

# Important Student Information

## Students currently not employed in a registered Early Childhood Education and Care Service

### Overview of Student Training and Assessment

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The CHC30121 Certificate III in Early Childhood Education and Care is an entry level qualification and requires students to show the beginning qualities of an Educator, demonstrate autonomy and judgement, and to take limited responsibility within the workplace.

Learning and assessment activities are structured to identify key concepts relative to required knowledge and skills. Under this structured learning and assessment framework, students are required to *Remember, Understand and Apply* these key concepts.

Students who are currently not employed as an Educator are likely to have restricted access to regulated Early Childhood Education and Care environments and are required to complete unpaid workplace learning integration as a volunteer at times appropriate to the service.

Students are encouraged to spend additional time reviewing the underpinning knowledge by watching videos and following all study activities within each unit of competence.

Students who successfully complete all of the requirements for a qualification are issued with the appropriate nationally recognised award. Students who complete part of a qualification are issued with a Statement of Attainment.

### Entry Requirements

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Students within this cohort ***are not currently working in a regulated Early Childhood Education and Care service*** as an Educator (students undertaking volunteer work placement).

In addition to this:

- Students must be a minimum age of 16 to be eligible for enrolment.
- Students need to be physically fit as the role involves providing direct personal care, lifting and other physically demanding activities.
- Living and/or seeking work around or within the Newcastle and Hunter regions.
- Working with Children Check is a requirement.

### Duration and AQF Volume of Learning

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This qualification requires a Volume of Learning consistent with the AQF descriptors between 1200 to 2400 hours of training.

To allow for appropriate learning opportunities and completion of required assessment, the standard duration for this student cohort is 18 to 36 months.

A shortened duration may be acceptable where the students hold higher level qualifications or are experienced in the workplace and have most of the required skills and knowledge.

## **Expected Hours for Training and Assessment**

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As a volunteer educator, approximate training hours will vary significantly depending on the opportunity to access workplace learning integration. Students will need to allow approximately 4 hours per week of self-paced study in addition to workplace training and assessment completion.

**NOTE:** Students may complete workplace learning integration in block placement (approx. 12 weeks in total).

Students may complete the program earlier than these timelines through RPL, CT or extended application to studies.

## **Resources and Training Materials**

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Students are provided with **all** learning and assessment materials required for successful completion of the course including the textbooks “Birth to Big School” and “The Big Picture”.

## **Supervision and learning and assessment guidance**

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Most workplace (skills) tasks are required to be completed in a regulated Early Childhood Education and Care environment under the supervision of a qualified educator, while theory (knowledge) tasks can be completed as a self-directed assessment activity.

To meet this requirement students are encouraged to coordinate supervision of tasks with the available persons and resources at an appropriate time. In order to achieve this, the following strategies are suggested as appropriate.

## **Strategies to coordinate supervision and learning and assessment guidance**

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Volunteer Educators may have access to appropriate supervision of tasks through:

- LDC and Preschool supervisors while completing workplace learning integration
- College trainers and assessors

Suggested ways to coordinate supervised activities for volunteer educators:

- Complete tasks while undertaking workplace learning integration LDC and Preschool with Centre supervisors
- College trainers to identify tasks which are able to be completed through a simulated work environment.

**NOTE:** Trainers must approve supervision strategies as appropriate for each individual student.

## **Sequencing of units and assessment activities**

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Units are sequenced to build a students’ knowledge of Early Childhood Care and Education practices.

Students **with regular access to workplace supervision and guidance** are required to complete the theory (knowledge) tasks before attempting the workplace (skills) tasks for that unit. Once students have completed the knowledge and skills tasks for each unit they are able to move onto the next unit.

Students **with minimal access to workplace supervision and guidance** are required to organise supervision of workplace (skills) tasks, students are required to complete theory (knowledge) tasks for a group of units. Once students have completed the knowledge tasks for a group of unit’s students are able to coordinate appropriate supervision of workplace (skills) tasks.

## **Types of Assessment**

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Students must complete **all** required tasks as part of their learning experience. This assessment evidence forms part of the overall competence judgement

There are 3 forms of assessment used:

- Theory tasks (knowledge evidence)
- Workplace tasks (practical skills evidence)
- Observation tasks (observed skills evidence)

## **Education Pathway**

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There is a direct pathway between this qualification and a higher-level qualification.

Students may undertake a higher-level qualification such as the CHC50121 Diploma of Early Childhood Education and Care or continue their training through to a Bachelor of Teaching (EC).

