

CHC50125

Diploma of Early Childhood Education and Care

Course Guide



v2.1

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RTO 88148

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About us

The Centre of Professional Learning and Education (Cple) (RTO 88148) is registered with the Australian Skills Quality Authority (ASQA) to deliver nationally recognised qualifications within the areas of Early Childhood Education & Care and Business.

We were honoured to be named ACT Small Training Provider of the Year 2025 at the ACT Training Awards. This was a recognition of our commitment to flexible, supportive, and modern learning that helps students succeed. We also won ACT Large Employer of the Year five years in a row, further recognising our commitment.

Our passionate team holds relevant industry experience, qualifications and are committed to supporting students throughout their enrolment to successfully achieve their qualification.

Our quality-based approach to delivering VET qualifications consists of a range of teaching and learning strategies such as the provision of face-to-face study support, online learning, virtual support and hands-on experience in the work environment.

The professional learning and training programs delivered by Cple are designed to build and enhance the skills and knowledge of our students to promote best practice in the workplace. We look forward to the possibility of supporting you in achieving your learning goals and furthering your career opportunities.



Qualification outline

Unlock your career potential with the **CHC50125 Diploma of Early Childhood Education and Care**. This nationally recognised qualification is perfect for educators aiming to make a real impact in children's education and care services across Australia and take the next step in their career. With this qualification, you'll be ready to take on leadership roles, supervise teams, and enhance your career in the education and care sector.

Career Outcomes:

Cople graduates can confidently pursue roles such as:

- Room/Team Leader
- Educational Leader
- Outside School Hours Care Program Coordinator
- Service Director.

Key Learning Areas:

The qualification includes training in:

- Leading the design and implementation of a curriculum that meets the requirements of an approved learning framework.
- Maintaining compliance in areas of service operations, including development of Quality Improvement Plans, and Sustainability Action Plans.
- Applying theoretical concepts to diverse work situations with children, their families, and the education team.
- Leading teams of people in an education and care environment.
- Leading the implementation of inclusive practices to support children's diverse needs.
- Utilising critical reflection for team and self-improvement and awareness.

Pathways for Further Study

Graduates of the CHC50125 Diploma of Early Childhood Education and Care can take their career to the next level by transitioning into a **Bachelor of Education (Early Childhood)** qualification at an Australian university. In many cases, you may even receive credit for subjects already completed, giving you a head start on your path to further education and professional growth!

Learners who complete individual units but do not complete the full qualification will receive a **Statement of Attainment** for the units they have successfully completed.

Units within the qualification

You must be assessed as competent in a total of **15 units** to be awarded the CHC50125 Diploma of Early Childhood Education and Care: 12 core units and 3 elective units (electives are selected by Cple). These units are organised into modules to simplify the assessment process. Consistent with the qualification packaging rules, the units listed below will be delivered in this qualification:

Core units

- **BSBTWK502** Manage team effectiveness
- **CHCECE041** Maintain a safe and healthy environment for children
- **CHCECE042** Foster holistic early childhood learning, development and wellbeing
- **CHCECE043** Nurture creativity in children
- **CHCECE044** Facilitate compliance in a children's education and care service
- **CHCECE045** Foster positive and respectful interactions and behaviour in children
- **CHCECE046** Implement strategies for the inclusion of all children
- **CHCECE047** Analyse information to inform children's learning
- **CHCECE048** Plan and implement children's education and care curriculum
- **CHCECE049** Embed environmental responsibility in service operations
- **CHCECE050** Work in partnership with children's families
- **CHCPRP003** Reflect on and improve own professional practice

Elective Units

- **BSBHRM413** Support the learning and development of teams and individuals
- **BSBPEF502** Develop and use emotional intelligence
- **CHCECE053** Respond to grievances and complaints about the service



Entry Requirements

Due to training package requirements, prospective CHC50125 students must meet one of the following entry requirement conditions:

- Hold the CHC30121 (or its equivalent successor) OR CHC30113 Certificate III in Early Childhood Education and Care
- Hold an Australian Diploma in Early Childhood Education and Care OR Diploma or Certificate III in Children's Services, AND one of the following:
 - Hold the CHCSS00147 Entry into Diploma Skill Set
 - Demonstrate at least 12 months of cumulative employment (full-time equivalent) within the last 5 years in a regulated education and care service in Australia, supported by verifiable evidence.

You will be required to provide authentic and valid evidence that you meet the above requirements to Cple as part of the pre-enrolment process. This will involve provision of relevant qualifications, and evidence of employment as outlined in the entry requirements. Cple will complete verification processes in relation to the evidence you provide.

In the event you hold the required entry requirements outlined above, please speak with Cple regarding your options for enrolment.

You will also need to have the following attributes and resources to study this qualification with us:

Computer & digital requirements

You must have personal access to:

- A digital device such as a computer or laptop with webcam capabilities to participate in assessments via virtual role plays via MS Teams.
- A working Internet connection.
- Speakers or headphones to watch and listen to webinars and videos provided as part of the learning materials in our Learning Management System 'Canvas.'
- Business software applications such as Word, Excel and PowerPoint or equivalent.
- An active email account for the sake of communication and scheduling.

NOTE: *These requirements are essential to engage in this qualification. Cple will not provide these for you during your enrolment with us.*

Work placement/experience

Work experience is a mandatory and integral part of the **CHC50125 Diploma of Early Childhood Education and Care**, required for demonstrating the skills and knowledge needed to obtain the qualification. The qualification cannot be completed without fulfilling the work placement requirements.

Key Requirements

- **Workplace Assessment:** Every module in this qualification includes assessments that must be conducted in a regulated education and care service.
- **Work Placement or Employment:** You must secure consistent work experience or employment in a regulated early learning service upon enrolment to meet assessment requirements.
- **Sourcing a Placement:** It is your responsibility to source a placement within a regulated early education and care service in the Canberra region (or ACT specifically depending on your funding arrangements – this will be discussed further within the outline). However, Cple staff can assist with placement opportunities if needed
- **Workplace Access for Assessment:** The regulated service must allow workplace visits from your Cple trainer and assessor for observation purposes. You must liaise with the service management to confirm their support in meeting this requirement.
- **Observation Reports:** Work placement services will need to complete observation reports for some modules. This aspect will be explained in detail under the Assessment information section of this outline.

Practical Work Placement Tasks

During your work placement, you will be required to engage in the following:

- Taking photos and documenting children's play, learning environments, and experiences.
- Designing and implementing learning experiences for children.

- Accessing and being mentored on service policies and procedures.
- Participating in emergency drills and WHS processes.
- Observing and implementing procedures for medication administration, allergies, illnesses, and accidents.
- Engaging in quality interactions and care practices by communicating with parents/guardians, children, and educators.
- Attending staff meetings and discussing service processes.

Next Steps

- Ensure the service you choose supports these requirements.
- Confirm that workplace visits and assessment tasks can be accommodated.
- Identify a suitable supervisor (Diploma-qualified educator) willing to support your learning and complete observation reports.

