This strategy is developed, reviewed and continuously improved with support from management, staff, students, employers and industry. As a team, we ensure its relevance to the child care industry and its representation of our service to our clients.

We believe in doing our best to encourage, assist and advise all the people in our lives. We want to help them be the best they can be within their chosen field. For our Students and Employers, we offer our life skills and perspective as educators, managers, parents and employers.

Gold Star Child Care Training (GSCCT) is more than a business, it is our chance to give something back while sharing our knowledge, skills, experiences and learning without judgment or bias.

|  |  |
| --- | --- |
| RTO | Gold Star Child Care Training (RTO ID - 51967) |
| Qualification Code and Title | CHC50113  Diploma of Early Childhood Education and Care |

This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

They may have responsibility for supervision of volunteers or other staff.

## Packaging Rules

Total number of units = 28

* 23 core units
* 5 elective units, of which:
  + at least 2 must be selected from the elective units listed in the Qualification outline
  + up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Electives chosen for this qualification are those that reflect typical workplace practice for the appropriate job roles and occupational titles.

Packaging used in this strategy has been determined with Industry and follows the rules as outlined above.

## Units of Competency

|  |  |  |
| --- | --- | --- |
| **Code** | | **Unit Name** |
| **Core Units** | | |
| **1** | CHCLEG001 | Work legally and ethically |
| **2** | CHCECE001 | Develop cultural competence |
| **3** | CHCECE002 | Ensure the health and safety of children |
| **4** | CHCECE003 | Provide care for children |
| **5** | CHCECE004 | Promote and provide healthy food and drinks |
| **6** | CHCECE005 | Provide care for babies and toddlers |
| **7** | CHCECE007 | Develop positive and respectful relationships with children |
| **8** | CHCECE009 | Use an approved learning framework to guide practice |
| **9** | CHCECE016 | Establish and maintain a safe and healthy environment for children |
| **10** | CHCECE017 | Foster the holistic development and wellbeing of the child in early childhood |
| **11** | CHCECE018 | Nurture creativity in children |
| **12** | CHCECE019 | Facilitate compliance in an education and care service |
| **13** | CHCECE020 | Establish and implement plans for developing cooperative behaviour |
| **14** | CHCECE021 | Implement strategies for the inclusion of all children |
| **15** | CHCECE022 | Promote children’s agency |
| **16** | CHCECE023 | Analyse information to inform learning |
| **17** | CHCECE024 | Design and implement the curriculum to foster children’s learning and development |
| **18** | CHCECE025 | Embed sustainable practices in service operations |
| **19** | CHCECE026 | Work in partnership with families to provide appropriate education and care for children |
| **20** | CHCPRT001 | Identify and respond to children and young people at risk |
| **21** | HLTAID004 | Provide an emergency first aid response in an education and care setting |
| **22** | CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| **23** | HLTWHS003 | Maintain work health and safety |
| **Elective Units** | | |
| **1** | BSBLED401 | Develop teams and individuals |
| **2** | BSBSUS501 | Develop workplace policy and procedures for sustainability |
| **3** | CHCINM002 | Meet community information needs |
| **4** | CHCPRP003 | Reflect on and improve own professional practice |
| **5** | CHCDIV001 | Work with diverse people |

## Mode of Delivery

### Training and Assessment

This qualification is delivered through work-based learning and can be completed as either a Traineeship, as part of the P.I.T (Priority Industry Training) program, or as a fee for service arrangement. Please see the Enrolment Procedure.

Students are provided with learning resources and a delivery map on enrolment which guides their progress through the course.

Monthly visits to each student are completed by our Trainers and Assessors to ensure progress through the course. These visits provide an opportunity for both training and assessment as per the qualification Delivery Map.

At least 70% of the nominal hours for each unit are completed in a face-to-face learning environment.

This qualification is delivered as Competency Based Training and Assessment.

This qualification is suitable for an Australian Apprenticeship Pathway.

### First Aid

First Aid training is provided by professionals and will be credit transferred into the qualification via the credit transfer process, incurring no extra fees for the student. While no third-party arrangements exist, Gold Star Trainers may be able to provide advice on providers and locations suitable to the student or centre purposes.

Payment of fees for external First Aid Training is the responsibility of the student or employer, depending on their individual circumstances.