## **Government Subsidies and Loss of Entitlement**

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The Department of Industry provide alternate funding programs for volunteer educators under the Entitlement model for Smart and Skilled. *This training is subsidised by the NSW Government.* Under this arrangement, students are required to pay a contribution towards the cost of training through an admin fee. Entitlement programs are available to eligible students in NSW. Where students have a previous qualification or have attempted an alternate qualification under the Entitlement program, students will remain able to access subsidies but be required to pay a higher admin fee for the second qualification.

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## Third-Party Arrangements

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International ChildCare College has approved third-party arrangements in place to support the facilitation of required training and assessment. Regardless of the approved third-party arrangement, ICC is responsible for all aspects of the training.

- **Early Learning Institute (Trading as Fit Kidz)**  
This arrangement ensures that Trainees, School Based Trainees and Targeted Priority Students with Fit Kidz Learning Centres receive timely support and assessment services.  
*(see Appendix 1 for more details)*
- **Explore & Develop Pty Ltd**  
This arrangement ensures that Trainees, School Based Trainees and Targeted Priority Students with Explore & Develop Pty Ltd receive timely support and assessment services.  
*(see Appendix 2 for more details)*
- **The Hub: Preschool & Early Education Academy Pty Ltd**  
This arrangement ensures that Trainees, School Based Trainees, Entitlement and Targeted Priority Students with The Hub: Preschool & Early Education Academy Pty Ltd receive timely support and assessment services.  
*(see Appendix 3 for more details)*
- **Sanctuary Early Learning Centre Pty Ltd**  
This arrangement ensures that Trainees, School Based Trainees, Entitlement and Targeted Priority Students with Sanctuary Early Learning Centre Pty Ltd receive timely support and assessment services.  
*(see Appendix 4 for more details)*
- **St Philip's Christian Education Foundation Ltd**  
This arrangement ensures that Trainees, School Based Trainees, Entitlement and Targeted Priority Students with St Philip's Christian Education Foundation Ltd receive timely support and assessment services.  
*(see Appendix 5 for more details)*
- **Tillys Play and Development Pty Ltd**  
This arrangement ensures that Trainees, School Based Trainees, Entitlement and Targeted Priority Students with Tillys Play and Development Pty Ltd receive timely support and assessment services.  
*(see Appendix 6 for more details)*
- **Turtle & Co Pty Ltd**  
This arrangement ensures that Trainees, School Based Trainees and Targeted Priority Students with Turtle & Co receive timely support and assessment services.  
*(see Appendix 7 for more details)*
- **Business Wise First Aid Training (RTO ID: 45193)**  
This arrangement ensures that the First Aid component of the course, is delivered and assessed by current trainer and assessor paramedics.  
*(see Appendix 8 for more details)*
- **Corporate Training Solutions (RTO ID: 4256)**  
This arrangement ensures that the First Aid component of the course is delivered and assessed by current trainer and assessor paramedic.  
*(see Appendix 9 for more details)*
- **Surf Life Saving NSW (RTO ID: 90394)**  
This arrangement ensures that the First Aid component of the course is delivered and assessed by current trainer and assessor paramedics.  
*(see Appendix 10 for more details)*

