatraining.edu.au](http://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 MSA 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](http://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. You will also need to complete a placement in an early childhood sector to complete your course.

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](mailto:msa-monashtraining@monash.edu)

03 9905 3180



#### Group bookings:

Professional Development Officer

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# CHC30121 Certificate III in Early Childhood Education & 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. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

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 160 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.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

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

- Early childhood educator
- Outside school hours care assistant
- Playgroup supervisor
- Family day care worker
- Nanny
- Recreation assistant



## Why study this course?

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

- Support each child's health needs
- Promote understanding across diverse groups
- Promote safe sleep
- Provide positive nappy-changing and toileting experience
- Promote quality mealtime environments
- Develop relationships with babies, toddlers and their families
- Support cognitive and emotional development

## Where can I study this course?

This course is available at:

- On campus at Monash University in Clayton
- At your workplace – for private groups of 8 or more

## Entry requirements

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 into this course.

## Assessment methods and requirements

Assessment will include trainers conducting observations while students are on placement, written knowledge questions, and classroom activities, role plays and projects.

Assessments are to be submitted to your trainer within 4 weeks of the unit/cluster.



## 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.

## First Aid

First Aid – Level 2, Provide Emergency First Aid Response, In an Education Care Setting (HLTAID012)

This unit is included within the Certificate III in Early Childhood and Care at no additional cost. To remain current, you will need to complete your CPR course/refresher every 12 months, and the level 2 every 3 years.

## Food Safety

Food Safety – SITXFSA005 Use hygienic practices for food safety, this is included within the Certificate III in Early Childhood and Care at no additional cost. This unit has been imported into this qualification due to the benefits for our students – gain the food handlers certificate along with their Certificate III.

## Pathways

After achieving this qualification candidates may undertake the Diploma of Early Childhood Education and Care. This would be a suitable training pathway and would support career progression. The Diploma then enables access to University entry for some degree courses.



## Timetable

The nationally recognised course is delivered in the classroom over 37 sessions running two days per week for approximately 20 weeks from 9am – 4.30pm. The timetable and the order of units is subject to change.

You will also need to complete 160 hours of work placement as part of this course.

Number of sessions and hours are subject to change with the provision of the confirmed nominal hours.

## 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.

Estimated hours	
Pre-course reading and research:	20 hours
Total classroom (face-to-face) hours:	240.5 hours
Independent study/reading/research:	250-350
Practical work placement:	160
Completion of assessments:	250-350

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

## Course syllabus

This qualification contains 17 units of competency. 15 core units, 2 elective units

Unit of competency	What you will learn	
<b>HLTAID012</b>	Provide First Aid in an education and care setting	<ul style="list-style-type: none"> <li>Assess the casualty and recognise the need for first aid response.</li> <li>Perform cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines.</li> <li>Monitor the casualty's condition and respond in accordance with first aid principles.</li> </ul>
<b>HLTWHS001</b>	Participate in workplace health and safety	<ul style="list-style-type: none"> <li>Follow workplace policies and procedures for safe work practices</li> <li>Identify and report incidents and injuries to designated persons according to workplace procedures</li> <li>Participate in workplace safety meetings, inspections and consultative activities</li> </ul>
<b>CHCPRT001</b>	Identify and respond to children and young people at risk	<ul style="list-style-type: none"> <li>Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making</li> <li>Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures</li> <li>Identify and seek supervision support for issues of ethical concern</li> </ul>