Completion of this unit is the responsibility of the student, to book, complete and provide evidence for credit transfer

### RPL (Recognition of Prior Learning)

RPL is offered to all students at enrolment. Should a student decide to pursue RPL an application form will be completed on enrolment. This form outlines the applicants job history and experience in the child care industry. All facets of experience are taken into consideration from formal training and job experiences through to non-formal training and life experiences. Generally, a minimum of 2 years’ experience in the industry is recommended before an RPL application for a whole qualification can be considered. This application is approved by both the Trainer and the Compliance Coordinator to ensure the likelihood of success for the candidate. Copies of documents supporting the RPL application must also be supplied by the student in a timely manner (i.e., before the first unit can be deemed competent).

Documents supporting the RPL application can include

* Current Resume
* Third Party Reports (both professional and personal)
* Job description
* Completed Self-Assessment tool
* Training records (both formal and informal)
* Relevant life experience information

Students with the adequate previous experience within the industry, but not willing or confident to RPL the entire qualification can take a unit by unit approach to their enrolment. Completing a unit self-assessment, requiring basic information, identifies to the Trainer the student requires no training and can move straight into the assessment tools.

The assessment tools used during the RPL process may be via clusters in the RPL Kit, or as the standard unit assessments. The most appropriate type of assessment is discussed with the student and provided as decided. Factors influencing the version of assessment used include the number of units applicable for RPL, the style of assessment preferred by the student and make-up of the qualification.

Under the RPL process students are contacted and where viable visited once a month as an opportunity to ask questions of the Assessor and to provide documents, showcase abilities or task completion. At least one site visit must be conducted during the RPL process to confirm all required task observations. RPL students receive each assessment tool when they enrol in the unit which they work through at their own pace. Tasks can be demonstrated in person or through sufficient, valid and authentic evidence.

To assist the Assessor and the student during the RPL process the TPO (Training Plan Outline) will still be in use. It forms the function of a tool to guide both parties, showing them which units are being focused on by the student at that time and which units have been deemed competent. As no training is occurring the “Open Date” serves as the date from which the student has begun collecting evidence and the “Completion Date” will be the date the unit has been deemed competent through the RPL process. As this is a tool that works only as a guide, the final dates entered into the student management system will reflect the “Completion Date” only.

RPL qualifications should take approximately 6 months to complete, however duration is competency based and dependent on the individual student.

### Credit Transfer

Students can request a credit transfer for any unit within this qualification for which they can prove already awarded to them by this or any other RTO. The number of viable credit transfers awarded may affect the duration of training. Original documents, copies or USI transcripts are to be provided to the Trainer, along with a completed Credit Transfer Application Form for verification of authenticity. The verification process for original documents or copies is for the Trainer to contact the issuing RTO to receive a confirmation of issuance. USI transcripts are valid as provided. Once verified the units are marked on the students TPO as credit transfer using the date of confirmation as the credit transfer date.

Proposed credit transfers, that is ones still in process of being verified may be listed as “CT” on the TPO with the initial date of enrolment used as a place holder. When verification processes are completed, dates will be amended to the confirmation date and highlighted to demonstrate entry into the student management system.

## Entry Requirements

Students require the following to gain entry to this course:

* Current and valid Working with Children Check
* Verifiable USI (Unique Student Identifier)
* Completed LLN (Language, Literacy & Numeracy) assessment
* Opportunity to complete a minimum 240 Hours of practical experience in a registered Child Care Centre, and
* If completing a Traineeship - current Training Agreement with the Department of Training and Workforce Development and subsequent WAAMS number.

There are no pre-requisite or co-requisite requirements for this qualification or units within.

## Clients / Target Group

The key clients for this strategy are those desiring to enter or move up into a Supervisory role within the Child Care industry.

This qualification will equip the graduating student with the capacity to develop and evaluate child care programs. Workers at this level are responsible for the supervision of other staff and volunteers. In most States this is the highest qualification required at Director or Service Manager level.

Occupational titles may include:

* Qualified Educator
* Children's Services Coordinator
* Service Director

Clients include new and existing workers in child care centres throughout metropolitan and regional Western Australia.

There are specific requirements for Traineeship and PIT enrolments that must be met to secure DTWD funded places. These conditions are provided on the Enrolment Decision Tree and Terms and Conditions within the Enrolment Program. Information regarding these requirements is also found in the Pre-Enrolment information provided on request or on the website.

GSCCT staff provide support and advice to all enrolled students regarding the potential for further learning pathways such as the progression into Certificate IV or Diploma courses.

## Duration and Scheduling

On average duration spans between 24 – 36 months with a minimum of no less than 6 months unless an RPL or RCC pathway has been chosen.

