ectarc

EARLY CHILDHOOD
EDUCATION SERVICES & TRAINING
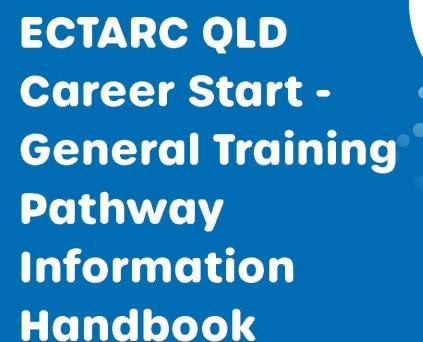
ECTARC QLD Career Start - General Training Pathway Information Handbook

Enriching futures together

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1.0   Introduction

Career Start is one of the Queensland Government's core funded vocational education and training (VET) programs and offers a General Training Pathway for eligible students. The information in this handbook has been developed to provide information for individuals considering the General Training Pathway. It is important students enrol in training that best meets their personal and career aspirations and be fully informed of program requirements and fee costs prior to enrolment.

Eligible students must understand that under Career Start, an individual may access up to **two** subsidised training places through one of the following options:

- a general qualification at certificate III and an apprenticeship/traineeship, noting that if the apprenticeship/traineeship is done first, the individual is no longer eligible to access a general qualification under Career Start; or
- two apprenticeships/traineeships at either certificate II or III, including school-based apprenticeships or traineeships (SATs).

An individual **cannot** do **two** General Training Pathway qualifications under Career Start. This is to ensure equitable access for all eligible Queenslanders to a training opportunity. It is imperative that you are fully informed about the entitlement and that you take the time to consider training choices and costs. You will **not** be eligible for another subsidised training place under General Training in the Career Start program once you complete this Certificate III qualification.

Department of Trade, Employment and Training (DTET) may amend student eligibility requirements at any time based on factors such as budget, emerging priorities, and the need to ensure a pipeline of workers for critical occupations and improved access to job opportunities for identified priority cohorts.

NOTE: Only those courses or qualifications that are identified on the Priority Skills List will attract government funding under the Career Start Program. See the Priority Skills List at: https://desbt.qld.gov.au/training/providers/funded/priority-skills-list

Individuals undertaking this program with ECTARC have a choice of one of two Certificate III level qualifications. We advise students to consider their employment options and career aspirations to ensure that they undertake the qualification that best suits their needs.

Please retain this handbook for referral purposes.

1.1   About ECTARC

At ECTARC you will find a team of early childhood professionals committed to excellence in the delivery of training that fosters educators who can provide high quality education and care to young children. For over 20 years our focus has been training high quality graduates who have the skills and knowledge to deliver best practice in early childhood education and care services.

ECTARC was established in 1998 as a community owned, not for profit Registered Training Organisation (RTO) that specialises in early childhood training and professional development. ECTARC also manages 11 early childhood education and care services in the Illawarra and Shoalhaven areas of NSW. The close working connection with these services ensures that training provided continues to meet the needs of the early childhood sector and regulatory bodies.

The Department of Trade, Employment and Training (DTET) contracts ECTARC to deliver publicly funded training and assessment services for the early childhood sector. ECTARC is a 'Skills Assure Supplier' (SAS) and has held a contract for delivering traineeships and apprenticeships in Queensland since 1998.

Our specialist early childhood knowledge, extensive experience in the sector and commitment to providing the best early childhood training is why we are a leading, well-respected, award-winning RTO. We welcome you to our organisation and we look forward to supporting you on your learning journey.

Please call and speak to one of our Training and Development Officers (TDOs) about your training and professional development needs. ECTARC TDOs hold early childhood and training qualifications and have many years' experience working in the early childhood sector.

2.0   What is the General Training Pathway?

The **General Training Pathway** through Career Start is a Queensland Government initiative aimed at supporting eligible individuals in completing their first post-school Certificate III qualification by subsidising the cost of training.

Under the Career Start program, eligible students undertaking an approved Australian Qualifications Framework (AQF) Certificate III qualification receive funding from the Department of Training and Employment (DTET), which is paid directly to the Registered Training Organisation (RTO), otherwise known as a Skills Assure Supplier (SAS). A nominal co-contribution fee is charged to the student.

This pathway allows direct enrolment without the need for a training contract, such as an apprenticeship or traineeship. While the government continues to support apprenticeships and traineeships under Career Start arrangements, the General Training Pathway provides access to subsidised training places for other eligible learners.

Program Aim

The primary goal of the Career Start program is to help individuals complete Certificate III qualifications that lead to employment or improved career opportunities.

Key objectives of the program include:

- Enabling students to complete one post-school Certificate III qualification delivered by an approved Registered Training Organisation (RTO) of their choice;
- Developing skills in vocational areas that align with industry needs;
- Increasing the number of Queenslanders that hold a Certificate III qualification.

Students may choose their preferred RTO from a list of Pre-qualified Suppliers to undertake accredited training that suits their individual goals.

Further information about the Career Start program is available on the Department's website: https://desbt.qld.gov.au/training

2.1   Qualification Description/Outcomes:

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

The qualification is competency-based training, which means that once all parties are in agreement that competency has been achieved, the program can be finalised and completed. Most students complete the program within a 18 month to 2 year time frame.

This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously.

The **10983NAT Certificate III in Outside School Hours Care** reflects the role of educators in school age children in school age education and care and before and after school and vacation care programs, who work according to the requirements of the National Quality Framework. They support children's wellbeing and development in the context of an approved learning framework. They develop and implement play and leisure experiences with or without supervision.

Educators in this context work in outside school hours care and vacation care (also known as School Age Care).

Entry Requirements: There are no entry requirements for these qualifications.
See Section 4 for further details of the qualifications.

2.2   Program Eligibility

To be eligible to enrol in the General Training Pathway through Career Start, a student must meet the following criteria:

- aged 15 years or older;
- not be a school student;
- permanently reside in Queensland;
- be an Australian citizen, or Australian permanent resident (includes humanitarian entrant), or a temporary resident with the right visa and work permits on the pathway to permanent residency, or a New Zealand citizen;
- not already have a certificate III or higher qualification completed within the last 10 years (qualifications **completed** as a school student and foundation skills qualifications do not count);
- not be enrolled in another qualification, even if it is on hold or deferred, whether funded by DTET or not (foundation skills qualifications do not count).

