Information Booklet

CHC50121
Diploma of Early Childhood Education and Care

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MSA Training and Professional Development

MSA Training and Professional Development works in collaboration with industry and training specialists to develop programs that are flexible and relevant to industry needs. Our courses are delivered as either classroom-based training or real-time remote training via Zoom. They are taught in a supportive and engaging environment. Throughout your learning journey you will gain a variety of knowledge and skills and be given activities and assessments to complete within the classroom, at home or in your workplace.

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.

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📞 **9905 3180**

msatraining.edu.au 🔍

Why choose MSA Training and Professional Development?

Continuous Improvement

At MSA Training and Professional Development, we pride ourselves on our dedication to providing high quality training to the public, Monash staff and students and to our private groups. We gain feedback from our students and trainers to ensure we are continuously improving our services and enhancing the learning process for our students.

Trainers and Assessors

Trainers and Assessors at MSA Training and Professional Development are carefully selected based on their qualifications, experience and knowledge, but also based on their individual teaching style and dedication towards their students. We have built an amazing team of trainers and assessors, and we are very fortunate to have them as part of MSA Training and Professional Development.

Administration

Our administrative staff are committed to working alongside our students to ensure they are confidently working through their assessments and receiving all the support they need. As we are a smaller RTO, we have the opportunity to get to know our students and can provide individualised support. MSATPD is part of MSA – a non-profit organisation located at Monash University in Clayton, Victoria. Meaning our aim is to provide a high-quality service, not to make money. The course fees are implemented to cover costs and improve services.

Support

Support services are available at MSATPD, including one on one tutoring in English and Computer skills, discounted counselling, Disability support, useful study guides, along with a number of other services. The MSA culture focuses on inclusivity, supporting the LBGTQI+ Community, acknowledging the traditional land owners.

CHC50121 Diploma of Early Childhood Education and Care

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.

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

Where can I study this course?

Workplace-based Diploma

Monash Uni Clayton Campus

Your workplace for groups of 10+
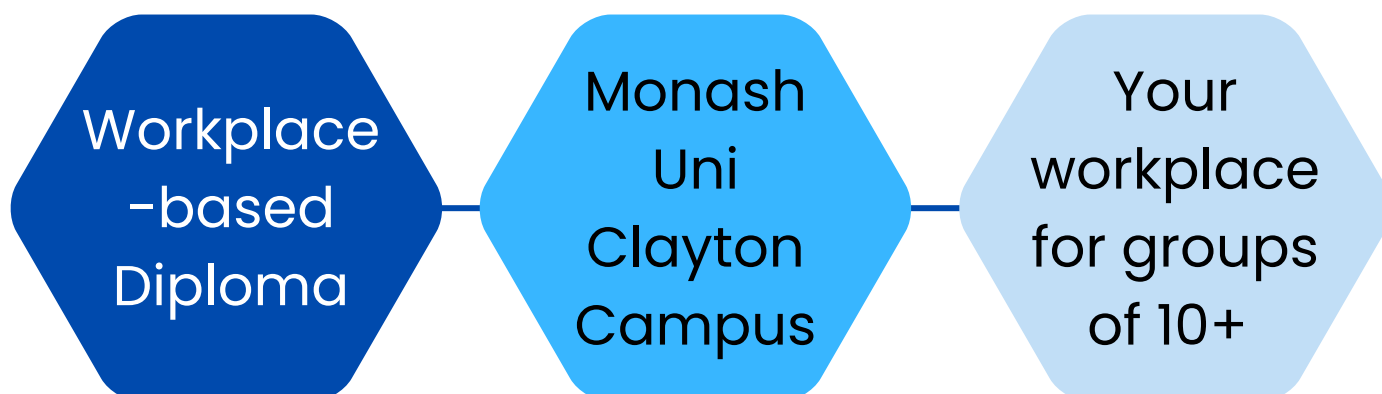
Entry Requirements