Seventy percent of the required volume of learning is completed though face to face training which includes activities such as:

* Training delivery and support visits
* Assessments
* Workplace experiences and activities
* Prescribed follow up activities

Self-paced learning is also used towards volume of learning. Activities included in this are guided through the student learning resource and itemised for each visit on the Training Record Sheet.

An Amount of Training assessment is completed on enrolment. This identifies the amount of training required specific to a student’s needs and current circumstances and guides the student to the most appropriate enrolment type. This also allows the trainer to tailor the program for each student. The assessment has been developed considering the prescribed AQF Volume of Learning guidelines set at 1 -2 years or 1200 - 2400 hours. The Enrolment Procedure is used to guide this process.

As successful completion of this qualification is on a competency basis the final duration of training and assessment will be entirely dependent on the student.

As identified on enrolment the Qualification Delivery Map guides the schedule and duration of training. Should there be a requirement for this to change, due to centre or student needs, notes are made on the map sheet within the Enrolment Program. Multiple units may be open and in training concurrently; however, they are delivered individually and not clustered.

Students are supported by monthly site visits. These visits are pre-arranged, with the student and / or the service, to ensure the best possible outcomes are achieved. During visits students will receive training in alignment with their open units. Trainers will impart knowledge with guidance from the learning resource. Training activities relating to the units will be completed during the visit with follow up self-paced activities left with the student to work through before the next visit. Self-paced activities are reviewed at the start of the following scheduled visit.

Feedback is provided to both student and employer (where required, often not needed for PIT or RPL enrolments). Comprehensive notes are recorded into the Training Record Sheet within the Enrolment Program this confirms, with signatures from all participants, activity completed.

Students and Employers are given encouragement to make contact via phone, text or email for further support between visits should they require it.

Extra support might be required for a student for many reasons, this may come at the request of any party to the TPO and will be negotiated with the student to ensure the support provided is fit for purpose. This could include more frequent visits, more regular phone or email support, increased or decreased number of units active at a time or simply further mentoring to encourage completions. Any changes or amendments will be noted on the Training Record Sheet and signed by all parties.

## Student Support

A range of support options are available to all enrolled students.

During the enrolment process, or prior to starting training, all students complete an LLN assessment via an online system that is run as per the LLN Procedure. A report is generated which allows the Trainer to ascertain support needs. This report includes supplementary materials to guide both the student and Trainer.

As training and assessment is completed in the workplace with the support of the employer, LLN results will not necessarily preclude a student from continuing to enrol. Where possible referral or advise will be provided on other ways to improve LLN levels. However, a student will be advised if the Trainer believe the LLN results may make it difficult for a student to achieve the qualification. Continued enrolment is at the discretion of the student.

Trainers are provided with the LLN unit analysis to guide them on when to apply support methods.

Support provided during training will be noted on the Training Record Sheet.

Reasonable adjustments made during assessment is noted on the Assessment Tools.

Students with special needs are enrolled provided they can complete all learning and assessment tasks within their workplace. Should they be unable to work within the industry due to their special requirements this will be considered at time of enrolment. If enrolment continues a specialised plan be put into place.

All students receive monthly support visits as a minimum. This provides face to face support for both learning and assessment. These support visits also ensure the student can discuss all aspects of their training with their Trainer and Assessor. Extra visits can be arranged when requested.

Additional 7-day support is offered by phone, text and email.

Other factors that may contribute to increased student support are:

* Learning styles
* Physical or intellectual ability
* Location
* Cultural or ethnic background
* Socio-economic factors

The above factors will be identified on enrolment with any required amendments listed on the Training Records Sheet.

### Withdrawal / Cancellation

PIT students who are unable to be contacted for 3 months in a row may be withdrawn from the course. At the discretion of the Trainer this period can be extended. The Withdraw Procedure will be followed to complete this process.

For Traineeship students who have become uncontactable the Trainer will discuss their enrolment with the registered Employer. Advise will be provided to the Employer on processes available to them to terminate the contract should they be no longer continuing with training the student. All viable efforts will be made to contact the student for at least 3 consecutive months. Where necessary the AASN responsible for the contract, or DTWD will also be advised of proceedings. Enrolments may be withdrawn for Trainees as per the Withdraw Procedure, but Contracts will remain in place until notification is received from The Apprenticeship Office.