By fulfilling these requirements, you will gain hands-on experience essential to developing your skills in early childhood education.

Foundation, language, literacy and numeracy skills

To allow for successful completion of the qualification, you must hold skills sets which enable the completion of the following tasks applicable to the qualification. Foundation skill requirements are contained within the CHC Interpretation Manual and based on the units Cple offer within this qualification, are as such:

NOTE: You will be supported to develop the below foundation skills during the course of your enrolment in the qualification.

Reading Skills

- Interpret service policies and procedures.
- Interpret content of the NQF and NQS.
- Interpret service philosophy, policies, and procedures for environmental responsibility.
- Interpret information about childhood learning, development, and wellbeing.
- Interpret information gathered from diverse sources.
- Interpret the relevant approved learning frameworks and the National Quality Standard.
- Interpret educational program information and curriculum documentation.
- Interpret information about community services and resources.
- Analyse textual information from a range of sources to identify organisational requirements.
- Analyse information from a range of sources to evaluate performance.
- Analyse and interprets textual information from the organisation's policies, goals, and objectives to establish team goals or to determine corrective action.

Writing Skills

- Complete reports and forms according to service policies and procedures.
- Record information according to service policies and procedures.
- Record information and observations according to service procedures.
- Write clearly and fluently when preparing documents.
- Record information according to service guidelines.
- Record information and observations according to service procedures.
- Produce accurate, informative documents and reports
- Develop materials to suit the requirements of different roles and individuals in the organisation.
- Maintain records using correct technical and organisational vocabulary.
- Prepare workplace documentation that communicates complex information clearly and effectively.
- Devise, document and implement a self-development plan that sets realistic goals and targets.

Working with Vulnerable People Card (ACT) / Working with Children Check (NSW)

It is a requirement of all education and care services that students/educators hold a current Working with Vulnerable People Card (ACT) / Working with Children Check (NSW). It is your responsibility to ensure you hold a valid card/check prior to entering any regulated education and care service for work or study purposes. The service will request a copy of your card/check. See below for the Government websites for more information:

ACT Government

NSW Government

Oral Communication Skills

- Ask open and closed questions and actively listen to seek information and confirm understanding.
- Accurately report and explain incidents.
- Ask open and closed questions and actively listen to seek information and confirm understanding.
- Interact and engage with children, families, staff, and the community to build rapport.
- Provide accurate detail of observations to colleagues and other relevant persons.
- Use appropriate language and nonverbal features to present information and seek feedback.
- Use listening and questioning skills to elicit the views of others and to clarify or confirm understanding.
- Use vocabulary appropriate to context and to establish a supportive and learning environment.
- Use listening and questioning techniques to confirm or show understanding of different perspectives.
- Select and use appropriate conventions and protocols when communicating with co-workers in a range of work contexts.
- Engage in discussions or provides information using appropriate vocabulary and non-verbal features.
- Use listening and questioning techniques to confirm understanding and to engage the audience.
- Share two-way, open, and evaluative feedback with co-workers or peers.
- Actively seek and reflect on feedback from clients, organisations, or other relevant sources

Numeracy Skills

- Interpret numerical information about attendance patterns.

Learning Skills

- Identify and use strategies to improve own emotional intelligence.
- Use structured approaches to set goals, monitor progress and adjust learning approaches for self and others.
- Build on knowledge and experience to facilitate interaction and learning with others.

Problem-Solving Skills

- Identify deficiencies in information and address by ongoing searches.
- Provide support to children and determine methods to appropriately scaffold learning according to individual ability.
- Use logical planning processes to organise, implement and monitor learning and development needs.
- Systematically gather and analyses all relevant information and evaluates options to make informed decisions.
- Evaluate outcomes of decisions to identify opportunities for improvement.

Initiative and Enterprise Skills

- Determine and use appropriate template for reporting, according to service policies and procedures.
- Determine appropriate strategies to support children's individual needs.
- Determine and use appropriate template for reporting, according to service policies and procedures.
- Use appropriate support strategies when opportunities arise.
- Determine methods of relaying information in a culturally appropriate manner.
- Lead processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness.
- Identify how own role contributes to broader organisational goals.
- Modify or develops policies and procedures to achieve organisational goals.
- Identify potential support networks both internal and external to the organisation.

Self-management Skills

- Interpret information from written and verbal directions and action appropriately.
- Proactively seek opportunities to improve own work practice and conduct.
- Recognise and responds to explicit and implicit organisational procedures and protocols.
- Understand how own role meshes with others and contributes to broader goals.
- Reflect on and recognise the effect of values, beliefs, and behaviour in practice.
- Seek specialist advice or further training where need is identified.
- Recognise requirements for self-care and identify requirements for additional support.
- Assess and confirm own practice against ethical and legal requirements and opportunities.

Technology Skills

- Research health and safety issues and information using digital media.
- Access information using digital media.
- Document sustainability plans using digital media.
- Document complaints and how they were addressed using digital media.
- Research information about childhood learning, development and wellbeing using digital media.
- Research and document experiences using digital media.
- Record information using digital media.
- Document curriculum and record evaluations using digital media.
- Document support plans using digital media.

- Obtain information, and document support plans using digital media.
- Research information about community services and resources using digital media.
- Share information in digital formats with families.
- Access and review information on current and emerging industry developments and use these to improve practice.

Teamwork Skills

- Share information in line with service policies and procedures.
- Share information to provide support in line with service policies and procedures.
- Identify personal attributes and considers the impact on others and modifies approach to support development.
- Adapt personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence.
- Lead a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence.
- Recognise the importance of building rapport to establish effective working relationships.
- Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction.
- Negotiate with others to achieve agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations.
- Select and uses appropriate conventions and protocols when communicating with diverse stakeholders.
- Use interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that can be understood and used.
- Adapt personal communication style to build positive working relationships and to show respect for the opinions, values, and particular needs of others.
- Undertake self-evaluation in conjunction with supervisors and/or peers.

Planning and Organisational Skills

- Develops, implements, and monitors plans and processes to ensure team effectiveness.
- Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes.
- Plans for unexpected outcomes and implements creative responses to overcome challenges.

The Pre-Enrolment Skills Assessment is a tool used by Cple (RTO 88148) to assess your language, literacy, numeracy, and digital capability skills. It evaluates the following areas in alignment with the Australian Core Skills Framework (ACSF) and the Australian Digital Capability Framework (ADCF): Learning, Reading, Writing, Oral Communication, Numeracy, and Digital Capability. RTOs are required to conduct initial skills assessments for all students in accordance with the Standards for Registered Training Organisations 2025. All students are required to complete this pre-enrolment skills assessment prior to entry into a course. The purpose of this assessment is to determine whether you may require additional support to complete the course successfully. This way, we can tell you prior to your enrolment if we are able to provide the level of support you require or if you might need to seek support from external agencies. When you book in for your Pre-enrolment Session, you will be able to download a practice assessment. This will allow you to practice the assessment before attending the session. If your ACSF or ADCF levels are not able to be supported by Cple, we will refer you to external support prior to enrolment with us. Cple recognise that whilst effective training and assessment processes will occur during your enrolment with us, tutoring services are outside of the scope of our qualifications.