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.**

Students will require a sound understanding of how to navigate computers along with software (Word, PowerPoint), opening and closing documents, saving documents, formatting documents, typing and using the internet for searching and emails. Students must also have access to stable internet for the class duration. 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. During enrolment students will also undergo a pre-training review which will help make sure this course is right for you and identify any additional support you may need.
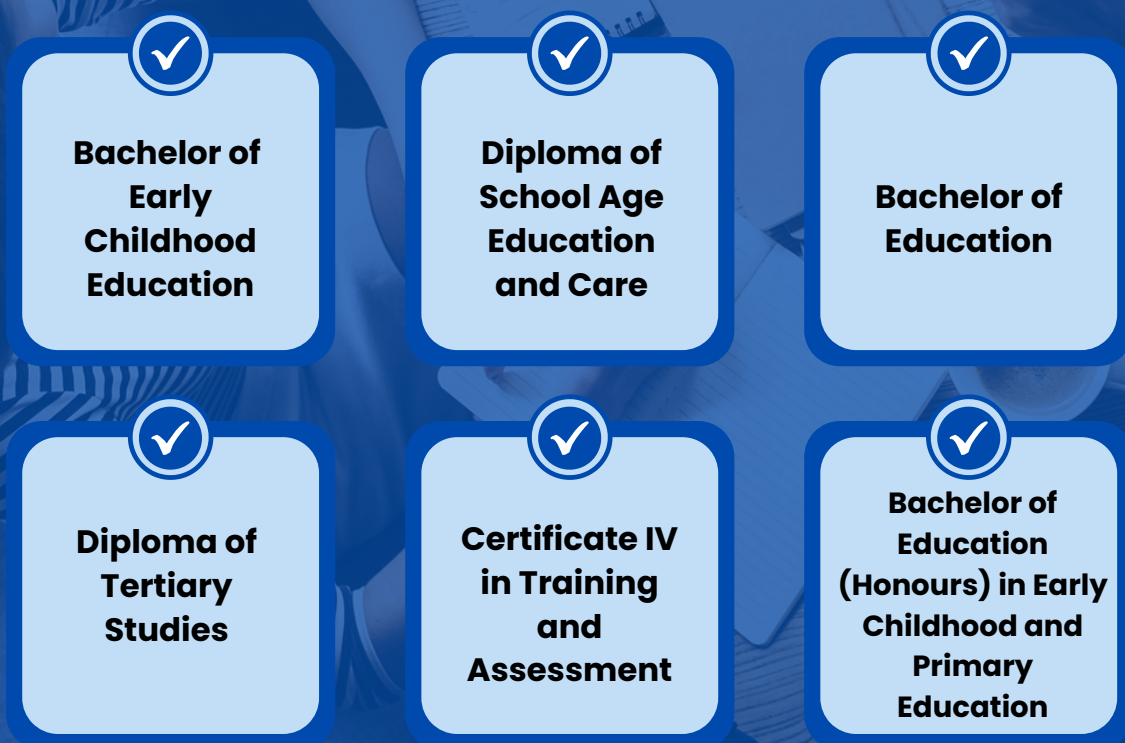
Students undergoing this course must also have a Working with Children Check before enrolling into this course. Students must be 16 years or over to enrol in this qualification.