2.2.1   To prove eligibility you are required to provide 'verified copies' of the following with your application:

- All students are required to send proof of citizenship – you need to provide **one** of the following:
  - Australian or New Zealand Birth certificate
  - Australian Citizen certificate
  - Green Medicare card
  - Australian or New Zealand passport

- All students are required to send proof of residency – you need to provide **one** of the following:
  - Driver's license showing your address
  - QLD rates notice in your name and address
  - Electricity, gas or telephone account in your name and address (issued in the last 6 months)
  - Contract of property purchase/lease/mortgage documents
  - Bank statement issued in the last 6 months

- If you are applying **in your married** name you need to provide the following:
  - A copy of your marriage certificate
  - A copy of your birth certificate

2.2.2 Unique Student Identifier (USI)

Unique Student Identifier or 'USI' is a national VET student identification number for all nationally recognised training. Any person undertaking a nationally recognised qualification or unit of competency is now required to have a USI. Your USI links to an online account that contains all of your training records and results (transcript) that you have completed from 1 January 2015 onwards. By having a USI you will be able to access your training records and results (transcript) whenever you need them. It is very important that all students register for a USI. If you don't have a USI, you won't be able to proceed to receive funding or recognition for your training.

For further information visit: www.usi.gov.au and follow the steps to obtain your USI number. It is quick and easy to do and will look something like this: **5NW87ZL1P2**

Once you have obtained your USI number you are required to provide details at the enrolment process.

2.2.3 Confirmation of eligibility

Policy of this program requires that we gather evidence of eligibility for all individuals applying to participate. ECTARC is required to use the department's Apprentice [All Students] Info Self Service (AISS) tool/search facility to confirm your eligibility for funding and report your progress throughout the program.

2.2.4 Age requirements

Any person under 17 years of age is eligible to undertake studies in the course. If a student is under 18 years of age at time of enrolment into the program, a parent or guardian must co-sign the application and enrolment forms to acknowledge consent to participate.

Note: If seeking employment, students must be aware that Section 120 of the National Regulations requires the approved provider of a centre-based service must ensure that any educator at the service who is under 18 years of age:

(a) does not work alone at the service; and
(b) is adequately supervised at all times by an educator who has attained the age of 18 years.

2.2.5 Blue Card

To ensure the safety of children and young people in Queensland, the blue card system determines who is eligible to work in child-related employment or carry on a child-related business. Any person working with children must undergo a criminal history check as stated by Education and Care Services National Law Act 2010, and be eligible for a Positive Notice 'Blue Card'. It is an offence to engage in any child related paid or voluntary employment, or to carry on a child related business without a current Positive Notice.

If you do not currently hold a card, or have not already applied, application forms are available from the Queensland Government Blue Card Services at https://my.bluecard.qld.gov.au/login. For more information please visit the website or phone **1800 113 611** or **07 3211 6999**, Monday to Friday from 8:00am to 5.00pm.

2.2.6 Who is disqualified from applying for a blue card?

To contribute to ensuring the safety of children and young people in Queensland, the blue card system disqualifies certain people from applying for a blue card under 'The *Working with Children (Risk Management and Screening) Act 2000*'.

To find out who is a disqualified person visit: https://www.bluecard.qld.gov.au/disqualification.html

3.0   Responsibilities of Parties

If you are under a Commonwealth Government agency (e.g. Jobs Services Australia Provider) you will need to follow agency requirements as well as the following:

3.1   As a Student

The student is responsible for meeting and maintaining their obligations under the agreement. If the student is under 18 years of age a parent/guardian is also responsible for meeting obligations under the agreement.

As part of your enrolment it is a requirement that you complete the ECTARC LLN Quiz and ECTARC Course Ready Quiz as part of the enrolment application process and disclose any additional support needs/disabilities that you may have and any prior qualifications/study that you have completed. This will allow ECTARC to provide suitable assistance if required and to ensure that your Training Plan is designed to meet your needs and skills.

It is a requirement that all students attend online training sessions and submit written assessment tasks on a regular basis. If a student continuously fails to participate in the program, ECTARC reserves the right to cancel their enrolment.

In regards to studies, the student must:

- obtain a Unique Student Identifier
- observe the conditions of the employment agreement or award
- undertake training and assessment as set out in the Training Plan
- notify ECTARC if you are unable to attend training/assessment sessions
- notify ECTARC of the following:
    i.   if you are having difficulties with study/assessment
    ii. withdrawal from the program
    iii. if you require any changes to your Training Plan
    iv. if your employment status changes
    v.   if you believe that you will not complete your qualification by your end date

In regards to practicum, the student must:

- attend and perform work duties as directed (job description, roster)
- follow relevant regulations and legislative requirements
- follow the service's policies, procedures and guidelines
- follow the National Quality Framework
- observe confidentiality on behalf of the employer and clients
- follow all WHS requirements
- uphold the Code of Ethics and United Nations Rights of the Child
- work within a duty of care to self and others.

3.2   Record keeping and reporting

You are required to keep and maintain specific records during the course of the program. These records monitor your training and competency progress.

The various records which you must complete/retain include:

- your copy of the Training Plan
- Third Party Reports which documents your workplace performance
- completed assessments and feedback provided by ECTARC
- ECTARC practicum documents (as required)
- your copy of the handbook
- a copy of any award or workplace agreements if you become employed.

It is a DTET requirement that upon completion or withdrawal from the program you are required to complete a survey providing feedback on your participation in the training program. At the end of each unit students are also provided with the opportunity to provide feedback in the ECTARC Training Portal.

Note: ECTARC require two weeks' notice of cancellation of enrolment.

3.3 Supervised Registered Training Organisation (SRTO)

With ECTARC as your training provider, you will be supported through your program from start to finish. Your TDO will develop a Training Plan with you, deliver training on each unit of competency, assess your achievements of knowledge and skills, and issue the qualification upon successful completion.

ECTARC will:

- develop a Training Plan to suit your needs
- assess the ECTARC LLN Quiz and ECTARC Course Ready Quiz and support needs of student
- provide all learning resources
- assign a Training and Development Officer (TDO)
- maintain regular training and assessment as per the Training Plan
- assist with on-the-job skill development
- maintain records of assessments and progress
- advise and assist in relation to any additional support required
- issue the qualification upon completion
- charge a student co-contribution fee in accordance with DTET guidelines

3.4 Employer Responsibilities

Employers must provide both the facilities and the range of work to train a student (either a paid employee or practicum student) in the competencies/learning outcomes identified in the Training Plan and ensure that the student receives adequate training and supervision. Regarding children's services, facilities would mean the service itself i.e. a regulated education and care service, and range of work means the student works with the children and not as a support worker (e.g. the cook, cleaner or bus driver).