USI

Unique Student Identifier

Students undertaking nationally recognised training are required to have a Unique Student Identifier (USI) on enrolment and supply this to Cple for the sake of compliance. The USI is a reference number made up of ten numbers and letters. You will need a USI in order to enrol and receive your qualification or statement of attainment. For further information please visit the USI website <http://usi.gov.au>

Delivery Mode

This qualification is delivered through a blended delivery mode.

Learning and assessment materials will be on offer to you in our online Learner Management System, Canvas, alongside the provision of face-to-face support sessions for those who wish to attend. Sessions are held both during the day and in the evenings to cater for people's diverse work schedules. Speak with Cple for information regarding dates and locations.

You will get access to a supportive trainer who will guide you through the units you need to complete and answer any questions you have. Phone, email, virtual meetings through MS Teams and opportunities for face-to-face discussions all form part of the support you will be offered.

Learning will involve engagement with interactive learning materials, the provision of readings, pre-recorded webinars and videos which support additional learning.

Each Canvas 'course' contains one module consisting of Units of Competency. These modules contain the learning and assessment materials to engage in the content and complete the assessment requirements associated with each. You will engage with 9 modules (consisting of 15 Units of Competency) for the completion of this qualification.

Practical assessments will be completed within the education and care service under normal working conditions, or via a work placement. The following Units of Competency require 280 mandatory work placement hours (children aged 0-6 years) to be completed to achieve this qualification. Some units require the hours to be completed with the 0-2 year age group specifically. This will be outlined in the detailed assessment requirements.

- **CHCECE042** Foster holistic early childhood learning, development and wellbeing
- **CHCECE048** Plan and implement children's education and care curriculum

Learning duration | 18 months

(flexible depending on individual study model)

You will be encouraged to complete the assessment within each module in this qualification within a 6-12 week timeframe depending on the assessment requirements and mandatory work hours specified within each module. This results in the duration of your studies being equivalent to 18 months in length with inclusion of study breaks.

You may, however, be able to complete the requirements in a shorter time frame depending on your learning style, experience, LLN levels and previous study prior to enrolling in the qualification. Enrolment should not exceed a 24-month period unless extenuating circumstances are involved.

As this qualification is delivered within a rolling intake framework, students can commence and exit this qualification at will. There is no set cohort. Upon enrolment into this qualification, you will have a personalised schedule designed for you based on your enrolment application paperwork and previous completed study where applicable. This personalised schedule may be extended depending on the student's circumstances; for example, a school-based trainee may be provided additional weeks for each unit.

Recognition Pathways | Recognition of Prior Learning and Credit Transfer

Cple recognises the skills and knowledge that you may have gained through previous studies, workplace, and life experience. Based on such, you may be entitled to gain recognition of prior learning (RPL) before or after commencement in this qualification and may be exempt from completing one or more units via the traditional training and assessment methods.

If you believe you already have the skills and knowledge required to demonstrate competency, you can request a copy of our Recognition of Prior Learning (RPL) application form. RPL is based on a portfolio and interview approach, where you will accept the main responsibility for identifying, gathering, and submitting evidence about your achievements in the competencies.

The RPL process may also involve a practical demonstration for the purpose of assessment as well as confirmation of knowledge via competency conversations and the completion of workplace observation reports.

If you have previously completed equivalent units of competency within this qualification through training with Cple or other RTO's, you are encouraged to submit certified copies of statement of attainments that attest to this fact. Upon the authentication with the issuing RTO and access to your transcript via the USI portal, credit transfers will be given to applicable units with an individualised study plan developed for you with consideration to the recognition given.

Assessment

A range of assessment methods are used during engagement with this qualification including:

- Written questions and answers
- Projects
- Collation of portfolios of evidence
- Live and recorded role plays
- Workplace observations (via supervisor or Assessor reports)

Each unit is assessed both in theory and practice. This means that you will need to complete both the theoretical assessment as well as a practical assessment in the simulated environment (for example, through engagement in role plays with your Assessor and peers).

Every assessment task must be marked as satisfactory for overall competency to be achieved. No formal recognition can be awarded for partial completion of the unit e.g., just completing one assessment task but not the others. Assessment materials are on offer in our online LMS Canvas.



Assessment types

Assessment Task One: Assessment task one in each unit of competency within this qualification contains questions and case studies that will allow you to apply your understanding of the requirements learned and taught in the engagement with the learning materials contained in each unit. These assessments are designed to validate your knowledge alongside the Elements, Performance Criteria, Performance and Knowledge Evidence within the unit of competency. They are open book assessments, and you are required to complete all questions and case studies to pass the assessment.

Assessment Tasks Two and onwards: The completion of these assessment items requires completion of skills-based requirements of the unit of competency. They will allow you to implement the learning you have engaged in for the sake of mastering practical requirements of the unit. They may also involve simulated assessment through the implementation of role plays with either a Cple assessor or a peer.

Supervisor Reports: Competency-based assessment is about collecting evidence to confirm you can perform to the standard expected in the workplace. Your workplace supervisor plays a key role in helping your Cple Assessor gather evidence about your skills and abilities. They can do this by observing you complete tasks or reviewing your work.

Who Can Complete Supervisor Reports?

Supervisor Reports must be completed by a qualified workplace supervisor who meets these criteria:

- Holds a qualification at least at the same level you are completing.
- Has current industry skills and knowledge relevant to your course.
- Directly supervises you in the workplace.

Accepted Qualifications for Supervisors:

- ACECQA-approved Bachelor qualification, OR
- ACECQA-approved Diploma of Early Childhood Education and Care qualification, OR
- ACECQA-approved Certificate III of Early Childhood Education and Care qualification.

For more details, visit: [ACECQA Approved Qualifications](#).

Important Steps:

- Provide evidence: Supervisors must provide a copy of their ACECQA-approved qualification to Cple for validation (this can occur after you have enrolled and commenced your work placement).
- Discuss in advance: Talk with your supervisor about this requirement before starting your assessments. At the start of each module, review which assessments will require supervisor engagement and share these assessments with your supervisor.

If You Don't Have an Eligible Supervisor: Contact Cple immediately if you don't have access to a qualified workplace supervisor. Alternative arrangements, such as having a Cple Assessor complete the reports, will be made. By working closely with your supervisor and following these steps, you'll ensure a smooth and effective assessment process.