## Assessments Resources, Methods, and Timing

When a student is enrolled into each unit they will receive advise as to the assessment requirements for the unit. This provides an opportunity to ensure that any specific conditions, such as access to a kitchen or age group of children, is available.

Students are advised of their rights and responsibilities during assessment at the time of enrolment as outlined in the Terms and Conditions and the Pre-Assessment Briefing document.

At the appropriate time through the duration of the unit, as shown on the Qualification Delivery Map, the Assessor will provide the student with the Assessment Tool. An estimated completion time will also be provided to the student. Due dates are flexible and are decided based on student study load and capabilities. The purpose of a due date is to provide guidance to the student and maintain the Qualification Delivery Plan where possible.

Assessment tools can be provided in either hard copy or electronically.

Each Assessment is divided into multiple sections. The sections can be completed in any order. The order is determined by the Assessor considering the unit itself, the student and their workplace.

Instructions for completing the assessment for each section is provided on the assessment itself.

The sections for assessment are:

1. Theory Questions
2. Projects
3. Supporting Documents
4. Workplace Observations

Competency can only be achieved after a satisfactory result across all relevant sections.

Every effort will be made to assist the student to achieve a Competent outcome by providing clear information which identifies the requirements of the unit and guidance on how to best achieve the outcomes.

### Theory Questions

Students must show an appropriate level of underpinning knowledge for each unit of competency. This is assessed through Theory Questions.

Once provided with their Theory Questions, an estimated due date is negotiated and provided to the student.

Theory assessments are completed using an “open book” approach which is in line with access to tools and information available during work place activities. Verification of knowledge is also undertaken through the course of observing the student in the workplace.

### Projects

Some assessments contain the requirement to complete projects. Each project is different and full instructions on how to complete a project is provided on the assessment tool itself.

Projects are sometimes supported by pro-forma tools and documents developed either by Gold Star or accessed from the service or a support website such as ACECQA.

### Supporting Documents

Often access to certain documents or the ability to complete certain documents is required by the unit of competency.

Students are provided a list of such documents which they must complete and provide to the Assessor.

Where documents are unable to leave a service due to privacy reasons, the Assessor is to note exactly what was provided during the visit, it’s storage location with the service, and the responsible party with whom the document can be verified.

### Workplace Observations

Observations are completed through the duration of delivery of the unit of competency. Observations made at any time can be used to show a student meeting the unit requirements, this is advised to the student on enrolment and confirmed in the Pre-Enrolment Briefing. Observations made for one unit of competency may satisfy the requirements of another provided the context is relevant.

At each visit the Assessor is to note the activities performed by the student on the Training Record Sheet. These can be activities performed while working, or where appropriate, as directed.

The Assessor links the recorded observations back to each open unit of competency. Some observations may be required on more than one occasion or in a range of or defined circumstance.

Questions to support confirmation of underpinning knowledge may be asked during observations.

### Simulation

Where appropriate to the assessment conditions defined by the unit of competency, if a task or group of tasks are unable to be directly observed, a simulation will be performed with the resulting evidence assessed. If a simulation is undertaken a Simulation Form, which identifies the reason for simulation, equipment, facilities, conditions to be met, and Industry consultation undertaken, is generated to ensure workplace relevance and consistency of assessment. This form may be generated once in the instance of a unit regularly being simulated.

### Reasonable Adjustments

Should reasonable adjustment be required at the time of assessment it is noted in the Feedback / Notes for each Section.

These may be identified during the LLN Process and confirmed at the start of enrolment to ensure suitability.

All adjustments to assessment must be negotiated with the student before the assessment event and maintain the integrity of the unit of competency.

### Assessment Resources

The resources required for assessment vary for each unit of competency but in general include:

* Assessment tools
* Marking guides
* Workplace Policies and Procedures
* State and Federal legislation
* Industry regulations
* Learning frameworks
* Blue/Black Pen (For handwritten questions or assignments)
* Computer (For typed questions or assignments and research on projects)

Should particular resources be required for assessment to take place, such as access to a kitchen or age group of children this will noted on the Assessment Tool and advised to the student prior to commencement.

All Assessors have access to electronic copies of Assessment Tools used in during this course. Electronic versions are provided on company computers at induction with updated versions supplied via email. Trainers can print or email copies of these assessment sheets at their discretion for student use.

## Learning Resources

Students are provided with two comprehensive text books to assist them through their course. The Cert III text book is provided on confirmation of enrolment, with the second Diploma text provided when diploma level units are commenced. These tools are used throughout the duration of training and are linked back to each unit of competency.