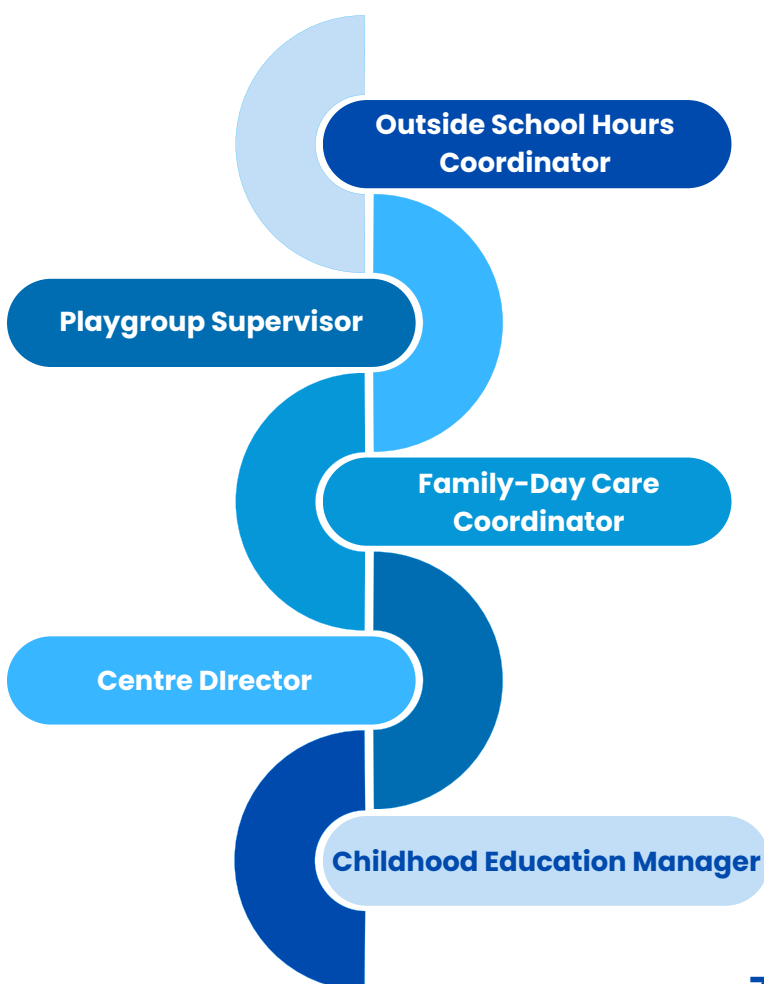**WORKING WITH CHILDREN CHECK VICTORIA**

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 Childhood Education**

✓ **Diploma of School Age Education and Care**

✓ **Bachelor of Education**

✓ **Diploma of Tertiary Studies**

✓ **Certificate IV in Training and Assessment**

✓ **Bachelor of Education (Honours) in Early Childhood and Primary Education**

Potential Job Prospects

There are a number of job prospects that students will be qualified to apply for upon successful completion of the CHC50121 Diploma of Early Childhood Education and Care.

Some of these may include:

- Outside School Hours Coordinator
- Playgroup Supervisor
- Family-Day Care Coordinator
- Centre Director
- Childhood Education Manager

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. Those with some experience in training may find they take less time, similarly those who are new to the industry may find the higher end of the times listed will apply.

You have 8 weeks after each unit to submit your final assessment. Extensions may be granted for special circumstances via application only.

Estimated Hours	
Pre-course reading and research	12 Hours
Total Classroom (Zoom/F2F) Hours	336 Hours
Independent study/reading/research	300 - 350 Hours
Practical Work Placement	300 Hours
Completion of assessments	300 - 350 Hours

Timetable

This nationally recognised course is generally delivered in the classroom one day per week for an approximate 12-month period from 9am – 4.30pm. Timetable and the order of units is subject to change.

Students are also required to complete 300 hours of work placement as part of this course. Placement hours completed as part of the Certificate III are not able to be counted as part of the Diploma placement hours.

Assessments

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

Knowledge questions are to be submitted to your trainer within 4 weeks of the unit and placement assessments assessments are to be submitted to your trainer within 8 weeks of the unit.

Materials and requirements

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. 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.

For online courses/ units, 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

Students will need to undertake 300 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 Diploma of Early Childhood Education and Care.

Some early childhood education and care centres require students to be vaccinated for their placement unless they have an exemption. It is important that students discuss with their chosen location to get the most up to date information on the specific vaccination requirements.