Students must have the ability to work with a minimum of three children in each age group (Birth-12 months, 13-23 months, 2-3 years, 3-5 years) to gain the learning experience required and complete assessment requirements. If you are unsure of your ability to work within these please contact ECTARC to discuss your situation.

The employer must:

- not use students on practicum who is not an employee of the service as a staff member, as they cannot be counted in staffing ratios
- not leave students on practicum alone with a group or child
- provide the student with a staff handbook and job description
- provide the student with access to policies, procedures and workplace documents
- provide quality on-the-job training in a safe working environment
- provide a Workplace Supervisor to support the student
- provide a copy of the Workplace Supervisor's qualification to ECTARC

NOTE*:* If employed, ensure that the student receives appropriate wages as outlined by the Fair Work Commission.

3.5 The Workplace Supervisor

The Workplace Supervisor must be a qualified educator who holds the equivalent qualification *or higher* than the qualification being undertaken by the student – CHC30121 Certificate III in Early Childhood Education.

The Workplace Supervisor must:

- provide a range of work and opportunities to develop skills as per each unit of competency
- have regular discussions with the student about the practical component and give feedback and direction about performance
- complete the Third-Party Report for each unit
- assist the student to follow service policies and procedures
- mentor and support the student.

4.0   Program content

ECTARC delivers training via a flexible delivery mode which includes a variety of support strategies and resources such as real time online study sessions, pre-recorded sessions, webinars, self-paced learning activities, phone support, interactive and PDF learning resources and workplace training. Each unit is provided individually and when successfully completed, the next unit will be trained and so on.

Each unit has the learning resources as well as a list of any additional recommended resources/readings/useful websites links to support students to successfully complete the written assessment tasks, practical assessment and develop the skills required in the Third-Party Reports. This is all accessed via the ECTARC Training Portal.

There are two components to the qualification:

- Off-the-job training – Formal training and assessment by ECTARC.
- On-the-job training – Practical learning in the workplace to gain skills and knowledge.

4.1   Qualification content

CHC30121 Certificate III in Early Childhood Education and Care

Off-the-job (Formal learning): Consists of 17 units of competency made up of **15 core** units and **2 electives** (selected during Training Plan development).

Unit Codes	Unit Title	Core / Elective
HLTAID012	Provide First Aid in an education and care setting	Core
CHCECE056	Work effectively in children's education and care	Core
CHCECE055	Meet legal and ethical obligations in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCECE031	Support children's health, safety and wellbeing	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE030	Support inclusion and diversity	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander people's cultures	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE038	Observe children to inform practice	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
Electives – 2 units *(further electives are available at training.gov.au)*		
HLTFSE001	Follow basic food safety practices	Elective
CHCDIV001	Work with diverse people	Elective

Please note that other electives can be chosen if they meet the requirements of the training package.

10983NAT Certificate III in Outside School Hours Care

Off-the-job (Formal learning): Consists of 15 units of competency made up of **12 core** units and **3 electives** (selected during Training Plan development).

Unit Codes	Unit Title	Core / Elective
CHCSAC006	Support children to participate in school age care	Core
CHCPRT025	Identify and report children and young people at risk	Core
HLTWHS001	Participate in workplace health and safety	Core
HLTFSE001	Follow basic food safety practices	Core
CHCSAC007	Develop and implement play and leisure experiences in school age care	Core
CHCEDS049	Supervise students outside the classroom	Core
CHCCCS009	Facilitate responsible behaviour	Core
CHCSAC008	Work collaboratively and respectfully with school age children	Core
CHCSAC009	Support the holistic development of children in school age care	Core
BSBTWK201	Work effectively with others	Core
CHCLEG001	Work legally and ethically	Core
HLTAID012	Provide First Aid in an education and care setting	Core
Electives – 3 units *(further electives are available at training.gov.au)*		
CHCPRP003	Reflect on and improve own professional practice	Elective
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Elective
CHCDIV001	Work with diverse people	Elective

Please note that other electives can be chosen if they meet the requirements of the relevant training package.

4.2   On the job learning

Where the student is employed in a regulated education and care setting, work placement requirements may be achieved in their workplace. Where requirements cannot be achieved in their workplace, the student will be required to complete a practicum at a different service. Students who are not currently working in a service are required to complete all practicum hours in one or more regulated education and care services of their choice. The Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved services. Students can search for services by postcode.

NOTE: All students must provide a copy of their valid Blue Card prior to the commencement of any Practicum.

CHC30121 Certificate III in Early Childhood Education and Care

On-the-job (in the workplace): The CHC Community Services Training Package requires students completing the CHC30121 Certificate III in Early Childhood Education and Care to complete at least **160 hours of work placement** in one or more regulated education and care service/s.

ALL students must complete and submit a Practicum Hours Log Book for their course requirements for the following age groups:

- *twenty (20)* hours working with babies (i.e. Birth-12 month olds);
- *twenty (20)* hours working with babies (i.e. 13-23 month olds);
- *forty (40)* hours working with toddlers (i.e. 2-3 year olds);
- *eighty (80)* hours working with pre-schoolers (i.e. 3-5 year olds).

10983NAT Certificate III in Outside School Hours Care

On-the-job (in the workplace): Students completing the 10983NAT Certificate III in Outside School Hours Care are required to complete at least **320 hours of work placement** in one or more regulated education and care service/s.

ALL students must complete and submit a Practicum Hours Log Book for their course requirements for the following age groups:

- *three hundred and twenty (320)* hours working with children (i.e. 6-12 year olds).

It is the student's responsibility to ensure that they undertake every opportunity to develop and practice skills in the relevant competencies. The Workplace Supervisor should be a good role model and provide support and guidance in their duties. He/she will complete the Third Party Reports and provide the student with constructive feedback on ways of overcoming any identified gaps in their performance.

The student will need to:

- demonstrate competency at work by answering questions that your Workplace Supervisor asks to demonstrate your skills and knowledge
- participate in workplace activities that can be observed to determine performance level
- work cooperatively with the Workplace Supervisor in accepting feedback constructively
- assist in identifying gaps in performance and ways of achieving these skills and knowledge
- work towards demonstrating skills and knowledge (competency) in further units

4.3   Third Party Reports

Your Workplace Supervisor will monitor your progress and must provide you with constructive feedback and advice on ways of overcoming any identified gaps in your performance. He/she will complete the Third Party Reports for each unit which will be submitted with assessment tasks to ECTARC.