## Third-Party Arrangement Information - Appendix 1

Company Name	<b>Early Learning Institute (Trading as Fit Kidz)</b>	
Details	General Manager: Rachel Emphield	
Address	179 Annangrove Road, Annangrove NSW 2156	
Contact	Email: <a href="mailto:info@fitkidz.com.au">info@fitkidz.com.au</a> Web: <a href="http://www.fitkidz.com.au">www.fitkidz.com.au</a>	
Purpose of Third-party arrangement	This arrangement ensures that trainees in the Sydney region have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees and Targeted Priority Students</b> studying with ICCC in the Sydney region only.	
Roles and Responsibilities	Under this arrangement, Early Learning Institute has the following student responsibilities: <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement, Early Learning Institute is approved to assess students via observation in the below listed units of competency:	
	<b>BSBWRT311</b> Write simple documents <b>CHCECE030</b> Support inclusion and diversity <b>CHCECE031</b> Support children's health, safety and wellbeing <b>CHCECE032</b> Nurture babies and toddlers <b>CHCECE033</b> Develop positive and respectful relationships with children <b>CHCECE034</b> Use an approved learning framework to guide practice <b>CHCECE035</b> Support the holistic learning and development of children <b>CHCECE036</b> Provide experiences to support children's play and learning <b>CHCECE037</b> Support children to connect with the natural environment <b>CHCECE038</b> Observe children to inform practice <b>CHCECE039</b> Comply with family day care administration requirements <b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures <b>CHCECE055</b> Meet legal and ethical obligations in children's education and care <b>CHCECE056</b> Work effectively in children's education and care <b>CHCDIV001</b> Work with diverse people <b>CHCPRP003</b> Reflect on and improve own professional practice <b>CHCPR001</b> Identify and respond to children and young people at risk <b>HLTWHS001</b> Participate in workplace health and safety	<b>BSBSTR501</b> Establish innovative work environments <b>BSBTWK502</b> Manage team effectiveness <b>BSBTWK503</b> Manage meetings <b>CHCECE041</b> Maintain a safe and healthy environment for children <b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing <b>CHCECE043</b> Nurture creativity in children <b>CHCECE044</b> Facilitate compliance in a children's education and care service <b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children <b>CHCECE046</b> Implement strategies for the inclusion of all children <b>CHCECE047</b> Analyse information to inform children's learning <b>CHCECE048</b> Plan and implement children's education and care curriculum <b>CHCECE049</b> Embed environmental responsibility in service operations <b>CHCECE050</b> Work in partnership with children's families <b>CHCECE053</b> Respond to grievances and complaints about the service <b>CHCDIV003</b> Manage and promote diversity <b>CHCINM002</b> Meet community information needs <b>CHCPRP003</b> Reflect on and improve own professional practice
<p>These units form part of the CHC30121 Certificate III in Early Childhood Education and Care and the CHC50121 Diploma of Early Childhood Education and Care Training Packages.</p>		

## Third-Party Arrangement Information - Appendix 2

Company Name	<b>Explore &amp; Develop Pty Ltd</b>	
Details	CEO: Belinda Ludlow	
Address	Level 4, 10 Tilley Lane, Frenchs Forest, NSW 2086	
Contact	Email: <a href="mailto:admin@exploreanddevelop.com.au">admin@exploreanddevelop.com.au</a> Web: <a href="http://www.exploreanddevelop.com.au">www.exploreanddevelop.com.au</a>	
Purpose of Third-party arrangement:	This arrangement ensures that trainees working for Explore & Develop Pty Ltd have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees and Targeted Priority Students</b> studying with ICCC for Explore & Develop Pty Ltd only.	
Roles and Responsibilities	Under this arrangement, Explore & Develop Pty Ltd has the following student responsibilities: <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement, Explore & Develop Pty Ltd is approved to assess students via observation in the below listed units of competency:	
	<b>BSBWRT311</b> Write simple documents <b>CHCECE030</b> Support inclusion and diversity <b>CHCECE031</b> Support children's health, safety and wellbeing <b>CHCECE032</b> Nurture babies and toddlers <b>CHCECE033</b> Develop positive and respectful relationships with children <b>CHCECE034</b> Use an approved learning framework to guide practice <b>CHCECE035</b> Support the holistic learning and development of children <b>CHCECE036</b> Provide experiences to support children's play and learning <b>CHCECE037</b> Support children to connect with the natural environment <b>CHCECE038</b> Observe children to inform practice <b>CHCECE039</b> Comply with family day care administration requirements <b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures <b>CHCECE055</b> Meet legal and ethical obligations in children's education and care <b>CHCECE056</b> Work effectively in children's education and care <b>CHCDIV001</b> Work with diverse people <b>CHCPRP003</b> Reflect on and improve own professional practice <b>CHCPR001</b> Identify and respond to children and young people at risk <b>HLTWHS001</b> Participate in workplace health and safety	<b>BSBSTR501</b> Establish innovative work environments <b>BSBTWK502</b> Manage team effectiveness <b>BSBTWK503</b> Manage meetings <b>CHCECE041</b> Maintain a safe and healthy environment for children <b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing <b>CHCECE043</b> Nurture creativity in children <b>CHCECE044</b> Facilitate compliance in a children's education and care service <b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children <b>CHCECE046</b> Implement strategies for the inclusion of all children <b>CHCECE047</b> Analyse information to inform children's learning <b>CHCECE048</b> Plan and implement children's education and care curriculum <b>CHCECE049</b> Embed environmental responsibility in service operations <b>CHCECE050</b> Work in partnership with children's families <b>CHCECE053</b> Respond to grievances and complaints about the service <b>CHCDIV003</b> Manage and promote diversity <b>CHCINM002</b> Meet community information needs <b>CHCPRP003</b> Reflect on and improve own professional practice
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### Third-Party Arrangement Information - Appendix 3

