

CHC30125

Certificate III in Early Childhood Education and Care

Course Guide

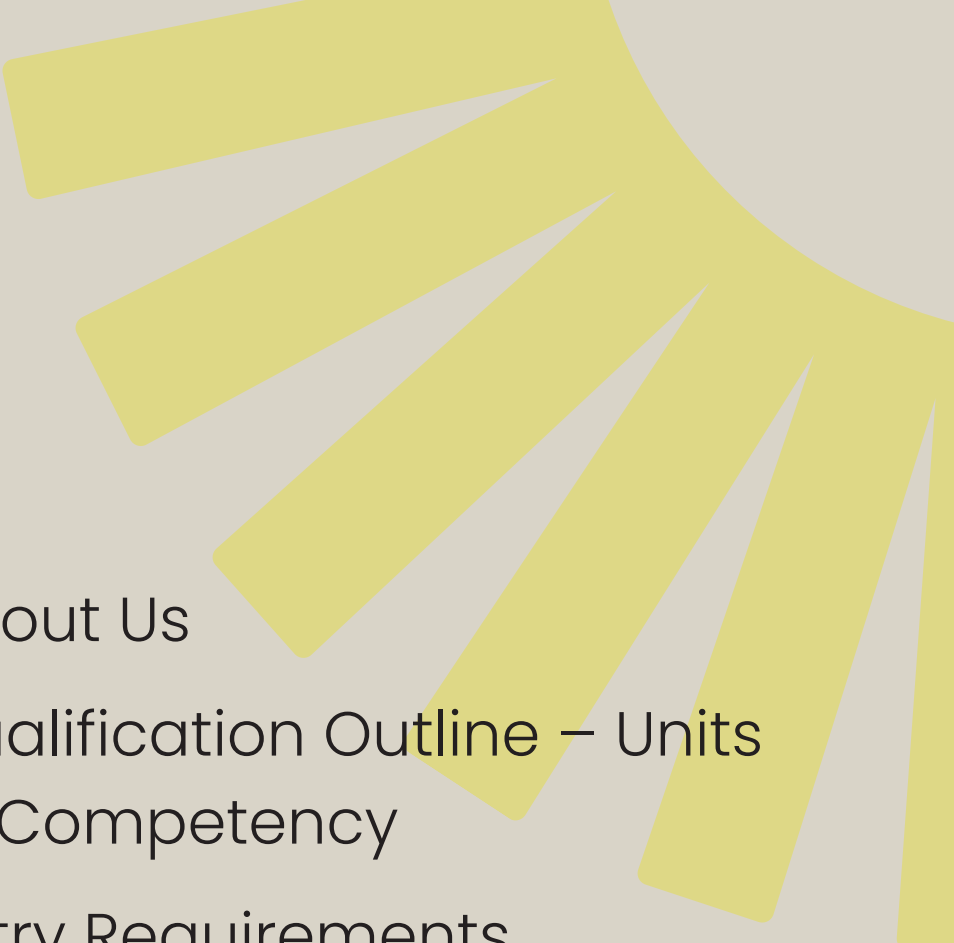


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RTO 88148

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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

The **CHC30125 Certificate III in Early Childhood Education and Care** is a nationally recognised qualification that provides the foundational knowledge and practical skills required to work in the early childhood education and care sector. It covers a range of topics essential to supporting the development and education of children in various settings.

Key Learning Areas:

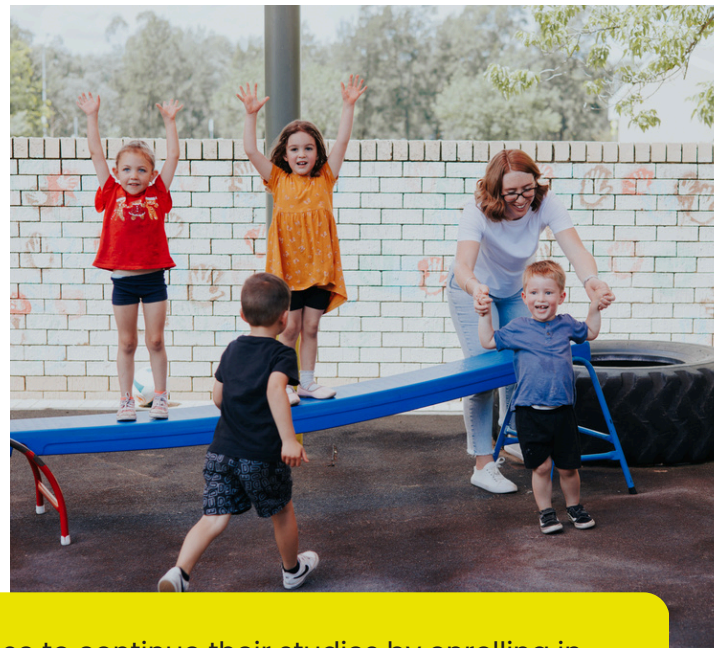
The qualification includes training in:

- Communicating and interacting effectively with children.
- Providing appropriate care for babies, toddlers, and children.
- Understanding and implementing nutrition, health, safety, and first aid practices.
- Working legally and ethically in early childhood education environments.
- Supporting children and families with diverse needs.
- Contributing to the planning and implementation of the curriculum.

Career Outcomes:

Completion of this qualification meets the minimum entry requirements to work in the early childhood education sector. Graduates can pursue roles such as:

- Early Childhood Educator
- Family Day Care Educator
- Outside of School Hours Care Educator
- In-Home Carer
- Education Support Worker



Pathways for Further Study

Graduates may choose to continue their studies by enrolling in the **CHC50125 Diploma of Early Childhood Education and Care**, which can provide further opportunities for career advancement. This pathway can also lead to a **Bachelor of Education (Early Childhood)** qualification within the Australian university system.

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.

This qualification prepares individuals for a professional and rewarding career in early childhood education by equipping them with the skills and knowledge to support children's growth, development, and learning in a variety of settings.

Units within the qualification

You must be assessed as competent in a total of **17 units** to be awarded the CHC30125 Certificate III in Early Childhood Education and Care: 15 core units and 2 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

- CHCECE030 Support inclusion and diversity
- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCECE033 Develop positive and respectful relationships with children
- CHCECE034 Use an approved learning framework to guide practice
- CHCECE035 Support the holistic learning and development of children
- CHCECE036 Provide experiences to support children's play and learning
- CHCECE037 Support children to connect with the natural environment
- CHCECE038 Observe children to inform practice
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- CHCECE055 Meet legal and ethical obligations in children's education and care
- CHCECE056 Work effectively in children's education and care
- CHCPRT025 Identify and report children and young people at risk
- HLTWHS001 Participate in workplace health and safety
- HLTAID012* Provide First Aid in an education and care setting

Elective Units

- CHCDIV001 Work with diverse people
- CHCPRP003 Reflect on and improve own professional practice

*HLTAID012: Provide First Aid in an Education and Care Setting

As part of the CHC30125 Certificate III in Early Childhood Education and Care, you are required to complete the unit HLTAID012: Provide First Aid in an Education and Care Setting.

Please note: the training and assessment for this unit are outsourced to external first aid training providers and are not delivered directly by Cple. It will be your responsibility to complete this unit externally, and additional costs may apply.

Options for Completing This Unit

You are free to select the first aid training provider of your choice to complete this unit. However, Cple recommends training with Canberra First Aid (CFA) and can assist with your enrolment into their training if required.

Credit Transfer Process

Once you have successfully completed HLTAID012: Provide First Aid in an Education and Care Setting with your chosen provider, you will need to provide evidence of completion (e.g., your first aid certificate).

Entry Requirements

There are no formal entry requirements for this qualification. However, you will 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 **CHC30125 Certificate III in 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 Cople offer within this qualification, are as such:

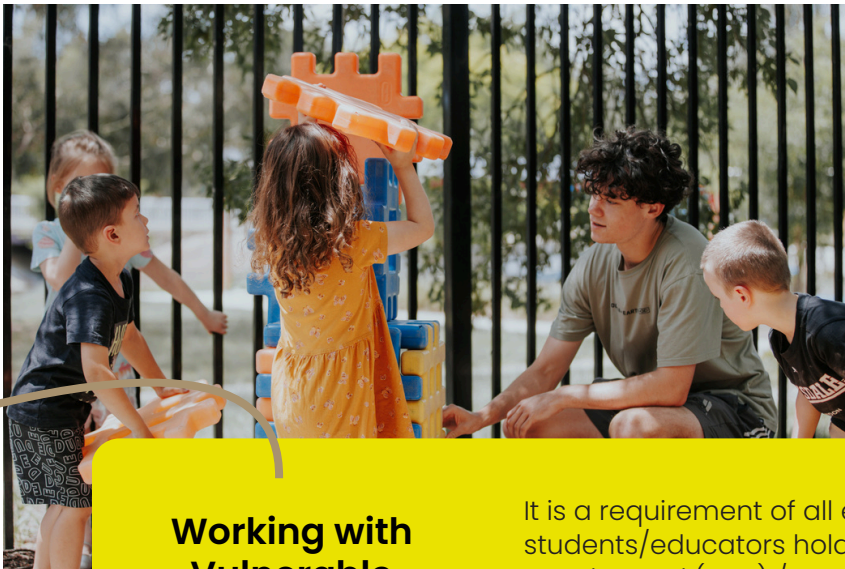
NOTE: You will be supported to develop the below foundation skills during the course of your enrolment in the qualification.