		in practice with children and young people
<b>CHCECE030</b>	Support inclusion and diversity	<ul style="list-style-type: none"> <li>• Identify and act on ways to develop self-awareness and understanding of how own behaviours may contribute to inclusive practice.</li> <li>• Use communication techniques that model open, inclusive, ethical interactions with children, families and colleagues.</li> <li>• Engage children in collaborative discussions about respectful and equal relations.</li> </ul>
<b>CHCECE031</b>	Support children's health, safety and wellbeing	<ul style="list-style-type: none"> <li>• Support children to learn personal health and hygiene practices through discussion, modelling and repeated experience.</li> <li>• Identify service and regulatory requirements and procedures for short and long-term medication administration.</li> <li>• Promote physical activity through providing planned and spontaneous opportunities appropriate for each child.</li> </ul>
<b>CHCECE032</b>	Nurture babies and toddlers	<ul style="list-style-type: none"> <li>• Provide consistent and positive personal care routines suited to the child's individual and cultural context.</li> <li>• Gather information from the family to assist in the transition from home to education and care service.</li> <li>• Adapt experiences to meet the individual child's routines.</li> </ul>
<b>CHCECE033</b>	Develop positive and respectful relationships with children	<ul style="list-style-type: none"> <li>• Participate in children's play and use children's cues to guide the level and type of involvement.</li> <li>• Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements.</li> <li>• Assess the child's individual stage of development, temperament and personality to facilitate understanding of the child's behaviour.</li> </ul>



<b>CHCECE034</b>	Use an approved learning framework to guide practice	<ul style="list-style-type: none"><li>• Investigate the function of a learning framework in the context of children's education and care.</li><li>• Use the framework to support children's learning, development and wellbeing.</li><li>• Identify opportunities to enhance own skills through reflection, and develop actions with supervisor.</li></ul>
<b>CHCECE035</b>	Support the holistic learning and development of children	<ul style="list-style-type: none"><li>• Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills.</li><li>• Support children when they are having difficulty understanding or communicating with each other.</li><li>• Provide opportunities that encourage exploration of children's concepts and ideas.</li></ul>
<b>CHCECE036</b>	Provide experiences to support children's play and learning	<ul style="list-style-type: none"><li>• Select and set up areas, resources and materials that suit different kinds of play according to service curriculum and safety procedures.</li><li>• Use routines to undertake intentional teaching and recognise opportunities for spontaneous learning consistent with the learning framework.</li><li>• Identify role of the educator in children's play and learning through reflection on own pedagogical practices.</li></ul>
<b>CHCECE037</b>	Support children to connect with the natural environment	<ul style="list-style-type: none"><li>• Model respect, care and appreciation for both natural and constructed environments.</li><li>• Provide children with opportunities to explore the natural and constructed environment and their local community.</li><li>• Provide children with opportunities to experience the growth and care of living things.</li></ul>
<b>CHCECE038</b>	Observe children to inform practice	<ul style="list-style-type: none"><li>• Select appropriate observation technique according to the context of the observation.</li><li>• Observe the child and accurately record meaningful information</li></ul>



		<p>according to service policies and procedures.</p> <ul style="list-style-type: none"> <li>• Use information gathered about the child to support interactions that are responsive and respectful of individual needs.</li> </ul>
<b>CHCECE054</b>	Promote understanding of Aboriginal and/or Torres Strait Islander cultures	<ul style="list-style-type: none"> <li>• Identify and implement ways to improve awareness of Aboriginal and/or Torres Strait Islander peoples' cultures.</li> <li>• Source and access credible sources of information about local Aboriginal and/or Torres Strait Islander peoples' cultures and history.</li> <li>• Model language and interactions that show respect for Aboriginal and/or Torres Strait Islander peoples' cultural knowledge.</li> </ul>
<b>CHCECE055</b>	Meet legal and ethical obligations in children's education and care	<ul style="list-style-type: none"> <li>• Correctly interpret sources of information about the legal and ethical requirements that apply to the contemporary work role.</li> <li>• Adhere to legal and ethical requirements in work practice according to service policies and procedures and scope of role.</li> <li>• Share feedback through constructive communication with colleagues and supervisors.</li> </ul>
<b>CHCECE056</b>	Work effectively in children's education and care	<ul style="list-style-type: none"> <li>• Source and interpret information on rights and responsibilities of own role.</li> <li>• Plan and organise daily work activities to achieve required outcomes within scope of responsibility.</li> <li>• Use verbal and non-verbal communication that demonstrates respect for individual differences and work roles.</li> </ul>
<b>SITXFSA005</b>	Use hygienic practices for food safety	<ul style="list-style-type: none"> <li>• Identify food hazards that may affect the health and safety of customers, colleagues and self.</li> <li>• Prevent food contamination from clothing and other personal items.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use hygienic cleaning and sanitising practices that prevent food-borne illnesses</li> </ul>
<b>CHCDIV001</b>	Work with Diverse People	<ul style="list-style-type: none"> <li>• Use reflection to support own ability to work inclusively and with understanding of others</li> <li>• Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness</li> <li>• Where a language barrier exists, use effective strategies to communicate in the most efficient way possible</li> </ul>