Assessor Observation Reports: The most effective place to determine competency in the skill sets required within this qualification is in the workplace as it facilitates demonstration of real-world skill sets within a variety of contexts and contingencies. For modules which hold direct observation requirements by an assessor, an assessor observation report tool will form part of the assessment that you will need to complete. For the completion of this assessment task, your Cple trainer and assessor will liaise with your workplace to make a time to visit and observe you undertaking the skills required for the demonstration of competence.

Reasonable Adjustment: Assessment activities can be amended where reasonable adjustments are required. Cple Trainer & Assessors will consider your needs and make appropriate adjustments to the training environment and assessment, wherever feasible and practicable in line with training package requirements.

Workplace Visits

Cple trainer/assessors will visit your workplace every 12 weeks at a minimum, over the duration of enrolment in this program to:

- Mentor and support your on-the-job learning
- Observe and assess the practical competencies and complete relevant workplace observation reports
- Validate your competency with workplace supervisors
- Work with your supervisor in completing compliance requirements such as training plans

Workplace visits will occur more frequently in the event you require additional support or assessors need to visit your workplace multiple times to collect the required observation evidence.

Reassessment & resubmission

You will have up to three attempts to complete each assessment task satisfactorily. If after the third attempt, you have not completed a task satisfactorily, your Cple Trainer & Assessor will make alternative arrangements for assessment, which may involve additional training and time to consolidate your skills and knowledge.

If you are required to resubmit an assessment, you may be required to:

- Resubmit incorrect answers to questions (such as written tasks and case studies).
- Resubmit part or all of a project, depending on how the error impacts on the total outcome of the task.
- Redo a role play with peers after being provided with appropriate feedback about your original performance.
- Be provided with feedback about your performance in a role play and then be required to complete the role play within a future meeting with your CPLE trainer & assessor.
- Be observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.
- Be given 7 days in which to resubmit incorrect responses to written tasks, projects and so on.

You will receive formal and informal feedback throughout your enrolment via:

- Oral feedback during face-to-face study support sessions, phone conversations and online meetings.
- Written feedback on summative assessments submitted in Canvas.
- Written feedback and guidance provided via email correspondence.
- Documented feedback in the assessment record tool for each assessment task within each module. These are completed by trainer/ assessors and uploaded into Canvas.

Qualification Structure

You will be required to achieve competency in all **15 units** (which have been clustered into 9 modules) to complete this qualification and be issued with a **CHC50125 Diploma of Early Childhood Education and Care**.

Modules will be delivered to you in the following order, however this is flexible depending on your individual study plan and workplace circumstances.

MODULE: Maintain Safe Environments | Standard timeframe: 8 weeks for completion

Units of Competency Within This Module:

Maintain a safe and healthy environment for children

CHCECE041 **CORE**

The unit describes the performance outcomes, skills and knowledge to monitor and maintain health and safety in the areas of individual health, hygiene, infectious disease, supervision, risk management, incident and emergency management. It includes the ability to contribute to the ongoing improvement of workplace health and safety policies and procedures.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 12 written questions in an open book written assessment.
- **Assessment Task 2: Workplace Policies, Procedures and Forms – Project** You will be required to collate and summarise various workplace policies, procedures, and forms. This task has four steps:
 - **Step 1** - Collate workplace policies, procedures, and forms.
 - **Step 2** - Discuss the workplace policies, procedures, and forms with supervisor.
 - **Step 3** - Summarise the policies, procedures, and forms for the purpose of a staff induction.
 - **Step 4** - Ask supervisor to sign verification statement.
- **Assessment Task 3: Assessing, Monitoring, and Responding to Risk – Project** You will be required to complete two hazard checks (one indoors, and one outdoors) using your services forms. You will then be required to conduct a risk assessment for the hazards identified while consulting with a workplace supervisor. This task consists of three steps:
 - **Step 1** - Conduct hazard check.
 - **Step 2** - Risk assessment.
 - **Step 3** - Workplace supervisor verification.
- **Assessment Task 4: Design, Risk Assess and Participate in an Excursion – Case Study** You are required to design and conduct a walking excursion. To plan the excursion, you must visit the location, facilities and plan the activities prior to the excursion to identify hazards and conduct a risk assessment on the Excursion Planning Template. Part of the planning also includes preparing for the excursion with the children and planning and facilitating group learning discussion with the children. Once the excursion has been conducted, you must critically reflect on the excursion.
- **Assessment Task 5: Undertake Role of Workplace Health and Safety Officer – Project** For this task, you are to imagine they are taking on the role of the workplace health and safety representative at Little.ly Early Learning Centre. You will be required to provide information and answer questions to demonstrate how you model and monitor compliance with procedures, and how you assist colleagues to meet health and safety requirements.

MODULE: Compliance in Early Childhood | Standard timeframe: 8 weeks for completion

Units of Competency Within This Module:

Facilitate compliance in an education and care service

CHCECE044 CORE

This unit describes the performance outcomes, skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance in an education and care service.

Embed environmental responsibility in service operations

CHCECE049 CORE

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a sustainability management plan and support children's environmental responsibility.

Respond to grievances and complaints about the service

CHCECE053 ELECTIVE

This unit describes the performance outcomes, skills and knowledge required to effectively resolve grievances and complaints about the service.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 19 written questions in an open book written assessment.
- **Assessment Task 2: Preparing the Service and Resolving Concerns – Case study** Preparing the Team for Assessment & Rating – You must prepare the service for assessment by planning a staff meeting to inform the team of what to expect.
- **Assessment Task 3: Responding to Grievances and Complaints – Role plays** You will be required to respond to complaints about the service in two role plays. The purpose of this assessment is to appropriately manage complaints and respond accordingly. You will be required to complete task requirements prior to the role plays.
- **Assessment Task 4: Plan for Environmental Responsibilities – Project** You will be required to plan for environmental responsibility in a service by developing a plan and implementing one of these plans with children. This task consists of two parts:
 - **Part A** You must consult with the service leader to evaluate the current environmental sustainability practices of the service. You must then develop a sustainability improvement plan to change/improve one practice in service. You will implement the plan and evaluate its effectiveness.
 - **Part B** You will plan and implement three learning experiences for children that improves their experiences and understanding of the natural environment and develops their environmental sustainability skills. You must also engage with children in this space and facilitate their learning, thinking and idea creation.
- **Assessment Task 5: Facilitate Compliance in an Education and Care Setting – Project** You will be required to complete a self-assessment process and plan for quality improvement. This task has three parts:
 - **Part A** You are required to facilitate a self-assessment visit to the service with a focus on two quality areas (Quality Area 3 and Quality Area 7).
 - **Part B** You must develop a quality improvement plan based on Part A findings.
 - **Part C** You will create a plan for continuous improvement at the service.