Course Syllabus

Unit of Competency	What you will learn
BSBTWK502 Manage team effectiveness	• **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**
CHCECE041 Maintain a safe and healthy environment for children	• **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**
CHCECE042 Foster holistic early childhood learning, development and wellbeing	• **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.**
CHCECE043 Nurture creativity in children	• **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**
CHCECE044 Facilitate compliance in an education and care service	• **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**

CHCECE045 Foster positive and respectful interactions and behaviours in children	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

Completion of 15 units are required for this qualification, including 12 core units and 3 elective units.

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.

Credit Transfers (CT)

Credit Transfer is a process used to recognise qualifications and Statements of Attainment issued by another RTO or TAFE. If you have successfully completed any of the units in the course in which you are enrolling, or their equivalent, you may be eligible for credit transfer. Where credit transfer is granted you will be considered to have already successfully completed the unit(s), and will not have to participate in training or assessment activities for that unit(s).

In determining where credit transfer may be granted, MSA Training and Professional Development must be confident of the currency of the applicant's knowledge. In fields where practice/technology is changing rapidly, credit transfer may not be granted where knowledge of unit(s) has dated. MSA Training and Professional Development will recognise AQF qualifications and Statements of Attainment issued by any RTO.

Fees

	Government Funded		Non-Funded	
Aboriginal or Torres Strait Islander (Materials Fee only)	Full	Concession	Full	Concession
$250.00	$707.80	–	$7,404.76	$7,195.48

Payment plans are available.

Skills First funding is available for Australian/New Zealand citizens or permanent residents living in Victoria and who:

- **Have not already commenced two Skills First subsidised qualifications this year; AND**
- **Are not already studying two other Skills First subsidised qualifications at the same time**
- **Are aged 17 years or older**

Contact us to discuss your eligibility or more information can be found here: https://www.skills.vic.gov.au/s/how-to-check-your-eligibility

Unique Student Identifier

A USI is your individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia. You will to create your USI before you train with us and 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

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.

Early Childhood Education Traineeships

This qualification is available as a Workplace based traineeship. Financial incentives for employers are available for eligible businesses. 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 time 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. Contact the office if you would like to find out more.

How to Enrol

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 the enrolment form via our website**

- **Once the enrolment form has been completed, you will be sent an email to create an account on our student portal to complete a language, literacy and numeracy assessment, pre-training review and Skills First funding declaration form**

- **Send through your Medicare card or Australian/NZ birth certificate; or formal documentation confirming permanent residence.**

- **If you are applying for a Concession rate; submit any relevant concession cards such as healthcare cards or pension cards.**

- **Once you have submitted the required documents, our team will be in touch to discuss your application and finalise your enrolment.**

Notable programs and departments within MSA:

→ **Period positivity – providing free feminine hygiene products**

→ **MSA's Indigenous department – providing support to all Aboriginals and Torres Strait Islanders throughout their studies.**

→ **MSA Women's department - creating a safe campus where you feel a sense of belonging.**

→ **MSA Disabilities and Carers Department – advocating for the needs of students with disabilities and student carers at Monash Clayton**

→ **MSA Queer department – Supporting all queer identifying and questioning individuals at Monash**
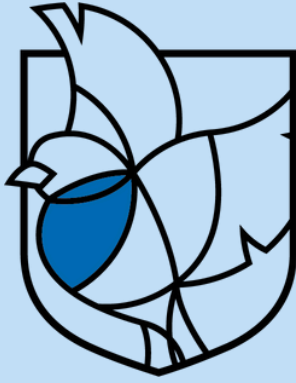
→ **Gender Affirmation at MSA - In 2022, MSA introduced Establishing Gender Affirmation leave where specific leave options are available for any MSA staff considering gender transition.**

→ **MSATPD Mental Health Resources – Free resources to assist anyone struggling with mental health conditions.**

MONASH STUDENT ASSOCIATION
Training and Professional Development

RTO Number: 21526

Find us online at:

msatraining.edu.au

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