No other textbooks should be required to complete training however, Trainers may refer students to external sources such as but not limited to YouTube, ACECQA, and Child Australia to supplement units where appropriate. Further research and learning may be carried out at the student’s discretion.

Activities within the text book will be completed both with the Trainer and independently by the student. Assigned and completed activities will be noted on the Training Record Sheet for each visit. The activities chosen for each unit will coincide with the student’s abilities, current knowledge and job role within their employment.

Additional training and information may be sought from Trainers during scheduled support visits or as often as required by phone or email.

Employer support is an important part of training for each student. A main support person within the child care service is identified on the Employer Capacity to Support form completed on enrolment. This individual must hold the relevant qualification and be working in a role which confirms their ability to support training.

The licence for the nominated service is also gathered. By ensuring the workplace is a registered child care service the Trainer can be assured minimum standards for continued registration are being met and therefore the environment is suitable for student training.

Unit guides are provided to Employers to keep them advised of what training students are currently undertaking and how they can provide support.

Trainers have access to the following resources:

* Unit guide
* Text books
* Supplementary learning materials

Physical locations of resources are advised to trainers during their Employee Induction with any electronic versions provided on company computers at induction with updated versions supplied via email.

## Human Resources

Staff available to deliver this qualification are listed and managed through our Trainer Matrix.

The Trainer Matrix is complete and tracks each staff member’s competency and currency both in their child care qualifications and Trainer and Assessor qualification.

Staff available to train and assess this qualification are:

Chris Croker

Jenny Croker

Sian Hearse

Nicole Clements

Amanda Guy

Nicky Tiu

A personal development plan is managed and completed for each staff member to ensure all have up to date knowledge on both child care practices and vocational training.

Annual performance appraisals are completed with all staff to ensure and discuss all aspects of employment and professional development.

Monthly staff meetings provide the opportunity for management of industry knowledge, information sharing, and recognition of required professional development.

All staff involved in the delivery and assessment of this qualification have access to the current version of the Training Package, either via hard copy or electronically on Training.gov.au

All staff have access to learning, assessment and support materials relevant to this program either in hard copy or electronically. With physical locations of hard copy documents advised to them on induction.

## Physical Resources

As training and assessment is conducted on site in the student’s workplace the viability of their workplace as an effective training and assessment environment is reviewed during enrolment. This includes a review of required equipment and facilities. Confirmation with the Employer is completed via the Employer Capacity to Support form.

Some examples of physical resources required for training include:

* Books
* Music
* Toys
* Play Equipment
* Craft Materials
* Sleep facilities
* Kitchen facilities
* WHS equipment and tools
* Office Equipment
  + Computer
  + Policies and Procedures
  + Regulations
  + Learning Frameworks

## Industry Consultation

Using the Industry Consultation procedure support and feedback is gained from a broad cross section of Industry Employers. Resulting feedback is tabled at staff meetings with required actions or improvements tracked through the Continuous Improvement Log.

When consulting with Industry, training and assessment strategies, learning resources, and assessment tools are reviewed. Approval and improvement recommendations are also sought on current processes.

Industry feedback is maintained in the Continuous Improvement Log to ensure impact of any implementations is evaluated.

## Feedback and Continuous Improvement

Gold Star prides itself on its continuous improvement practices which rely heavily on feedback received from students, employers, staff and other stakeholders.

Feedback is gathered many ways including but not limited to:

* Industry Surveys
* Student feedback
* Employer feedback
* Trainer and Assessor survey
* Quality Indicator Surveys
* Management reviews
* Monthly Training and Satisfaction Surveys (visits)

Feedback is encouraged and can be received at any time, including access to feedback options via the Gold Star website. A formal process is undertaken on an annual basis as part of the Continuous Improvement Strategy.

Feedback is collated and discussed at Staff Meetings where potential changes and needs are discussed and implemented. A Continuous Improvement Log is maintained to ensure actioned feedback is reviewed to verify impact of changes made.

## Validation

This qualification is validated annually as per the Validation Strategy and Procedure.

## Strategy Endorsement

**This strategy meets the needs of Child Care Educators, Employers and Industry. I endorse that the contents within is a true representation of the process followed by all Gold Star Child Care Training Staff.**

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| --- | --- | --- | --- | --- | --- |
| **Name:** |  | **Signature** |  | **Date** |  |

## Staff Member Log

Please sign to confirm that you have read and understood this Training and Assessment Strategy.

| **Name** | **Signature** |
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