MODULE: Foster Holistic Development | Standard timeframe: 12 weeks for completion

(This module contains 280 mandatory hours of work placement with children aged 0–6 years)

Units of Competency Within This Module:

Foster holistic early childhood learning, development, and wellbeing

CHCECE042 CORE

This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of children from birth to six years of age. It includes the ability to use detailed knowledge of different developmental domains and developmental theory and how these domains link to support holistic development.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 10 written questions in an open book written assessment.
- **Assessment Task 2: Developmental Summaries and Planned Experiences – Workplace Project** You will be required to complete a development summary for two focus children aged 0–6 years via observation of the children, and discussions with the child’s parents/guardians and the workplace supervisor. You are then required to implement a planned experience for each child to support their learning and development.
- **Assessment Task 3: Routines and Transitions – Workplace Project** You will be required to evaluate one group routine and one group transition that occur daily in your service. You will then plan and implement an improvement for both the routine and transition to better support children’s development and sense of belonging. The assessment task is divided into three parts:
 - **Part A** Evaluating and Implementing Routines.
 - **Part B** Evaluating and Implementing Transitions.
 - **Part C** Assessor Observation Report.
- **Assessment Task 4: Portfolio of Evidence and Reflection – Workplace Project** You will be required to collate a portfolio of evidence to demonstrate your ability to meet a range of criteria. This assessment task is separated into two parts:
 - **Part A** Portfolio of evidence.
 - **Part B** Reflection questions.
- **Mandatory Practical Hours** Evidence of 280 hours of work placement/employment

MODULE: Planning and Curriculum | Standard timeframe: 12 weeks for completion

(This module contains 280 mandatory hours of work placement with children aged 0–6 years)

Units of Competency Within This Module:

Nurture creativity in children

CHCECE043 CORE

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate experiences that nurture creativity in children through construction, digital technologies, dramatic play, imaginative play, movement, music and visual art.

Analyse information to inform children’s learning

CHCECE047 CORE

This unit describes the performance outcomes, skills and knowledge required to gather and analyse information about children’s learning to inform practice.

Plan and implement children’s education and care curriculum

CHCECE048 CORE

This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate curriculum over a period of time to foster children’s learning and development.

Assessment Requirements For This Unit:

- **Assessment Task One: Written Questions** You must answer 8 written questions in an open book written assessment.
- **Assessment Task 2: Develop a Focus Children Folder – Workplace project** You will be required to develop a Focus Children Folder with a full cycle of planning completed for three focus children. The purpose of the folder is to provide you with opportunity to undertake planning for children through the whole cycle of planning. Children’s initials should be used in all documentation. This task is divided into five parts:
 - **Part A** This part of the assessment task is focused on gathering Information which is the first stage of the cycle of planning. You will choose three focus children and create a Focus Children Folder.
 - **Part B** This part of the assessment task is focused on questioning/analysing information which is the second stage of the cycle of planning. You will be required to analyse the information gathered using the Learning Framework outcomes, principles, and practices to guide your analysis.

- **Part C** This part of the assessment requires the student to plan to support each child's learning and development based on their summative assessment objective.
- **Part D** During this part of the assessment, you must plan to support each child's learning and development based on their summative assessment objective. You will plan at least one experience for each child.
- **Part E** For this section of the assessment task, you will complete the cycle of planning by reflecting on each of the planned experiences and learning objectives implemented.
- **Assessment Task 3: Plan and Implement Curriculum to Nurture Creativity in Children - Workplace project**
You will be required to plan and implement a curriculum to nurture creativity in children. The purpose of the folder is to provide you with opportunity to undertake planning for a group of children through the whole cycle of planning. This task is divided into six parts:
 - **Part A** This part of the assessment task is focused on gathering information which is the first stage of the cycle of planning.
 - **Part B** This part of the assessment task is focused on questioning/analysing information which is the second stage of the cycle of planning. You will be required to analyse the information gathered using the Learning Framework outcomes, principles, and practices to guide your analysis.
 - **Part C** This part of the assessment requires you to plan group objectives, experiences, and environments to support children's learning by developing a curriculum which will be implemented over a two-week period.
 - **Part D** During this part of the assessment, you will implement the curriculum and maintain a journal (Assessment Task 4). You will document at least one experience to share with families.
 - **Part E** For this section of the assessment task, you will complete the cycle of planning by reflecting on the curriculum including planned and spontaneous experiences and reflect on the teaching and the learning.
 - **Part F** For this section of the assessment task, you are required to implement at least one experience on your curriculum with your Assessor observing your practice and seek feedback for reflection.
- **Assessment Task 4: Reflect on Planning and Ability to Nurture Creativity - Reflective Journal** You are required to complete the Reflective Journal to demonstrate your ability to reflect on how you nurture creativity in children, plan for children using a cycle of planning and develop a curriculum.
- **Assessment Task 5: Supervisor Report** Your workplace supervisor is to complete a report that confirms your ability to demonstrate specific skills and knowledge required of this topic.
- **Mandatory Practical Hours** Evidence of 280 hours of work placement/employment.

MODULE: Behaviour and Inclusion | Standard timeframe: 8 weeks for completion

Units of Competency Within This Module:

Foster positive and respectful interactions and behaviour in children

CHCECE045 CORE

This unit describes the performance outcomes, skills and knowledge required to develop guidelines that foster positive and respectful interactions and behaviour, and to monitor and support children's learning, development and wellbeing in this area.

Implement strategies for the inclusion of all children

CHCECE046 CORE

This unit describes the performance outcomes, skills and knowledge required to promote inclusion and diversity and to plan, implement and monitor individual support strategies.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 23 written questions in an open book written assessment.
- **Assessment Task 2: Develop Guidelines to Promote Respectful Interactions and Inclusion - Workplace project** You will be required to demonstrate your ability to engage in critical thinking, knowledge of inclusion, and the National Quality Framework to enhance the service's interactions and inclusion. This task consists of three parts:

- **Part A** Critical Reflection.
- **Part B** Collaboration
- **Part C** Develop guidelines and promote inclusion.
- **Assessment Task 3: Observe and Oversee Interactions and Behaviour in Children – Workplace project** You must complete the observation templates to demonstrate your ability to observe and oversee interactions and behaviour in children.
- **Assessment Task 4: Identify Challenging Behaviours – Workplace project** You will be required to observe and monitor the interactions and behaviours of two children to identify challenging behaviour and put into plan. support strategies. This task consists of three parts:
 - **Part A** Identify Challenging Behaviours.
 - **Part B** Collaboration.
 - **Part C** Reflection.
- **Assessment Task 5: Develop, Implement and Evaluate Support Plans – Workplace project** You must develop, implement, monitor, and evaluate individual support plans for two children. The two children must be the same two children from Assessment Task Four. This task consists of five steps:
 - **Step 1** Develop behaviour support plan.
 - **Step 2** Consultation with educators, families, and your Trainer/Assessor.
 - **Step 3** Implementation of the plan.
 - **Step 4** Evaluation of the plan.
 - **Step 5** Reflection of practices.