Observation of performance can be recorded by the Workplace Supervisor as:

- **S – Satisfactory**
- **NYS – Not Yet Satisfactory**

To be considered Satisfactory, students must demonstrate required skills **consistently,** and **to the standard required**. Feedback and training must be provided for any elements that receive a NYS outcome. Workplace Supervisors must alert the student and ECTARC TDO of any competencies that need special attention. Work placement requirements outline a minimum number of practicum hours however, if the student is Not Yet Satisfactory at a certain skill at first, it could be observed again and signed off later when performance is achieved.

There is also space provided at the end of each Third-Party Report for comments on the student's performance. This section can be used by the Workplace Supervisor to document performance issues needing special attention or provide feedback on work performance.

Note: ECTARC is responsible for ensuring honest, valid, and reliable assessment is conducted for on and off the job components throughout all programs. This includes ensuring all students are assessed against the Training Package assessment requirements, knowledge evidence and performance evidence, which apply to every unit within the program. To do this, ECTARC will conduct several observation and assessment visits while students are on practicum.

5.0   First Aid

The first aid component of the course – **HLTAID012 Provide First Aid in an education and care setting** – must be completed externally through a registered training provider of the student's choice. Where eligible, ECTARC will cover the cost on behalf of the student.*

The nominated training provider must invoice ECTARC for the cost of HLTAID012 Provide First Aid in an education and care setting and reference the student's name on the invoice. Payments will be made within 7 days of receiving the invoice.

Once the course is completed, a certified copy of the First Aid Certificate must be provided to ECTARC to be added to the student's records as a Credit Transfer.

*Please note: If you have previously completed *HLTAID012 Provide First Aid in an education and care setting* as part of a program that has been funded by QLD Government, and need to update this throughout your enrolment period, this unit will not be eligible for funding. This means you will be required to pay the costs associated with this training directly to the external training provider as per their fees and charges.

6.0   Fees and Charges

All students are required to contribute towards the cost of their training and assessment services. This is called a co-contribution fee. The student co-contribution fees are calculated at a rate of 0.65c per nominal hour for each unit of competency being undertaken. The exact cost of the program will depend on electives chosen and fees will be calculated accordingly as per units selected in Training Plan development. ***See Appendix 1 and 2 for the full list of units and individual prices.***

This fee policy also applies to any units being undertaken via recognition of prior knowledge and skills (RPL process) but does not apply to units granted as Credit Transfer.

Estimated costs for a full qualification:

Qualification	Full fee	Concession
CHC30121 Certificate III in Early Childhood Education and Care	$720.20	$288.08
10983NAT Certificate III in Outside School Hours Care	$466.05	$186.42

Several payment options are available, and students may choose a method that best suits their financial needs. Student co-contribution fees are payable by credit card or payment plan via direct debit. Forms for this purpose will be made available to students at sign up. If you need to discuss other payment options, please contact ECTARC on 07 3290 2966.

RPL: This fee policy includes any units being undertaken via the RPL recognition process for prior knowledge and skills.

Credit Transfer: If you have undertaken a unit of competency or qualification with another Registered Training Organisation (RTO) and have documented evidence of your achievement (i.e. a Statement of Attainment/Certificate/Transcript) you can apply for credit transfer for the relevant unit(s) of competency. You will need to provide ECTARC with permission to access your USI records on the USI Portal or provide a copy of your transcript and ECTARC will contact the issuing RTO to verify its authenticity. Students who are eligible for Credit Transfer automatically receive a waiver of fees.

NOTE: Full payment of fees is required by the date of completion. ECTARC advises they have the right to withhold training if fee payments have not commenced within three months from induction. Where full fees are not received, ECTARC will not complete assessment for the final unit of competency until full payment is received.

6.1   Tuition Fee Concessions

Provision exists for concessional fees so students are not financially disadvantaged. A student is exempt from paying 60% of the student co-contribution fee if they fall into one or more of the approved definitions under the Career Start Program, including those who:

a) hold a Health Care, Veteran, or Pensioner Concession Card issued under Commonwealth law, or are the partner or dependent of someone with such a card and are named on the card;

b) have a Commonwealth form confirming eligibility for concessions under a Health Care, Veteran, or Pensioner Concession Card;

c) identify as Aboriginal or Torres Strait Islander (First Nations people);
d) have a disability;
e) are adult prisoners.

Concession application and fee payment forms are provided by ECTARC at enrolment. The student must submit concession application and evidence with their enrolment form for processing. Once the application for concession is approved, the student is responsible for the payment of the remaining fees owing.

NOTE: When a Commonwealth Government agency (e.g. Job Services Australia Provider) is using Australian Government funding to pay fees on behalf of a student, then no concessions can apply.

6.2   Refunds

ECTARC has a fee and refund policy that includes:

- where a student does not commence a unit of competency, then ECTARC will reimburse the student for all tuition fees collected in relation to that unit of competency
- where a student withdraws from a unit of competency after participating in learning activity, then 50% of the tuition fee will be reimbursed
- where a student has conducted training and assessment for a unit, no refund will be given on tuition fees paid.

ECTARC will refund fees for any of the following circumstances:

- the training program is cancelled
- change of registered training organisations
- the student has an illness or injury which prevents them from completing.

6.3   Additional Charges

ECTARC advises that there are additional charges for the re-issue of ECTARC documents, qualifications and/or Statements of Attainment due to loss or misplacement. Prices of replacement documents are:

- Qualification/SOA $65.00

7.0   Working through the program

At enrolment you will be allocated an ECTARC TDO who will guide you through your study. ECTARC is responsible for delivering the formal training component and assisting you with any support you may require. A schedule of training and assessment (Training Plan) will be devised between yourself and ECTARC after enrolment, outlining the training and assessment dates for all units of competency. These are suggested dates and may change depending on your attendance at training sessions, ability to complete assessments etc.

For students not employed in an early childhood education and care service on a regular basis, ECTARC recommends attending practicum placement on a weekly/fortnightly basis in order to develop skills, have Third Party Reports signed and complete assessments in a timely manner.