Reading Skills

- Interpret unfamiliar information of varying complexity
- Interpret service policies and procedures
- Interpret medication administration instructions
- Interpret relevant learning framework
- Interpret service curriculum and documented observations about children
- Interpret children's records
- Interpret information about legal requirements and components of the National Quality Framework
- Read and understand forms and make accurate reports
- Accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications, and safety instructions

Writing Skills

- Complete observation records
- Complete forms and reports according to service policies and procedures
- Record information and observations according to service procedures
- Record details of children and young people at risk and to make reports using handwritten skills and computer skills



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

- Share information with appropriate personnel
- Interact and engage with children to build rapport and extend learning
- Interact and engage with families to build rapport
- Ask open and closed questions and actively listen to seek information, confirm understanding, and extend learning
- Provide accurate detail of observations to colleagues
- Build children's skills through intentional teaching and use of open-ended questions
- Interact and engage with children and community members to build a genuine, trusting rapport in a culturally sensitive manner
- Share information with appropriate personnel

Numeracy Skills

- Interpret food labels
- Prepare formula according to directions
- Measure quantities required when preparing formula

Learning Skills

- Locate relevant information regarding learning frameworks
- Develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures
- Locate relevant information regarding laws and regulations

Problem-Solving Skills

- Respond to challenging situations in a positive manner
- Provide support to children and determine methods to appropriately scaffold their learning according to their individual ability
- Identify deficiencies in information and address by ongoing searches

Initiative and Enterprise Skills

- Identify and use appropriate opportunities to support inclusion and diversity
- Facilitate understanding of cross-cultural issues and beliefs
- Determine appropriate strategies to support children's individual needs
- Use appropriate support strategies when opportunities arise
- Determine suitable sources of information about the natural environment
- Identify and evaluate relevance of various sources of information for curriculum planning
- Determine methods of relaying information in a culturally appropriate manner
- Facilitate understanding of cross-cultural issues and beliefs
- Identify and evaluate relevance of various sources of information

Self-management Skills

- Proactively seek opportunities to improve own work practice and conduct
- Interpret information from written and/or verbal directions and action appropriately

Technology Skills

- Record information using digital media according to service policies and procedures
- Research information about learning frameworks using digital media
- Research information about the natural environment using digital media
- Research information about legal and ethical obligations using digital media
- Source information about work in children's education and care using digital media

Teamwork Skills

- Share information to provide support in line with service policies and procedures

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 16 Units of Competency) for the completion of this qualification. **REMINDER** – you are responsible for completing the First Aid unit, HLTAID012, with a provider of your choice.

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 160 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.

- **CHCECE031** Support children's health, safety, and wellbeing
- **CHCECE032** Nurture babies and toddlers
- **CHCECE033** Develop positive and respectful relationships with children
- **CHCECE035** Support the holistic learning and development of children
- **CHCECE036** Provide experiences to support children's play and learning

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 4-12 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 17 units (which have been grouped into 9 modules and First Aid) to complete this qualification and be issued with a **CHC30125 Certificate III in Early Childhood Education and Care**.

Modules will be delivered to you in the following order. You will not be issued a new module until the module you're enrolled within, has been completed in full.



NOTE: If you do not work with children aged 0-2 years in your usual course of work (e.g. if you're an Outside of School Hours Care or Preschool educator), Cple will commence you in all modules that require placement with this age group at the same time. This will enable you to complete the practical components simultaneously without having to complete multiple 'infant placements'. This will be identified during your enrolment process.