MODULE: Partnerships with Families | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Work in partnership with children's families

CHCECE050 **CORE**

This unit describes the performance outcomes, skills and knowledge required to establish relationships with families, connect with the local and broader community and promote opportunities for collaboration and sharing of information with families to support effective education and care for children.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 11 written questions in an open book written assessment.
- **Assessment Task 2: Providing Information to Families – Project** You will be required to create a series of information brochures for families that include information about:
 - The service induction and orientation process
 - The local community including services
 - How families can participate in the service.
- **Assessment Task 3: Engaging with Families about Their Child – Role plays** You will assume the role of Cheryle Matterson, a Team Leader from Little.ly Early Learning Centre. After a child biting incident, You will be required to demonstrate your ability to effectively communicate with families and manage such incidents sensitively and professionally. This task consists of two role plays.
 - **Part A** Calling the Parents
 - **Part B** Meeting the Parents
- **Assessment Task 4: Supporting Community Connections in the Workplace – Project** You will be required to demonstrate your ability to engage children in learning about your community and engage families with the children's learning about the community.

MODULE: Developing Emotional Intelligence | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Develop and use emotional intelligence

BSBPEF502 **ELECTIVE**

This unit describes the skills and knowledge required to develop and use emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the workplace

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 14 written questions in an open book written assessment.
- **Assessment Task 2: Develop a Professional Development Process – Project** You will develop professional development processes and undertake self-evaluation and feedback of others to identify possible improvements of their emotional intelligence. There are four parts to this task:
 - **Part A** You will be developing an emotional intelligence self-evaluation form.
 - **Part B** You will be undertaking a self-evaluation using the self-evaluation form you created.
 - **Part C** You will be updating professional development policy and procedures.
 - **Part D** You will be creating a professional development plan in consultation with their assessor via role play.
- **Assessment Task 3: Develop an EI Workforce Plan – Project** You will be required to collate, analyse, and document the emotional intelligence levels of others in your workplace for the sake of developing a workforce plan to support emotional intelligence. There are three parts to this task:
 - **Part A** You will be required to approach four colleagues within their current workplace for the sake of seeking their permission to participate in and complete an EI questionnaire which will be used for the completion of this assessment task.
 - **Part B** Once all completed questionnaires have been returned, you will be required to analyse findings for the sake of developing an EI Workforce Plan using the template provided.
 - **Part C** You will be required to arrange a meeting with one of the four colleagues who completed the EI Questionnaire in Part A. The aim of the meeting is to discuss key findings from their completed questionnaire and outline plans for the development of their EI.

MODULE: Managing Team Effectiveness | Standard timeframe: 8 weeks for completion

Units of Competency Within This Module:

Support the learning and development of teams and individuals

BSBHRM413 **ELECTIVE**

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup

Manage team effectiveness

BSBTWK502 **CORE**

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 19 written questions in an open book written assessment.
- **Assessment Task 2: Planning for Team Effectiveness – Project and role play** You will be required to demonstrate your ability to lead a team and establish plans for group performance. You will demonstrate your ability to facilitate team collaboration and invite team members to participate in decision making. This task consists of three parts:

- **Part A** Organise a Team Meeting.
- **Part B** Role Play: Team Meeting.
- **Part C** Team Performance Review, Rewards and Recognition.
- **Assessment Task 3: Managing Performance – Project and role play** You will be required to demonstrate your ability to manage performance and facilitate the development of an individual in line with policy and procedure requirements. This task consists of two parts:
 - **Part A** Performance Management.
 - **Part B** Policies and Procedures.

MODULE: Reflective Practice | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Reflect on and improve own professional practice

CHCPRP003 CORE

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

Assessment Requirements For This Unit:

- **Assessment Task 1: Written Questions** You must answer 10 written questions in an open book written assessment.
- **Assessment Task 2: Educational Program and Practice Reflective Journal** You are required to complete a Reflective Journal to demonstrate your ability to document and critically reflect on observations about the educational program and practices of yourself and your service.
- **Assessment Task 3: Reflective Practice & Professional Development Plan – Project** You are required to undertake a structured process to reflect on and improve own practice and create one personal development plan that includes: goals, timeframes, and ways of measuring progress. This plan will be completed by progressing through a 7-step process.





Fees and Funding Eligibility

Cple offer multiple funding options dependent on the student's eligibility, and the current ACT and Australian Government funding availability. These options include:

- Fee-for-service
- User Choice Funding.

Information regarding each of the above options is outlined below.

Fee for Service

qualification cost

Fee for Service (FFS) is a payment model that is not linked to any Government funding and therefore is non-subsidised training. If you are not eligible for User Choice funding, full fees will be charged. On enrolment, you will be issued with student administration fees. Further fees charged will continue throughout your enrolment and will vary depending on previous qualifications and/or units of competency you have completed.

The fees charged are based on a unit of competency rate. Fees will be charged to you upon commencement of a unit with full payment expected prior to results being processed by Cple. Students eligible to receive a credit transfer outcome are not charged for the eligible units of competency.

Students can also commence as a Fee-For-Service student and then change to User Choice Funding if they find permanent employment. Cple will assist you to discuss this option with your potential employer.

Please refer to the Cple website and Student Handbook for further information around our Fee Policy.

The Fee-for-Service fee schedule is located on the following page

Student Administration Fee

\$100

Unit of Competency Fees

Module: Maintain Safe Environments

CHCECE041 Maintain a safe and healthy environment for children

Module: Compliance in Early Childhood

CHCECE044 Facilitate compliance in an education and care service
CHCECE049 Embed environmental responsibility in service operations
CHCECE053 Respond to grievances and complaints about the service

Module: Foster Holistic Development

CHCECE042 Foster holistic early childhood learning, development, and wellbeing

Module: Planning and Curriculum

CHCECE043 Nurture creativity in children
CHCECE047 Analyse information to inform children's learning
CHCECE048 Plan and implement children's education and care curriculum

Module: Behaviour and Inclusion

CHCECE045 Foster positive and respectful interactions and behaviour in children
CHCECE046 Implement strategies for the inclusion of all children

\$250
per unit

(x 15 units)

Module: Partnerships with Families

CHCECE050 Work in partnership with children's families

Module: Developing Emotional Intelligence

BSBPEF502 Develop and use emotional intelligence

Module: Managing Team Effectiveness

BSBHRM413 Support the learning and development of teams and individuals
BSBTWK502 Assist with maintaining workplace safety

Module: Reflective Practice

CHCPRP003 Reflect on and improve own professional practice

TOTAL COST
(including administration fee) **\$3,850**

ADDITIONAL FEES: Recognition of Prior Learning

\$300 per unit

If you choose to apply for RPL, you will be provided with an RPL kit that you will be required to use. The kit will assist you in collecting all of the evidence you will need to provide us in order for your RPL application to be assessed. This will determine if you meet the eligibility to receive RPL for your chosen qualification. A trainer & assessor will also be available to assist you in the process

User Choice Funding

Australian Apprenticeships

The term 'Australian Apprenticeships' include apprenticeships and traineeships and combine time at work along with off-the-job training, and can be full-time, part-time, or school-based. Australian Apprenticeships lead to a nationally recognised qualification and provide Australian apprentices and/or trainees with the necessary job experience to pursue the career they want. Australian Apprenticeships in the ACT are funded by the ACT and Australian Governments.