The qualified Workplace Supervisor is responsible for your learning within the workplace and must ensure that you are trained properly in various roles and duties and given every opportunity to develop and practice skills in all relevant competencies (*see On-the-job learning).* He/she will monitor your progress and must provide you with constructive feedback and advice on ways of overcoming any identified gaps in your performance. The more practicum time undertaken with an employer, the faster a student may progress. Your Workplace Supervisor will complete Third Party Reports to verify on-the-job learning and indicate readiness for assessment. Outcomes of assessment will be recorded on your Training Plan.

7.1   Managing your study time

It is important to manage your study time well. Some helpful tips and suggestions for supporting your progress, completing assessments, and seeking support include:

- Plan times throughout the week when you can complete your studies
- Arrange a quiet location to study so that you can concentrate
- Be prepared for your study/training time before it begins – have learning resources and assessments ready
- Use your Training Plan to keep on track – aim to have units submitted before they are due
- Have your Workplace Supervisor review/sign your Third Party Reports the day before you are due to submit. This will give you time to address any issues
- Submit your signed Third-Party Reports with your assessment. This way you complete both components of assessment at the same time
- Complete your Practicum Hours Log Book each day
- Create a task list to help you keep track of the little things
- Be organised – keep things together to save confusion
- Use your practicum placement as a valuable learning experience
- Remember to phone or email your ECTARC TDO if you have any questions or need motivation
- Enjoy your study – but remember to enjoy life as well

8.0   Assessment

Both the *CHC30121 Certificate III in Early Childhood Education and Care* and *10983NAT Certificate III in Outside School Hours Care* are competency-based programs that are assessed against the Training Package.

ECTARC is responsible for ensuring honest, valid and reliable assessment is conducted throughout all programs. This includes ensuring all students are assessed against the **critical aspects of assessment** which apply to every competency within the program. These are:

- the individual being assessed must provide evidence of specified essential knowledge, as well as skills
- all units must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations
- consistency in performance is best assessed for a range of age groups, a range of conditions and over a number of assessment situations

Employability Skills are integral to workplace competency. As such, they must be considered in the delivery and assessment of vocational education and training programs in an integrated and holistic way.

Employability Skills are embedded and explicit within each unit of competency. The facets included in the framework are deemed to apply generally to work in the community services industry, with specific customisation required to address work at different levels and sectors of the industry. Workplace Supervisors must use the Employability Skills information to ensure valid assessment of all students on the job.

Assessment results are not graded. Your assessment results for written assessment tasks and on-the-job performance, will be recorded as either:

- **S – Satisfactory**
- **NYS – Not Yet Satisfactory**

If you receive a NYS you have an additional two (2) attempts (three (3) in total) at the individual assessment task. Once all assessment requirements are deemed satisfactory, your overall assessment outcome for a unit of competency will be recorded as either:

- **C – Competent**

After three submissions/attempts at an assessment task, where assessment requirements for a unit are still NYS you will be deemed Not Competent and will need to re-enrol in that unit at your own cost:

- **NC – Not Competent**

ECTARC will issue progression transcripts regularly throughout the course, or one may be requested by calling the ECTARC office. Students can also access their Progress Transcript via the ECTARC Student Management Portal.

8.1   Submitting assessments

Assessments may be a combination of written assessment tasks, role play, observations on-the-job, verbal and practical assessment tasks.

Assessments will need to be completed and submitted on the ECTARC Training Portal. Your assessments will be marked and feedback given to support your learning and progress.

IMPORTANT: the Third-Party Report must be completed, signed and uploaded with every assessment when submitting work for marking*.*

Completing your assessments:

- make sure you have worked through the learning resources before attempting the assessments
- complete whole units before submitting assessments
- if you have any questions, please contact your ECTARC TDO – they are there to support you

For more information on how to submit an assessment, please see the 'ECTARC Training Portal FAQ' page on the ECTARC website.

All students will have 14 days access to the ECTARC Training Portal after their course completion date to download content and any completed assessments for future reference. To download completed assessments, go to the relevant unit and click on the ASSIGNMENTS link to view your assessment tasks. Click on the assessment task you wish to copy and then right click on your mouse and choose the PRINT function. Change the destination from your printer to the PDF setting and click SAVE. If you have any questions regarding the saving of your online content, please call 02 4223 1111.

8.2   Assessment and feedback

Your ECTARC TDO will conduct your practical assessment. When they do so they will complete a Record of Practical Assessment which outlines the knowledge and skills they are assessing (a result of Satisfactory or Not Yet Satisfactory will be given). Once you have achieved Satisfactory for all written components and have been assessed as Satisfactory for the on-the-job performance, you will be deemed Competent for that unit and can then move on to your next unit of competency.

At some stage you may be asked to resubmit an assessment task. This may be because you have misinterpreted the question or the instructions, left out part of the question, or did not provide sufficient information/evidence. Should an assessment be assessed as Not Yet Satisfactory (NYS), the TDO will clearly indicate where the student needs to readdress the assessment, providing constructive suggestions to assist the student to achieve competency. Students may resubmit assessments twice if necessary, before being deemed Not Yet Competent for that unit of competency. Alternative methods of assessment/reasonable adjustment can be arranged to suit your needs, so discuss any concerns with your TDO.

Should you ever feel dissatisfied with the assessment of, or comment on, your work or that you have not been given sufficient feedback, do not hesitate to notify your TDO and explain your concerns. See the *Complaints and Appeals* section in this Handbook for further details.

9.0   Academic Misconduct

a) Plagiarism

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism will include:

  (i) copying any material from books, journals, study notes or tapes, the Internet, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source, or
  (ii) rephrasing ideas from books, journals, study notes or tapes, the Internet, the work of other students, or any other source without acknowledging the source of those ideas.

Plagiarism is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else. Plagiarism includes, but is not limited to:

- copying unacknowledged passages from textbooks;
- reusing in whole or in part the work of another student;
- obtaining materials from the Internet and submitting them, modified or otherwise, as one's own work;
- submitting work which is derived in whole or in part from the work of another person, but which has been changed in superficial respects possibly by mechanical means.

b) Cheating

A student cheats if he or she does not abide by the conditions set for a learning experience or item of assessment. Cheating includes, but is not limited to:

- falsifying data obtained from experiments, surveys, or similar activities;
- making changes to an assignment that has been marked then returning it for re-marking claiming that it was not correctly marked.

c) Collusion

A student colludes when he or she works without permission with another person or persons to produce work which is then presented as work completed independently by the student. Collusion includes, but is not limited to:

- writing the whole or part of an assignment with another person;
- using the notes of another person to prepare an assignment;
- using for an assignment the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person;
- allowing another student, who has to submit an assignment on the same topic, access to one's own assignment under conditions which would give that other student an advantage in submitting his or her assignment.

d) Falsification of documentation

This occurs where documentation relates to misrepresentation of identity or falsifying the individual's certification or work history, or presenting false or misleading information in a portfolio of evidence. Falsification of documentation includes, but is not limited to:

- falsifying qualifications, statements of attainment or transcripts issued by ECTARC or external organisations

- gaining entry into a course or receiving an award where the trainee/apprentice was not legitimately eligible
- acting dishonestly, or knowingly making false or misleading representations in relation to enrolment in an ECTARC activity

In the event of a student falsifying certification documentation, ECTARC will notify the Australian Skills Quality Authority (ASQA), DTET, the Unique Student Identifier (USI) office and the police and provide details of the event including individual's enrolment with ECTARC personal contact details.