MODULE: Embedding Safe Practices | Standard timeframe: 4 weeks for completion

Units of Competency Within This Module:

Participate in workplace health and safety

HLTWHS001 **CORE**

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer all 19 questions in an open-book written assessment to demonstrate their knowledge of the required unit/topic.
- **Assessment Task Two: Following Emergency Procedures** Students will organise a mock emergency evacuation procedure within their service and document the process on the provided form to demonstrate their understanding of emergency response requirements.
- **Assessment Task Three: Assess Hazards and Risks in the Workplace** This project is divided into two parts:
 - **Part A:** Complete a WHS hazard inspection.
 - **Part B:** Complete a risk assessment to identify and control hazards in the workplace in accordance with relevant policies and procedures.
- **Assessment Task Four: Supervisor Report** A workplace supervisor will complete a report to confirm the student's ability to demonstrate specific skills and knowledge required for this unit in a regulated early childhood education and care setting.

MODULE: Ethics and Legislation | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Meet legal and ethical obligations in children's education and care

CHCECE055 **CORE**

This unit describes the performance outcomes, skills and knowledge required to identify and meet legal and ethical obligations. This includes the ability to recognise potential and actual examples of noncompliance with regulatory requirements and contribute to the continuous improvement of practice.

Work effectively in children's education and care

CHCECE056 **CORE**

This unit describes the performance outcomes, skills and knowledge required to work in a children's education and care context using effective communication and knowledge of job roles, responsibilities, and service procedures to complete daily work activities.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer all thirteen questions in an open-book written assessment to demonstrate their knowledge of the required unit/topic.
- **Assessment Task Two: Provide Work Team with Information About WHS** For this task, students will record a role-play discussion with colleagues. During the role-play, they will discuss two workplace WHS policies or procedures to facilitate consultation and involvement in WHS practices and processes.
- **Assessment Task Three: Identify and Control WHS Hazards** Students will undertake a project in which they identify and rectify hazards and risks in the workplace according to policy, procedure protocols, and requirements.
- **Assessment Task Four: WHS Training Needs Analysis** Students will complete a project to conduct a training needs analysis, identifying and addressing WHS hazards and risks in line with workplace policies, procedures, and requirements.

MODULE: Identify and Report Risk of Harm | Standard timeframe: 4 weeks for completion

Units of Competency Within This Module:

Identify and report children and young people at risk

CHCPRT025 CORE

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer all 23 questions in an open-book written assessment to demonstrate their knowledge of the required unit/topic.
- **Assessment Task Two: Case Studies** Students will complete five case studies to demonstrate their understanding of the knowledge required for this unit/topic. This includes sourcing their job/position description and service policy and procedures for mandatory reporting of abuse and risk of harm. Using this policy, students will apply their knowledge to a case study scenario to demonstrate their ability to implement children's rights to protection as per workplace requirements.
- **Assessment Task Three: Supervisor Report** A workplace supervisor will complete a report to confirm the student's ability to demonstrate specific skills and knowledge required for this unit in a regulated early childhood education and care setting.

MODULE: Reflecting on the Framework | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Reflect on and improve own professional practice

CHCPRP003 ELECTIVE

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

Use an approved learning framework to guide practice

CHCECE034 CORE

This unit describes the performance outcomes, skills and knowledge required to source and use an approved childhood learning framework. This unit applies to educators who support children's learning according to established curriculum under the guidance of others in regulated children's education and care services in Australia.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer all 19 questions in an open-book written assessment to demonstrate their knowledge of the required unit/topic.
- **Assessment Task Two: Exploring the Approved Learning Framework in Service & Practice** Students will complete a project/portfolio consisting of seven tasks that explore how their service implements concepts outlined in the approved learning framework relevant to their service.
- **Assessment Task Three: Educational Program and Practice Reflective Journal** Students will complete a reflective journal to document and critically reflect on their observations of the educational program and practices within their service and their own role.
- **Assessment Task Four: Reflective Practice and Professional Development Plan** Students will undertake a structured process to reflect on and improve their practice by creating a personal development plan. This plan will include goals, timeframes, and measurable outcomes, completed through a seven-step process.