## 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 CHC30121 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 160 hours of work placement in a childcare facility. 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. We do not book the placements for you, as being able to do this is a valuable learning experience for you. We can provide you with a list of childcare centres in surrounding areas and information and advice will be provided in class about how to arrange your placement. We encourage our students to contact the childcare centre in which they wish to do their placement and speak to staff about options for days/times. This allows you to choose the area in which you wish to be placed and to develop networks and rapport with staff in the centres. Please note that some centres are very popular and will have limits on how many students they can place at any one time. You may need to contact several centres before finding one that can accommodate you on the days/times you are available. You may need to travel outside of your local area and you will find this is a valuable learning experience which prepares you for the workforce. Please consult with your trainer if you experience difficulty in finding a suitable placement.

To be able to complete work placement in a childcare facility you **MUST** have a current Working with Children check. If you do not have these at the commencement of the course you will be unable to participate in any placement. As Placement is a requirement of the course this means you will be unable to successfully complete the Certificate III in 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. Please discuss with your chosen location to get the most up to date information on vaccination requirements.



## 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>

### Unique Student Identifier

You will need a USI before you train with us commencing from 1<sup>st</sup> 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](http://www.usi.gov.au)

## 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
1078	\$0.33	\$560.00	\$0.07	\$272.00	\$4.08	\$4,600	\$3.90	\$4,400

These fees are inclusive of all learning materials and assessments.

Course fees must be made prior to course commencement. Generally, \$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.

## 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](mailto:msa-monashtraining@monash.edu)

Installation	Funded Concession	Funded Full Fee	Non-Funded Concession	Non-Funded Full Fee
<b>Deposit at enrolment</b>	<b>\$102.96</b>	<b>\$514.80</b>	\$400.00	\$600.00
<b>Week 2</b>			\$200.00	\$200.00
<b>Week 3</b>			\$200.00	\$200.00
<b>Week 4</b>			\$200.00	\$200.00
<b>Week 5</b>			\$200.00	\$200.00
<b>Week 6</b>			\$200.00	\$200.00
<b>Week 7</b>			\$200.00	\$200.00
<b>Week 8</b>			\$200.00	\$200.00
<b>Week 9</b>			\$200.00	\$200.00
<b>Week 10</b>			\$200.00	\$200.00
<b>Week 11</b>			\$200.00	\$200.00
<b>Week 12</b>			\$200.00	\$200.00
<b>Week 13</b>			\$200.00	\$200.00
<b>Week 14</b>			\$200.00	\$200.00
<b>Week 15</b>			\$200.00	\$200.00
<b>Week 16</b>			\$200.00	\$200.00
<b>Week 17</b>			\$200.00	\$200.00
<b>Week 18</b>			\$200.00	\$200.00
<b>Week 19</b>			\$200.00	\$200.00
<b>Week 20</b>			\$200.00	\$200.00
<b>Total</b>	<b>\$102.96</b>	<b>\$514.80</b>	<b>\$4,200.00</b>	<b>\$4,400.00</b>

## Additional fees

Item	Fee
<b>Transfer fee</b>	\$50.00
<b>Refund fee</b>	\$300.00
<b>Re-Print of Certificate</b>	\$22.00
<b>Assessment extension per unit per month</b>	\$30.00
<b>Learner Guide replacement fee</b>	Varies \$5-\$200 per hardcopy book.
<b>Excursion/incursion Levy</b>	\$50



## 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](http://www.usi.gov.au)
- Complete an enrolment form, pre-training review and Skills First Declaration form electronically [www.msatraining.edu.au/enrolment-cchc/](http://www.msatraining.edu.au/enrolment-cchc/)
- 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](mailto:msa-monashtraining@monash.edu)
- Once received, our team will be in touch to discuss your application and finalise your enrolment.