ECTARC reserves the right to terminate the training and/or assessment of any student found guilty of academic misconduct (e.g. plagiarism, cheating, collusion or falsification of documentation) and follow legal advice.

ECTARC also reserves the right to ask a student to leave a face-to-face training session if a dysfunctional or disruptive behaviour is displayed.

9.1 Disciplinary Procedures

ECTARC reserves the right to terminate the training and/or assessment of any student found guilty of academic misconduct (e.g. plagiarism).

10.0 A Guide for the Workplace Supervisor

Outlined below is the procedure for observing on-the-job workplace performance. It includes preparing, conducting, recording, reporting, and reviewing the student.

Steps	Student	Workplace Supervisor
Step 1 Establish work role	Familiarise yourself with the Third-Party Reports to know what skills and knowledge you need to demonstrate to your Workplace Supervisor and the standards to which you can do them.	Familiarise yourself with the Third-Party Reports – particularly the on-the-job skills that must be performed by the student.
Step 2 Prepare the student	Discuss these skills with your Workplace Supervisor. If you don't understand something, ask your Workplace Supervisor for clarification.	Discuss the skills required for the job role and to what level these skills must be demonstrated at work.
Step 3 Plan and prepare	Discuss your understanding of what is required for satisfactory performance with your Workplace Supervisor. Plan a time with your Workplace Supervisor for observation and discussion regarding your performance.	Establish a plan for observing, discussing, and questioning the student's performance to determine the on-the-job performance is at a satisfactory level. ECTARC TDOs can provide you with additional tools (e.g. checklists, question sheets) if required.
Step 4 On-the-job performance	Demonstrate your full knowledge at work by answering questions correctly. Demonstrate your skills by participating in work activities that can be observed every day.	Ensure your performance judgement is: • **valid** (e.g. observe what needs to be observed to determine performance) • **consistent** (did the candidate perform consistently?) • **fair** and **reliable**
Step 5 Provide feedback on the performance	Work cooperatively with your Workplace Supervisor and accept constructive feedback. Assist in identifying gaps in your performance and ways to achieve these skills and knowledge. Work towards demonstrating your skills and knowledge in further units.	Provide the student with constructive feedback. Provide information, where required, on any identified gaps in performance and strategies for improvement.
Step 6 Record result	Sign the Third-Party Report for each unit when your Workplace Supervisor has completed them.	Record details of the student's progress on the Third-Party Report.
Step 7 Review the process	If necessary, suggest ways to improve the observation process.	Review and identify any suggested improvements to be made to the observation process.
Step 8 Participate in the re-assessment and appeals process (if required)	Discuss your performance with your workplace supervisor. Seek assistance and advice on improving skills and knowledge required to perform your role satisfactorily. If you have any concerns about the outcome of these observations, speak to your ECTARC TDO.	Provide feedback and counsel the student regarding workplace performance. Include guidance on further practice if required. Report any disputed workplace performance issues to the ECTARC TDO – who will assist you to implement the appeals process.

11.0   Credit Transfer

If you have undertaken a unit of competency or qualification with another Registered Training Organisation (RTO) and have documented evidence of your achievement (i.e. a Statement of Attainment/Certificate/Transcript) you can apply for credit transfer for the relevant unit(s) of competency. You will need to provide ECTARC with permission to access your USI records on the USI Portal or provide a copy of your transcript and ECTARC will contact the issuing RTO to verify its authenticity.

12.0   Recognition of Prior Learning (RPL)

ECTARC is committed to recognising the prior learning/current competency of individuals through paid or unpaid work experience, volunteer work, and life experiences. RPL is available to all clients and involves processes that are fair to all parties involved. Assessment of prior learning/current competency will take into account the range of:

- skills
- knowledge
- attitudes
- values, and
- duty of care responsibilities

These will underpin the unit of competency being assessed as well as the ability of the individual to perform to the essential knowledge and skills to the standard expressed in critical aspects of assessment, elements, performance criteria, range of variables and evidence guide for that unit. This pathway is mostly suitable for persons who have been in the industry for a length of time before commencing the program. **ECTARC will provide a guide for applicants upon request.**

Fees apply for all units undertaken via the recognition pathway. (*See Fee Information in Section 7 for further details.)*

13.0   Foundation Skills - Language, Literacy & Numeracy (LLN)

All job tasks, and all units of competency, include foundation skills – almost everything we do at work has something to do with learning, reading, writing, oral communication, and numeracy. It might be having a conversation with a client or colleague, completing an observation record, working to a schedule, or reading workplace health and safety information.

ECTARC requires all students to complete the ECTARC LLN and Course Ready quizzes throughout the enrolment application process which is designed to provide an indication of what the needs of the training student are likely to be. This allows us to:

- identify students who may require additional training/support
- develop a Training Plan to enable sufficient time for learning to occur
- develop specific training methods to meet the needs of individual students
- identify reasonable adjustment requirements for assessment.

The student may also recognise the need to learn new literacy or numeracy skills. The student may:

- have difficulty reading or writing
- have difficulty calculating numbers
- have difficulty communicating verbally or comprehending what others are saying.

If a student requires support or reasonable adjustment in training or assessment, their ECTARC TDO can identify, negotiate, plan and implement appropriate learning and assessment strategies to meet their needs.

ECTARC can assist in organising additional learning through an external RTO for students who feel the need to improve their skills through formal courses. Courses have been designed for people wishing to improve their literacy and/or numeracy skills. Courses offered range from basic to advanced literacy and numeracy and are aimed at students with limited skills through to those wishing to return to study. To attract government subsidy under the Career Start Program to assist with LLN skills, units of competency, modules or courses can only be drawn from the approved foundation skills courses on the Priority Skills List.

