



MONASH STUDENT ASSOCIATION
Training and Professional
Development

Information Booklet

CHC30121

**Certificate III in 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.



msa-monashtraining@monash.edu



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.



CHC30121 Certificate III in 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. 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.



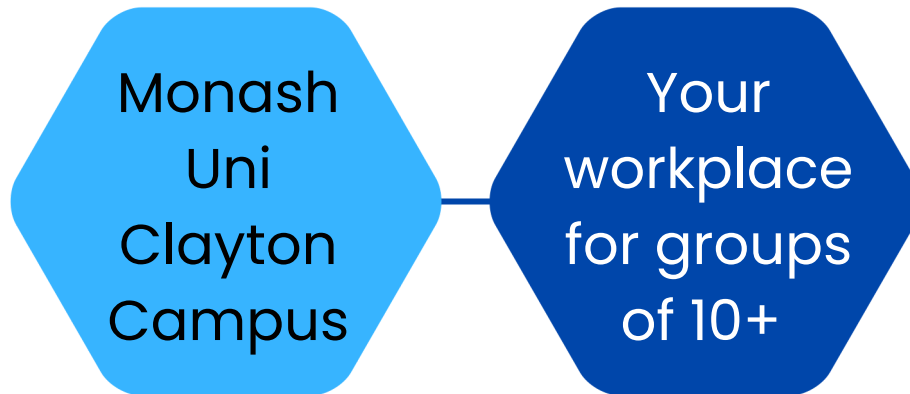
Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment 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.

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

- 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?



Entry Requirements

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**



Traineeships

Those who would like to enrol into a workplace based traineeship for the Certificate III in Early Childhood Education must be working full-time in an early learning centre. 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.

Employer Incentives

Employers may be eligible to receive a Priority Hiring Incentive of up to \$5000 in the first year of an apprenticeship, paid over two instalments of

- o \$2,000 at 6 months and \$3,000 at 12 months (full-time)
- o \$1,000 at 6 months and \$1,500 at 12 months (part-time)



Employer Responsibilities

- The Employer will be required to select a Victorian AASN Providers (Australian Apprenticeship Support Network):
- Become an approved employer - The approval process is managed by the VRQA
- Enter into a Training Contract & Negotiate and sign a Training Plan
- Ensure that a suitably qualified or experienced person is available to oversee the apprentice or trainee's plan
- Supervise the trainee in a way that is appropriate for their skill level
- Have the appropriate facilities and equipment to help the trainee to gain the necessary skills to complete their traineeship
- Provide the apprentice or trainee with work that is relevant to their vocation and supports them to achieve their qualification
- Be aware that the trainee can progress through their traineeship at a rate that reflects their skills development, rather than a specific timeframe
- Pay the apprentice or trainee under an appropriate industrial instrument
- Encourage the employee to complete their studies in a timely manner by removing the employee from work duties for study time

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:

✓
**Diploma of
Early
Childhood
Education and
Care**

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

✓
**Bachelor of
Education**

✓
**Diploma of
Tertiary
Studies**

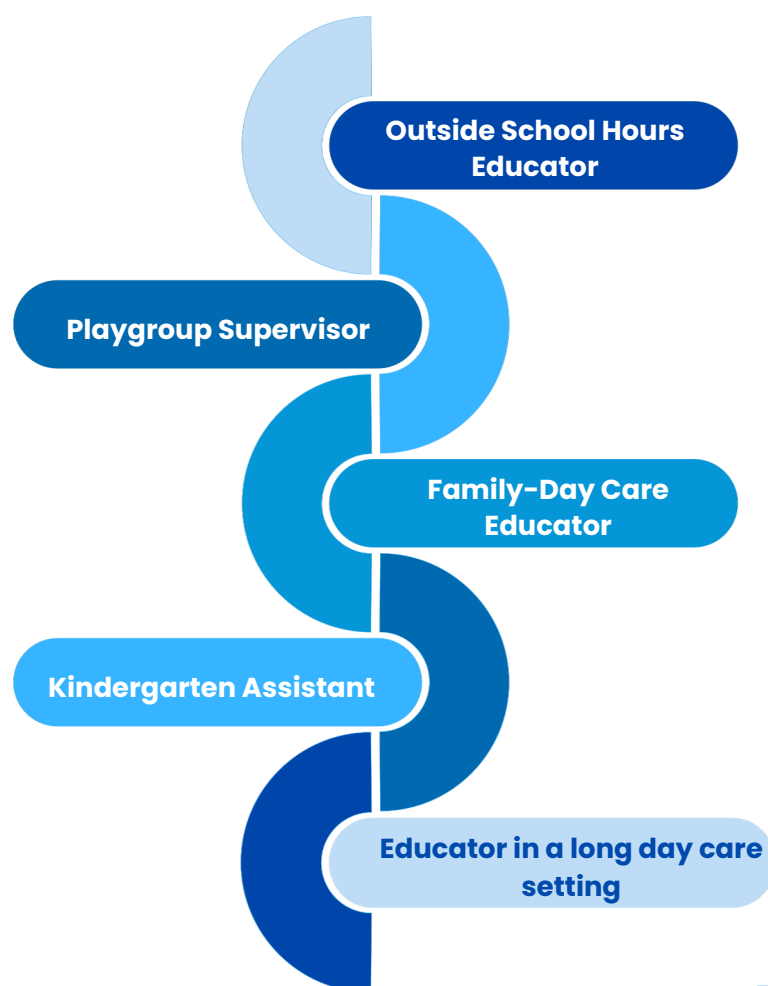
✓
**Certificate IV
in Training
and
Assessment**

✓
**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 CHC30121 Certificate III in Early Childhood Education and Care.