MODULE: Nurturing Children | Standard timeframe: 11 weeks for completion

(This module contains 160 mandatory hours of work placement with children aged 0–2 years)

Units of Competency Within This Module:

Support children's health, safety, and wellbeing

CHCECE031 CORE

This unit describes the performance outcomes, skills, and knowledge to support and promote children's health, safety, and wellbeing in relation to physical activity, healthy eating, sleep, rest and relaxation and individual medical requirements. This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

Provide care for babies and toddlers

CHCECE032 CORE

This unit describes the performance outcomes, skills and knowledge required to develop relationships with babies and toddlers and their families and attend to the specific physical and emotional needs of babies and toddlers from birth to 23 months. It requires the ability to follow individualised care routines for sleep, feeding and toileting

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer 42 questions in an open-book written assessment. These questions focus on CHCECE031: Support children's health, safety and wellbeing.
- **Assessment Task Two: Written Questions** Students must correctly answer 29 questions in an open-book written assessment. These questions focus on CHCECE032: Nurture babies and toddlers.
- **Assessment Task Three: Critical Reflection on Relationships** Students will complete a reflective journal template to investigate and reflect on ways relationships are built with babies, toddlers, and their families in the workplace.
- **Assessment Task Four: Supporting and Assisting Children** Students will be observed in the workplace supporting and assisting children with tasks such as handwashing, toileting, dressing, and sleep/rest routines. All actions must align with hygiene, health, and safety procedures. Skill sets demonstrated in this task specifically align with CHCECE031: *Support children's health, safety and wellbeing*.
- **Assessment Task Five: Nurture Babies and Toddlers**
 - **Part A: Nurture Babies** Students will be observed nurturing babies under 12 months, completing tasks such as changing nappies, preparing formula, bottle-feeding, and settling babies for sleep.
 - **Part B: Nurture Toddlers** Students will be observed supporting toddlers with tasks such as toileting, providing meals, and settling toddlers for sleep. Skill sets demonstrated in this task specifically align with CHCECE032: Nurture babies and toddlers.

Mandatory Practical Hours Students must complete and provide evidence of 160 hours of work placement or employment with children aged 0–2 years. Additional details and evidence requirements can be found on Canvas.

MODULE: Respectful Relationships with Children Standard timeframe: 11 weeks for completion

(This module contains 160 mandatory hours of work placement with children aged 0–6 years)

Units of Competency Within This Module:

Develop positive and respectful relationships

CHCECE033 CORE

This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer 15 questions in an open-book written assessment.
- **Assessment Task Two: Reflective Journal** Students are required to complete a reflective journal to document and critically reflect on:
 - Observations of how relationships are developed with and between children.
 - Their own practices related to interactions with children, including during routines.
 - Their behaviour guidance strategies.
- **Assessment Task Three: Assessor Observation Report** Students will be observed by an assessor in a regulated early childhood education and care setting with children aged 0–6 years. During the observation, students will be assessed on their ability to communicate positively and respectfully with children in various scenarios outlined in the report

Mandatory Practical Hours Students must complete and provide evidence of 160 hours of work placement or employment with children aged 0–6 years. Additional details and evidence requirements can be found on Canvas.

MODULE: Holistic Approaches | Standard timeframe: 11 weeks for completion

(This module contains 160 mandatory hours of work placement with children aged 0–6 years)

Units of Competency Within This Module:

Support the holistic learning and development of children

CHCECE035 CORE

This unit describes the performance outcomes, skills, and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.

Provide experiences to support children's play and learning

CHCECE036 CORE

This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children's play and learning.

Observe children to inform practice

CHCECE038 CORE

This unit describes the performance outcomes, skills and knowledge required to identify and gather information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer 34 questions in an open-book written assessment to demonstrate their knowledge of the unit/topic.
- **Assessment Task Two: Planning Cycle Portfolio** Students will develop an electronic Planning Cycle Portfolio that includes a full cycle of planning for four focus children. Two children must be under 23 months, and two must be between the ages of 2 and 6.
- **Assessment Task Three: Indoor and Outdoor Learning Experiences** Students will plan and implement six (6) learning experiences/environments (three indoors, three outdoors) to support the learning and development of children aged 0–6 years.
 - **Part A (Indoors):**
 - Supporting children's learning through a routine
 - Pre-writing skills experience
 - Group story-time experience.
 - **Part B (Outdoors):**
 - Supporting children's need for privacy, solitude, and quiet
 - Natural and recycled materials experience
 - Fundamental movement skills experience

Mandatory Practical Hours Students must complete and provide evidence of 160 hours of work placement or employment with children aged 0–6 years. Additional details and evidence requirements can be found on Canvas.

MODULE: Inspiring Global Citizens | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Support children to connect with the natural environment

CHCECE037 CORE

This unit describes the performance outcomes, skills and knowledge required to support and encourage children's connection with the natural environment.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions** Students must correctly answer 17 written questions in an open-book written assessment to demonstrate their knowledge of the unit/topic.
- **Assessment Task Two: Support children's engagement in the natural environment** Students are required to plan, document and implement five experiences which promote children's understanding of, and connection with the natural environment.
- **Assessment Task Three: Assessor Observation Report** An assessor will observe the student in the workplace implementing either one of the learning experiences from Assessment Task 2 OR a separate experience related to supporting children's connection with nature.