User Choice student administration fee | \$350

This fee covers all Cple training and assessment services as the rest of the fees are covered via User Choice funding by the ACT and Australian Governments.

User Choice eligibility

To be eligible for an ACT training contract under User Choice funding arrangements, you must:

- Work in the ACT, and
- Be at least 15 years of age, and
- Be an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, OR an eligible visa holder, and
- Receive remuneration for your work, and
- Complete a minimum of 15 hours combined work and training per week, and
- Undertake an approved Australian Apprenticeships qualification with an approved registered training organisation, as listed on the ACT Qualifications Register, and
- Have the required supervision in the workplace for an Australian Apprentice.

Traineeship incentives may be applicable, subject to availability and eligibility. Access the Skills Canberra website for further information:

<https://www.act.gov.au/skills/students/australian-apprenticeships>

If you are not eligible for an ACT training contract or are seeking a different training pathway, you may be eligible for Skilled Capital funding



Fees Concessions and Waivers

Available for Skilled Capital and User Choice Funding ONLY

You may be eligible for a fee concession. Concessions only apply to students enrolled under User Choice and Skilled Capital funding. Fee for Service students are not eligible for fee waivers or concession. Fee concessions may be available if at the start of training, you:

- hold a current Health Care Card or Pension Card, or
- can prove genuine hardship.

If you are eligible for a concession, you may not have to pay part or all of your student administration fee. To assess your Fee Waiver eligibility, you will be required to provide Cple with a copy with one of the above concession cards, or proof of hardship during the pre-enrolment process. Cple will then apply on your behalf to Skills Canberra who will advise of the concession amount to be applied (if applicable). If you would like further information regarding fee concessions and waivers, including genuine hardship, please contact Cple.

Payment Plans

Student Administration Fee payment plans are available to cater to varying financial situations. There are multiple options depending on which funding arrangement you are enrolling under. You will be required to select and sign a payment plan during the enrolment process. Payments are completed through direct debit from a credit card or bank account.

Payment plan options are as such:

| | |
|---|--|
| Fee for Service Payment Plans Student Administration Fee | OPTION 1: Upfront payment \$100.00 |
| | OPTION 2: Two \$50.00 payments over 2 fortnights |
| User Choice Payment Plans Student Administration Fee | OPTION 1: Upfront payment \$350.00 |
| | OPTION 2: Two \$175.00 payments over 2 fortnights |
| | OPTION 3: Five \$70.00 payments over 5 fortnights |

FAQS

Who will be my trainer and assessor?

At the start of your enrolment, you will be assigned a Trainer & Assessor who will be responsible for supporting you through the qualification, along with marking your assessments. This Trainer & Assessor will get to know your learning needs and will endeavour to ensure you are successful in completing your qualification.

Cple employs knowledgeable, skilled and experienced Trainers & Assessors. As a minimum, they will have:

- Vocational competencies at least to the level being delivered and assessed;
- Current industry skills directly relevant to the training and assessment provided; and
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

Cple requires our Trainer & Assessors to maintain current industry skills. For you, this means your training and assessment is delivered by people who are themselves competent, highly qualified and hold proficient skills as they have worked extensively in the relevant industry/sector. Cple ensures that our Trainer & Assessors are regularly exposed to industry workplaces through participation in workplace tasks and engage in regular professional development.

Do you have specific intakes or start dates?

This qualification is facilitated via a rolling intake which means that you can enrol into this qualification at any time. Upon enrolment, you will have a schedule designed for you which is set to the completion timeframe requirements of the units you need to complete based on your enrolment application paperwork.

How do I enrol?

Prior to formal enrolment, you will be required to attend a Pre-enrolment Session that covers qualification, assessment and funding information for the sake of making an informed decision regarding enrolment. A series of eligibility checks will also be completed to ensure that you meet the entry requirements of the qualification. Enrolment checks consist of the:

- Completion of a Pre-enrolment Skills Assessment
- Completion of all enrolment documents
- Submission and verification of ID documents
- Confirmation of employment (if enrolling under User Choice Funding)
- Submission and authentication of relevant transcripts for credit transfer and/or recognition of prior learning

Once all required steps are completed, enrolment is organised depending on the funding type you choose to access. Processes may involve:

- Arranging a sign up with the Australian Network Provider for registration of your User Choice contract.
- Applying for Government funding • Developing an individualised study schedule which maps out your training and assessment pathway and timeline
- Liaising with your employer for the sake of negotiating your training plan (if enrolling under User Choice funding)
- Conducting an Employer Resource Assessment to ensure that your workplace has sufficient resources and supervision arrangements to support you in this qualification (if enrolling under User Choice funding)
- Setting up your access in our Online Learning System (Canvas) and entering your personal details into our Student Management System.

How long does the enrolment process take?

The enrolment process can vary depending on the funding arrangement in which you enrol. General time frames vary between 2 to 8 weeks for approval of funded training contracts. Eligible students will be contacted by Cple when enrolment is confirmed.

What is the pre-enrolment skills assessment?

The Pre-Enrolment Skills Assessment is a tool used by Cple (RTO 88148) to assess your language, literacy, numeracy, and digital capability skills. It evaluates the following areas in alignment with the **Australian Core Skills Framework (ACSF)** and the **Australian Digital Capability Framework (ADCF)**: Learning, Reading, Writing, Oral Communication, Numeracy, and Digital Capability. In accordance with the Standards for RTOs 2025, all students are required to complete this pre-enrolment skills assessment prior to entry into a course. This enables Cple to determine whether you may require additional support to complete the course successfully. If your ACSF or ADCF levels are not able to be supported by Cple, we will refer you to external support prior to enrolment with us. Cple recognise that whilst effective training and assessment processes will occur during your enrolment with us, tutoring services are outside of the scope of our qualifications. Support networks we will refer you to include but are not limited to:

- **Navitas English Canberra**: offer free LLN development classes for eligible candidates.
- **CIT**: CIT offer various courses which will develop reading and writing skills.
- **The Reading and Writing hotline**: is a resource that offers support in developing LLN skills in all areas.
- **BBC Skillswise**: is a website whereby you can engage in activities for the sake of practising and developing your LLN skills.
- **Be Connected**: an Australian Government initiative designed to increase the online skills of Australians.

How will I receive my learning materials and submit my assessments?

Cple use an online system called Canvas to deliver our training and assessment materials to you. Canvas will allow you to access all of your learning and assessment materials. It will also allow you to submit your assessments and access results. Cple will provide you with a link which will take you to the Canvas Student Guides that provide information on how Canvas works.