Some of these may include:



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	20 hours
Total Classroom (Zoom/F2F) Hours	240.5 hours
Independent study/reading/research	250-350 Hours
Practical Work Placement	160 Hours
Completion of assessments	250-350 Hours

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.

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 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

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.

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
HLTAID012 Provide First Aid in an education and care setting	<ul style="list-style-type: none">• Assess the casualty and recognise the need for first aid response• Perform cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines• Monitor the casualty's condition and respond in accordance with first aid principles
HLTWHS001 Participate in workplace health and safety	<ul style="list-style-type: none">• Follow workplace policies and procedures for safe work practices• Identify and report incidents and injuries to designated persons according to workplace procedures• Participate in workplace safety meetings, inspections and consultative activities
CHCPRT001 Identify and respond to children and young people at risk	<ul style="list-style-type: none">• Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making• Promptly record and report risk-of harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures• Identify and seek supervision support for issues of ethical concerning practice with children and young people
CHCECE030 Support inclusion and diversity	<ul style="list-style-type: none">• Identify and act on ways to develop self-awareness and understanding of how own behaviours may contribute to inclusive practice• Use communication techniques that model open, inclusive, ethical interactions with children, families and colleagues• Engage children in collaborative discussions about respectful and equal relations
CHCECE031 Support children's health, safety and wellbeing	<ul style="list-style-type: none">• Support children to learn personal health and hygiene practices through discussion, modelling and repeated experience• Identify service and regulatory requirements and procedures for short and long-term medication administration• Promote physical activity through providing planned and spontaneous opportunities appropriate for each child.

<p>CHCECE032 Nurture babies and toddlers</p>	<ul style="list-style-type: none"> • Provide consistent and positive personal care routines suited to the child's individual and cultural context • Gather information from the family to assist in the transition from home to education and care service • Adapt experiences to meet the individual child's routines.
<p>CHCECE033 Develop positive and respectful relationships with children</p>	<ul style="list-style-type: none"> • Participate in children's play and use children's cues to guide the level and type of involvement • Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements • Assess the child's individual stage of development, temperament and personality to facilitate understanding of the child's behaviour.
<p>CHCECE034 Use an approved learning framework to guide practice</p>	<ul style="list-style-type: none"> • Investigate the function of a learning framework in the context of children's education and care • Use the framework to support children's learning, development and wellbeing • Identify opportunities to enhance own skills through reflection, and develop actions with supervisor.
<p>CHCECE035 Support the holistic learning and development of children</p>	<ul style="list-style-type: none"> • Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills • Support children when they are having difficulty understanding or communicating with each other • Provide opportunities that encourage exploration of children's concepts and ideas
<p>CHCECE036 Provide experiences to support children's play and learning</p>	<ul style="list-style-type: none"> • Select and set up areas, resources and materials that suit different kinds of play according to service curriculum and safety procedures • Use routines to undertake intentional teaching and recognise opportunities for spontaneous learning consistent with the learning framework • Identify role of the educator in children's play and learning through reflection on own pedagogical practices.
<p>CHCECE037 Support children to connect with the natural environment</p>	<ul style="list-style-type: none"> • Model respect, care and appreciation for both natural and constructed environments • Provide children with opportunities to explore the natural and constructed environment and their local community • Provide children with opportunities to experience the growth and care of living things

<p>CHCECE038 Observe children to inform practice</p>	<ul style="list-style-type: none"> • Select appropriate observation technique according to the context of the observation • Observe the child and accurately record meaningful information according to service policies and procedures • Use information gathered about the child to support interactions that are responsive and respectful of individual needs
<p>CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander cultures</p>	<ul style="list-style-type: none"> • Identify and implement ways to improve awareness of Aboriginal and/or Torres Strait Islander peoples' cultures • Source and access credible sources of information about local Aboriginal and/or Torres Strait Islander peoples' cultures and history • Model language and interactions that show respect for Aboriginal and/or Torres Strait Islander peoples' cultural knowledge
<p>CHCECE055 Meet legal and ethical obligations in children's education and care</p>	<ul style="list-style-type: none"> • Correctly interpret sources of information about the legal and ethical requirements that apply to the contemporary work role • Adhere to legal and ethical requirements in work practice according to service policies and procedures and scope of role • Share feedback through constructive communication with colleagues and supervisors
<p>CHCECE056 Work effectively in children's education and care</p>	<ul style="list-style-type: none"> • Source and interpret information on rights and responsibilities of own role • Plan and organise daily work activities to achieve required outcomes within scope of responsibility • Use verbal and non-verbal communication that demonstrates respect for individual differences and work roles
<p>SITXFSA005 Use hygienic practices for food safety</p>	<ul style="list-style-type: none"> • Identify food hazards that may affect the health and safety of customers, colleagues and self • Prevent food contamination from clothing and other personal items • Use hygienic cleaning and sanitising practices that prevent food-borne illnesses
<p>CHCDIV001 Work with Diverse People</p>	<ul style="list-style-type: none"> • Use reflection to support own ability to work inclusively and with understanding of others • Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness • Where a language barrier exists, use effective strategies to communicate in the most efficient way possible

Completion of 17 units are required for this qualification, including 15 core units and 2 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 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.

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

Non-Funded	
Full	Concession
\$6,232.24	\$6,028.30

Payment plans are available.

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.



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**
- **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



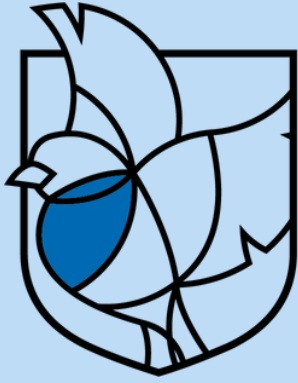
MSA Queer department – Supporting all queer identifying and questioning individuals at Monash



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.



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RTO Number: 21526

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