Company Name	<b>The Hub: Preschool &amp; Early Education Academy Pty Ltd</b>	
Details	Owner/Approved Provider: Raylee Davies	
Address	2/4 Edge Street, Boolaroo, NSW 2284	
Contact	Email: <a href="mailto:headoffice@thehubpreschool.com.au">headoffice@thehubpreschool.com.au</a> Web: <a href="http://www.thehubpreschool.com.au/">www.thehubpreschool.com.au/</a>	
Purpose of Third-party arrangement	This arrangement ensures that trainees working The Hub: Preschool & Early Education Academy Pty Ltd have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees, Entitlement and Targeted Priority Students</b> studying with ICCC for The Hub: Preschool & Early Education Academy Pty Ltd only.	
Roles and Responsibilities	Under this arrangement, The Hub: Preschool & Early Education Academy Pty Ltd has the following student responsibilities: <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement The Hub: Preschool & Early Education Academy Pty Ltd is approved to assess students via observation in the below listed units of competency:	
	<b>BSBWRT311</b> Write simple documents <b>CHCECE030</b> Support inclusion and diversity <b>CHCECE031</b> Support children's health, safety and wellbeing <b>CHCECE032</b> Nurture babies and toddlers <b>CHCECE033</b> Develop positive and respectful relationships with children <b>CHCECE034</b> Use an approved learning framework to guide practice <b>CHCECE035</b> Support the holistic learning and development of children <b>CHCECE036</b> Provide experiences to support children's play and learning <b>CHCECE037</b> Support children to connect with the natural environment <b>CHCECE038</b> Observe children to inform practice <b>CHCECE039</b> Comply with family day care administration requirements <b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures <b>CHCECE055</b> Meet legal and ethical obligations in children's education and care <b>CHCECE056</b> Work effectively in children's education and care <b>CHCDIV001</b> Work with diverse people <b>CHCPRP003</b> Reflect on and improve own professional practice <b>CHCPR001</b> Identify and respond to children and young people at risk <b>HLTWHS001</b> Participate in workplace health and safety	<b>BSBSTR501</b> Establish innovative work environments <b>BSBTWK502</b> Manage team effectiveness <b>BSBTWK503</b> Manage meetings <b>CHCECE041</b> Maintain a safe and healthy environment for children <b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing <b>CHCECE043</b> Nurture creativity in children <b>CHCECE044</b> Facilitate compliance in a children's education and care service <b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children <b>CHCECE046</b> Implement strategies for the inclusion of all children <b>CHCECE047</b> Analyse information to inform children's learning <b>CHCECE048</b> Plan and implement children's education and care curriculum <b>CHCECE049</b> Embed environmental responsibility in service operations <b>CHCECE050</b> Work in partnership with children's families <b>CHCECE053</b> Respond to grievances and complaints about the service <b>CHCDIV003</b> Manage and promote diversity <b>CHCINM002</b> Meet community information needs <b>CHCPRP003</b> Reflect on and improve own professional practice
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### Third-Party Arrangement Information - Appendix 4