For best performance, Canvas should be used on the current versions of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Canvas supports the current and first previous major releases of the following browsers:

- Chrome 94 and 95
- Firefox 92 and 93 (Extended Releases are not supported*)
- Edge 94 and 95
- Respondus Lockdown Browser (supporting the latest system requirements)
- Safari 14 and 15 (Macintosh only)

You should contact CPLE if you are experiencing difficulties using Canvas.

What support is provided if I need help?

You will be allocated a Cple Trainer & Assessor who will be able to assist you at any stage of your qualification. Your Trainer & Assessor will provide you with their contact details (phone and email) and will visit you regularly in your approved workplace, or if you're not working, they'll organise one on-one meetings. They will also be the individual responsible for marking your assessments as you progress through the qualification.

If you are attending face-to-face study sessions, your questions will be answered immediately. Alternatively, you can request a virtual Microsoft Teams meeting with your assigned Trainer & Assessor to discuss any questions you have

I need to give proof of my enrolment to my workplace. How do I provide this?

When you enrol, Cple will confirm your enrolment by providing you with a letter. You do not have to request this as it will be emailed to you automatically. Alternatively, if you are enrolled under User Choice or Skills Capital Funding, your signed training plan (which will also be emailed to you) will be sufficient. If you require evidence for your workplace at any stage during your enrolment, please contact Cple administration: cple@commsatwork.org or 02 6293 6220.

I am studying with another RTO/Tafe but want to change to Cple. Can I do this?

Yes, this is a possibility. If you provide Cple with a certified transcript of what you have completed with the other RTO/TAFE, we will assess your progress and provide you with information regarding costs and processes involved if you are to enrol with us. If you have units which directly relate to those within this qualification, we will be able to offer you credit transfer for these units. You can then complete the remaining units in this qualification with Cple.

I'm interested in User Choice funding but I do not have current employment. How do I find employment?

You will need to source your own employment and discuss User Choice Funding (a traineeship) with the employer. Cple can assist you to provide the relevant information to your potential employer. The following job search engines can direct you to workplace vacancies within the business area:

- Seek: <https://www.seek.com.au/>
- Indeed: <https://au.indeed.com/>
- Career One: <https://www.careerone.com.au/>
- Jora: <https://au.jora.com/>
- JobSearch: <https://www.jobsearch.com.au/>

Are my fees refundable?

Student Administration fees are non-refundable and will be charged in all cases, even if there is no completion of a qualification. Any request for refunds of charges outside of the student administration fees must be made in writing via email to cple@commsatwork.org. You will be required to complete a Refund Request Form and should state your reasons for requesting the refund and attach any relevant documentary evidence such as a medical certificate. You will be advised of the outcome of your request for a refund in writing within 10 days and all refunds will be processed within 28 days of the date advising you of the outcome of your request. Please refer to our Student Handbook for further information on our Fee Policy.

What is RPL?

Recognised Prior Learning (RPL) is a process where you can use your existing knowledge, skills and experiences gained through life experiences and/or other employment to demonstrate your competency in particular unit/s. When you apply for RPL, you are essentially saying 'I already know all about this unit so I don't need training'. RPL is an assessment process only and no training is provided. Please note, RPL is not a quick process. You will be required to collate and coordinate evidence to show that you have sufficient, valid and current knowledge and skills equivalent to the qualification you are enrolled in. Your skills will be assessed against industry standards. This is done by a Cple Trainer & Assessor.

Please refer to our Student Handbook for further information on RPL.

What do Cple expect from me?

To ensure you gain the maximum benefit from us, it is your responsibility to read through the qualification information and understand the rights and responsibilities of enrolment supplied by Cple. Cple provides an adult learning environment and expects you to initiate and engage in your own learning journey. This includes:

- Engaging in online meetings with your Trainer & Assessor and/or attending face-to-face study support sessions
- Keeping in regular contact with your Trainer & Assessor by asking questions and responding to emails
- Meeting due dates and submitting assessments which are well researched and professionally presented
- Engaging in safe and respectful practices and communications with all involved in your studies
- Listening and positively responding to feedback given for the sake of professional development and growth
- Engaging in research, being curious and operating with a growth mind set
- Being a self-motivated learner.

Prior to enrolment with Cple, you will be asked to read and sign a Terms and Conditions of Enrolment Agreement. Cple reserves the right to terminate your enrolment in this qualification if you fail to follow these terms and conditions, reasonable directions, and/or policies and procedures in accordance with the legal obligations of your enrolment.

What should you expect from Cple?

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), Cple have an obligation to ensure the quality and support we provide you through our administration and training services, meets the requirements of the Standards for RTO's 2025 which form part of the VET Quality Framework.

To ensure compliance is upheld in the delivery of your training and assessment, internal policies, procedures and systems guide our operations. As part of our registration, Cple are expected to participate in audit processes with our State Training Authority, Skills Canberra (STA) and ASQA upon request. In addition, we must ensure that any third parties who have any involvement in your training and assessment, agree to a third-party arrangement with Cple and will comply with training requirements accordingly. If at any time you feel that we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy.

What is nationally recognised training?

A nationally recognised qualification is part of the Australian Qualifications Framework (AQF). The AQF includes specific standards for qualifications at different levels. By studying a nationally recognised qualification such as this one, your qualification will be recognised by industry across Australia. For further information you can visit www.training.gov.au

What is vocational education and training?

Vocational education and training (VET) enables students to gain the specific skills and knowledge through a nationally recognised qualification for a specific workforce. VET is an opportunity for people to join a specific workforce, change careers, re-join the workforce or gain additional skills for their existing career.

Who is Skills Canberra?

Skills Canberra is responsible and accountable for the provision of strategic advice and overall management of vocational education and training (VET) in the ACT. Skills Canberra also manages Commonwealth and ACT funding directed to VET programs in the ACT.

Where can I access Cple policies and procedures?

Policies and procedures in relation to training and assessment delivered by Cple can be accessed from the Cple website

What is Avetars?

Australian apprentices and Skilled Capital students, employers, RTOs, ANPs, and schools all have access to the ACT Vocational Education and Training Administration Records System (AVETARS). You can carry out a number of functions in the system ranging from nominating a qualification for delivery, claiming a completion payment, and initiating and approving training contract variations. Upon enrolment, you will receive a user guide for AVETARS as this portal will be used during your enrolment, and if at any stage there is a change related to your funding/training contract.

What is an Australian Network Provider (ANP)?

Apprenticeship Network Providers are contracted by the Australian Government to offer a free service to apprentices, trainees and employers to assist them with the sign-up, administration and management of apprenticeships and traineeships. As of the 1st July 2024 there are two ANP providers in the ACT: Mas National and MEGT Australia. If enrolling into this qualification under User Choice Funding, Cple will speak with you regarding the sign-up process with the ANP

Do you have a question you can't find an answer to?

For general enquiries, feel free to contact Cple:

☎ (02) 6293 6220

✉ enquiries@cple.com.au



cple.

cple.com.au