Where an individual requires significant LLN support, there are alternative programs funded by the Australian Government that exist to address this need for eligible individuals. ECTARC will discuss options with students if required.

All students will be interviewed and assessed to determine the most appropriate way to meet their needs.

NOTE*:* if a student needs to undertake a Certificate level III foundation skills qualification, the completion of the foundation skills course will not extinguish their entitlement to a Certificate III vocational qualification under the program.

14.0   Access and Equity

All ECTARC staff are required to act in accordance with ECTARC's *Code of Practice* and ensure that all students/clients are made aware of their rights and responsibilities.

Under the relevant Commonwealth legislation, ECTARC will make reasonable adjustments for people with additional needs. This may include Aboriginal and Torres Strait Islander people, people from culturally diverse backgrounds, people with disabilities, women and people living in rural and remote areas. This means:

- ECTARC offers additional language, literacy and numeracy support to students that enrol in a study program
- Assessment tasks will be assessed flexibly, taking into account student's specific needs
- ECTARC has policies and procedures to ensure all students receive appropriate welfare and guidance throughout their program. All efforts are made to offer a flexible method of assessment to enable students to complete programs satisfactorily. Each case is reviewed on an individual basis to determine the best solution. Please speak to an ECTARC TDO regarding your requirements.

If it is identified at enrolment that you require adjustments to your learning resources or assessment tools ECTARC will customise your program to meet your needs.

14.1   Welfare and Guidance Services

ECTARC has policies and procedures to ensure all students receive appropriate welfare and guidance throughout their program. This includes review of payment schedules when requested, learning pathways, possible RPL opportunities, provision for special needs and provision for special cultural and religious needs (where applicable).

Should you be experiencing difficulties or require personal support, ECTARC is able to assist students to locate and access support through community services such as special needs services, welfare services, counselling, advisory bodies and government departments.

15.0   Cancellation of Enrolment

Should you need to withdraw from or cancel your enrolment you must:

- Inform ECTARC in writing two weeks in advance
- Submit any outstanding work for assessment - this will allow you to maximise your achievements
- Return all unused study materials to ECTARC

All efforts should be made to work through difficulties and discuss options available. If a qualification is not completed prior to finalisation of qualification, a Statement of Attainment will be issued to the student within 21 days of cancellation date (s*ee Statement of Attainment for further details).*

16.0   Delayed Completion

This section applies if the enrolment term is to end before the student completes all requirements of the program. The student may apply in writing prior to the end date, to extend the enrolment term if needed. This may be done for various reasons.

For example: due to illness the student cannot participate in training for several months. The student may apply to ECTARC for an extension of the enrolment term.

ECTARC may extend the end date if the student can complete the program in a reasonable time.

ECTARC will monitor progress of the student against the student's Training Plan and make recommendations for extension if required. If the student does not complete all requirements prior to the end date, a Statement of Attainment will be granted and no qualification will be issued.

17.0   Completion

Completion of the training program occurs when the student and ECTARC agree that all units have been deemed Competent. The Training Plan will show documentation that all training and assessment has been completed. Completion will only be approved by ECTARC when:

- ECTARC receives the practicum evidence signed by the Workplace Supervisor and student stating that the student has developed all the required knowledge and skills, and has successfully completed all of the off-the-job practicum requirements
- The actual completion date is determined by the RTO during this process

ECTARC will then issue the required qualification to the student and report that completion has occurred.

18.0   Issuance of a Qualification

The CHC30121 Certificate III in Early Childhood Education and Care qualification will only be issued once all completion steps (as above) have been followed. Please note: students that are employed in a children's education and care service will be eligible for a pay increment as of the completion date. DTET require that RTOs issue qualifications earned under funded programs within 21 days of completion. All qualifications (and Statement of Attainments) are issued free of charge.

Your qualification will be delivered to you via registered mail and will include an academic transcript outlining all units undertaken and completed. Please make sure that you keep this safe for future use. You will need to submit this qualification and transcript for recognition should you choose to undertake further studies in the future.

19.0   Statements of Attainment

Should a student cancel their enrolment in the program and not complete all requirements to receive the formal qualification, a Statement of Attainment will be issued within 21 days of cancellation date. The Statement of Attainment is provided free of charge and will outline all units of competency that have been completed to a Competent standard.

20.0 Complaints and Appeals

The acceptance and investigation of complaints is important as it assists ECTARC to continually assess and improve the services provided. Every client has the right to a positive and sympathetic response to their concerns. Feedback is to be encouraged and seen by everyone in the organisation as an opportunity to improve services. Complaints and outcomes are used as a tool for improving and revising policies and procedures within the organisation.

Any client or member of the wider community can make an appeal or complaint if unsatisfied with any aspect of the services provided by ECTARC, including its Training and Development Officers, other staff and students.

A complaint is a statement or approach by a client or staff member that may relate to:

- Provision of service
- Interpersonal conflict
- Lack of communication
- Harassment and/or discrimination
- Service delivery
- Procedures or policies

Clients are encouraged to contact ECTARC to appeal against an assessment decision or make a complaint directly, and are reassured that their concern will be dealt with:

- promptly and efficiently
- in a fair and equitable manner
- so as to respect confidentiality and ensure impartiality is maintained
- so that parties are informed regularly of action being taken/progress
- in a manner whereby follow up checks are made at a later date to review the appropriateness of solutions reached
- so that documented records are maintained

To ensure confidentiality, employees, clients or members of the community raising a complaint are advised to discuss the matter only with the person(s) directly involved.

20.1   Appeals

Every student has the right to appeal against an assessment decision. An appeal is a statement or approach by a student to an ECTARC employee who feels that an error has been made or they have been unfairly assessed. An ECTARC employee also has the right to appeal if they feel that the assessment process has not been conducted in an appropriate manner.

20.2   Raising an Appeal

Once a student receives an assignment marked NYS (Not Yet Satisfactory) the student has 14 days to lodge an appeal. If a candidate wishes to query their assessment outcome or procedure they need to notify ECTARC in writing, adequately identifying and providing details of the query.

The appeals letter should be addressed to 'The Manager' and mailed to: ECTARC, 210 Shellharbour Rd, Warrawong NSW 2502, or emailed to: natalie@ectarc.com.au

The ECTARC employee receiving the query will advise the relevant TDO who conducted the original assessment. A panel of no less than three ECTARC TDOs, one of whom may be the original assessor, will convene to conduct a full review of the original assessment.