MODULE: Belonging, Inclusion and Equity | Standard timeframe: 6 weeks for completion

Units of Competency Within This Module:

Support inclusion and diversity

CHCECE030 CORE

This unit describes the performance outcomes, skills, and knowledge required to reflect on and understand the impact of own values and biases, demonstrate respect for inclusion and diversity, and support children's understanding of inclusive principles and behaviours.

Encourage understanding of Aboriginal and Torres Strait Islander peoples' cultures

CHCECE054 CORE

This unit describes the performance outcomes, skills, and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and embed culturally appropriate experiences, interactions, behaviours, and physical environments into daily practice with children.

Work with diverse people

CHCDIV001 ELECTIVE

This unit describes the performance outcomes, skills, and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

Assessment Requirements Within This Module:

- **Assessment Task One: Written Questions and Case Studies**
 - **Part A: Written Questions** Students must answer 20 written questions, some with sub-parts, to demonstrate their knowledge.
 - **Part B: Case Studies** Students will answer 5 case studies, each with a series of sub-parts. All questions and case studies must be answered correctly to achieve a satisfactory outcome for this task.

- **Assessment Task Two: Critical Reflection** Students must complete a critical reflection exploring how personal values and biases might present as barriers to inclusive practices. This process and the outcomes must be discussed with one workplace supervisor and one other qualified early childhood educator.
- **Assessment Task Three: Support Inclusion and Diversity in Daily Practice**
 - **Part A: Supporting Children’s Culture During Meal Times** Students will reflect on and support children’s cultural practices during meal times.
 - **Part B: Play-Based Experience to Support Understanding of Diversity** Students will plan and implement a play-based experience to promote understanding of diversity.
- **Assessment Task Four: Embedding Aboriginal and/or Torres Strait Islander Cultures in Service and Practice** Students must research, evaluate, and improve upon their service’s cultural safety measures relating to the acknowledgment and support of Aboriginal and Torres Strait Islander cultures. Additionally, they will implement an experience to encourage children to respect and understand Aboriginal and/or Torres Strait Islander cultures.
- **Assessment Task Five: Assessor Observation Report** The assessor will observe the student in the workplace as they communicate positively and respectfully with children in various situations.

Not trained and assessed by Cple

Provide First Aid in an education and care setting

HLTAID012

Completion via CREDIT TRANSFER after you have completed the Unit of Competency with your chosen First Aid Training Provider. Your Cple Trainer & Assessor will assist you to complete the CREDIT TRANSFER process and all related documentation.





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.

Unit of Competency Fees

Module: Embedding Safe Practices

HLTWHS001 Participate in workplace health and safety

Module: Ethics and Legislation

CHCECE055 Meet legal and ethical obligations in children’s education and care

CHCECE056 Work effectively in children’s education and care

Module: Reflecting on the Framework

CHCPRP003 Reflect on and improve own professional practice

CHCECE034 Use an approved learning framework to guide practice

Module: Identify and Report Risk of Harm

CHCPRT025 Identify and respond to children and young people at risk

Module: Nurturing Children

CHCECE031 Support children’s health, safety and wellbeing

CHCECE032 Nurture babies and toddlers

\$220
per unit

Module: Respectful Relationships with Children

CHCECE033 Develop positive and respectful relationships with children

(x 16 units)

Module: Holistic Approaches

CHCECE035 Support the holistic learning and development of children

CHCECE036 Provide experiences to support children’s play and learning

CHCECE038 Observe children to inform practice

Module: Inspiring Global Citizens

CHCECE037 Support children to connect with the natural environment

Module: Belonging, Inclusion and Equity

CHCECE030 Support inclusion and diversity

CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures

CHCDIV001 Work with diverse people

TOTAL COST

(including administration fee, excluding HTLAID012 unit costs)

\$3,620

HTLAID012 Provide first aid in an education and care setting

Charges for this unit are dependent on the fees set by the first aid training provider you choose to use for completion.

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.

In addition to the above, to be eligible for an ACT training contract an Australian School-based Apprentice must:

- Be enrolled in a school under legislation that covers education in the relevant state/territory.
- Combine part time work with an employer and structured industry-approved training whilst attending school.
- Continue employment and on/off-the-job training throughout the year including school holidays.

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