Once the information is received, a meeting will be held with a panel of three ECTARC TDOs to conduct a full review of the original assessment. The outcome of the review will be documented and forwarded to the student who has made the appeal. If the student is satisfied with the outcome of the appeal then no further action will be taken. If the student does not feel as though the issue has been resolved satisfactorily then the formal complaints process must be followed.

20.3   Complaints

Complaints can be raised in person, in writing, by telephone or via email. An empathetic ECTARC staff member will listen to your complaint, and if possible/appropriate, resolve the issue promptly at the local level. If you are satisfied with the response and/or follow-up action(s), no further steps will need to be undertaken. Management may be requested to assist in these situations. If this approach is considered by either party to be inadequate or inappropriate, the process of lodging a formal complaint should be undertaken.

20.4   Formal Complaints Process

Step 1   If a client or member of the community feels the complaint cannot be resolved informally, then the matter should be addressed officially in writing. To lodge an official complaint a written letter or email should be forwarded to ECTARC Management adequately identifying and providing details of the complaint and the outcome sought.

Step 2   **Internal Review**

All matters will be responded to without prejudice and within specified time frames - usually three to five (3-5) working days. For complaints where ECTARC considers more than sixty (60) calendar days are required to process or finalise the complaint or appeal, the complainant will be notified in writing stating the reasons for the delay and receive regular written updates on progress of the matter.

With the complainant's consent, the Manager will call the parties together and attempt to reach an agreement. The complainant may, at any stage of the procedure, invite an external representative to advise, assist or advocate on your behalf. In an interview situation, a friend/colleague may be invited to support and observe. NOTE: **an observer is not an active student.**

ECTARC must act on each substantiated complaint.

Step 3   **External review**

If an agreement is not reached within an agreed timeframe, the matter will be referred to the relevant agency to arbitrate.

Where a formal complaint cannot be resolved internally, ECTARC will make arrangements for an external, independent person or body to review the complaint.

Where a student feels that an issue needs to be addressed further by an external organisation, they can contact the National Training Complaints Hotline. The hotline will not investigate complaints but will forward complaints to the most appropriate agency, authority or jurisdiction for consideration. Complaints can be registered with the National Training Complaints Hotline by phone at: 13 38 73

At the end of the mediation process, if an agreed position is reached, the Manager will document the outcome of the meeting in writing and forward to the person who initiated the complaint. A copy will also be forwarded to all other parties involved in the matter.

21.0   Assistance

The Department of Trade, Employment and Training provides information on all aspects of training and employment for all parties involved. Information on all topics is available on the website.

ECTARC is also available to provide information and assistance at all times. We have provided some numbers and websites below that you may find useful.

DTET – Department of Trade, Employment and Training	Website: desbt.qld.gov.au

Fair Work Commission	Website: www.fwc.gov.au

Australian Skills Quality Authority	Website: www.asqa.gov.au

Workplace Health and Safety QLD	Website: www.worksafe.qld.gov.au

Early Childhood Australia	Website: www.earlychildhoodaustralia.org.au

Work Safe Queensland	Website: www.worksafe.qld.gov.au

QTIS - Queensland Training Information Service	Website: www.qtis.training.qld.gov.au

APPENDIX

APPENDIX 1 – UNIT HOURS AND PRICES

CHC30121 Certificate III in Early Childhood Education and Care
Career Start Program – General Training Pathway

Unit Code	Normal Hours	Cost Full Fee	Cost Concession
HLTAID012 - Provide First Aid in an education and care setting	22	$14.30	$5.72
CHCECE056 - Work effectively in children's education and care	65	$42.25	$16.90
CHCECE055 - Meet legal and ethical obligations in children's education and care	60	$39.00	$15.60
CHCPRT001 - Identify and respond to children and young people at risk	40	$26.00	$10.40
HLTWHS001 - Participate in workplace health and safety	20	$13.00	$5.20
CHCECE031 - Support children's health, safety and wellbeing	160	$104.00	$41.60
CHCECE033 - Develop positive and respectful relationships with children	100	$65.00	$26.00
CHCECE034 - Use an approved learning framework to guide practice	80	$52.00	$20.80
CHCECE035 - Support the holistic learning and development of children	100	$65.00	$26.00
CHCECE030 - Support inclusion and diversity	63	$40.95	$16.38
CHCECE054 - Encourage understanding of Aboriginal and/or Torres Strait Islander people's cultures	55	$35.75	$14.30
CHCECE032 - Nurture babies and toddlers	108	$70.20	$28.08
CHCECE038 - Observe children to inform practice	40	$26.00	$10.40
CHCECE036 - Provide experiences to support children's play and learning	75	$48.75	$19.50
CHCECE037 - Support children to connect with the natural environment	50	$32.50	$13.00
Elective Units: 2 elective units must be chosen			
HLTFSE001 - Follow basic food safety practices	30	$19.50	$7.80
CHCDIV001 - Work with diverse people	40	$26.00	$10.40

APPENDIX 2 – UNIT HOURS AND PRICES

10983NAT Certificate III in Outside School Hours Care
Career Start Program – General Training Pathway

Unit Code	Normal Hours	Full Fee	Concession
BSBTWK201 - Work effectively with others	40	$26.00	$10.40
CHCCCS009 - Facilitate responsible behaviour	40	$26.00	$10.40
CHCEDS049 - Supervise students outside the classroom	40	$26.00	$10.40
CHCLEG001 - Work legally and ethically	55	$35.75	$14.30
CHCPRT025 - Identify and report children and young people at risk	40	$26.00	$10.40
CHCSAC006 - Support children to participate in school age care	50	$32.50	$13.00
CHCSAC007 - Develop and implement play and leisure experiences in school age care	65	$42.25	$16.90
CHCSAC008 - Work collaboratively and respectfully with school age children	60	$39.00	$15.60
CHCSAC009 - Support the holistic development of children in school age care	70	$45.50	$18.20
HLTFSE001 - Follow basic food safety practices	30	$19.50	$7.80
HLTWHS001 - Participate in workplace health and safety	20	$13.00	$5.20
HLTAID012 - Provide First Aid in an education and care setting	22	$14.30	$5.72
Elective Units: 3 elective units must be chosen			
CHCPRP003 - Reflect on and improve own professional practice	120	$78.00	$31.20
CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety	25	$16.25	$6.50
CHCDIV001 - Work with diverse people	40	$26.00	$10.40

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