Company Name	<b>Sanctuary Early Learning Centre Pty Ltd</b>	
Details	Owner/Director: Sheryn Mulford	
Address	37 Tibin Drive, Fletcher, NSW 2287	
Contact	Email: <a href="mailto:enrol@sanctuaryelc.com.au">enrol@sanctuaryelc.com.au</a> Web: <a href="http://www.sanctuaryelc.com.au">www.sanctuaryelc.com.au</a>	
Purpose of Third-party arrangement	This arrangement ensures that trainees working for Sanctuary Early Learning Centre Pty Ltd have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees, Entitlement and Targeted Priority Students</b> studying with ICCC for Sanctuary Early Learning Centre Pty Ltd only.	
Roles and Responsibilities	<p>Under this arrangement, Sanctuary Early Learning Centre has the following student responsibilities:</p> <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement Sanctuary Early Learning Centre Pty Ltd is approved to assess students via observation in the below listed units of competency:	
	<p><b>BSBWRT311</b> Write simple documents</p> <p><b>CHCECE030</b> Support inclusion and diversity</p> <p><b>CHCECE031</b> Support children's health, safety and wellbeing</p> <p><b>CHCECE032</b> Nurture babies and toddlers</p> <p><b>CHCECE033</b> Develop positive and respectful relationships with children</p> <p><b>CHCECE034</b> Use an approved learning framework to guide practice</p> <p><b>CHCECE035</b> Support the holistic learning and development of children</p> <p><b>CHCECE036</b> Provide experiences to support children's play and learning</p> <p><b>CHCECE037</b> Support children to connect with the natural environment</p> <p><b>CHCECE038</b> Observe children to inform practice</p> <p><b>CHCECE039</b> Comply with family day care administration requirements</p> <p><b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p> <p><b>CHCECE055</b> Meet legal and ethical obligations in children's education and care</p> <p><b>CHCECE056</b> Work effectively in children's education and care</p> <p><b>CHCDIV001</b> Work with diverse people</p> <p><b>CHCPRP003</b> Reflect on and improve own professional practice</p> <p><b>CHCPR001</b> Identify and respond to children and young people at risk</p> <p><b>HLTWHS001</b> Participate in workplace health and safety</p>	<p><b>BSBSTR501</b> Establish innovative work environments</p> <p><b>BSBTWK502</b> Manage team effectiveness</p> <p><b>BSBTWK503</b> Manage meetings</p> <p><b>CHCECE041</b> Maintain a safe and healthy environment for children</p> <p><b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing</p> <p><b>CHCECE043</b> Nurture creativity in children</p> <p><b>CHCECE044</b> Facilitate compliance in a children's education and care service</p> <p><b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children</p> <p><b>CHCECE046</b> Implement strategies for the inclusion of all children</p> <p><b>CHCECE047</b> Analyse information to inform children's learning</p> <p><b>CHCECE048</b> Plan and implement children's education and care curriculum</p> <p><b>CHCECE049</b> Embed environmental responsibility in service operations</p> <p><b>CHCECE050</b> Work in partnership with children's families</p> <p><b>CHCECE053</b> Respond to grievances and complaints about the service</p> <p><b>CHCDIV003</b> Manage and promote diversity</p> <p><b>CHCINM002</b> Meet community information needs</p> <p><b>CHCPRP003</b> Reflect on and improve own professional practice</p>
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## Third-Party Arrangement Information - Appendix 5

Company Name	<b>St Philip's Christian Education Foundation Ltd</b>	
Details	Director: Graeme Irwin	
Address	57 High Street, Waratah NSW 2298	
Contact	Email: <a href="mailto:carlie.boyle@spcc.nsw.edu.au">carlie.boyle@spcc.nsw.edu.au</a> Web: <a href="http://www.spcc.nsw.edu.au">www.spcc.nsw.edu.au</a>	
Purpose of Third-party arrangement	This arrangement ensures that trainees working for St Philip's Christian Education Foundation Ltd have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees, Entitlement and Targeted Priority students</b> studying with ICCC for St Philip's Christian Education Foundation Ltd only.	
Roles and Responsibilities	Under this arrangement, St Philip's Christian Education Foundation Ltd has the following student responsibilities: <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement, St Philip's Christian Education Foundation Ltd is approved to assess students via observation in the below listed units of competency:	
	<b>BSBWRT311</b> Write simple documents <b>CHCECE030</b> Support inclusion and diversity <b>CHCECE031</b> Support children's health, safety and wellbeing <b>CHCECE032</b> Nurture babies and toddlers <b>CHCECE033</b> Develop positive and respectful relationships with children <b>CHCECE034</b> Use an approved learning framework to guide practice <b>CHCECE035</b> Support the holistic learning and development of children <b>CHCECE036</b> Provide experiences to support children's play and learning <b>CHCECE037</b> Support children to connect with the natural environment <b>CHCECE038</b> Observe children to inform practice <b>CHCECE039</b> Comply with family day care administration requirements <b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures <b>CHCECE055</b> Meet legal and ethical obligations in children's education and care <b>CHCECE056</b> Work effectively in children's education and care <b>CHCDIV001</b> Work with diverse people <b>CHCPRP003</b> Reflect on and improve own professional practice <b>CHCPR001</b> Identify and respond to children and young people at risk <b>HLTWHS001</b> Participate in workplace health and safety	<b>BSBSTR501</b> Establish innovative work environments <b>BSBTWK502</b> Manage team effectiveness <b>BSBTWK503</b> Manage meetings <b>CHCECE041</b> Maintain a safe and healthy environment for children <b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing <b>CHCECE043</b> Nurture creativity in children <b>CHCECE044</b> Facilitate compliance in a children's education and care service <b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children <b>CHCECE046</b> Implement strategies for the inclusion of all children <b>CHCECE047</b> Analyse information to inform children's learning <b>CHCECE048</b> Plan and implement children's education and care curriculum <b>CHCECE049</b> Embed environmental responsibility in service operations <b>CHCECE050</b> Work in partnership with children's families <b>CHCECE053</b> Respond to grievances and complaints about the service <b>CHCDIV003</b> Manage and promote diversity <b>CHCINM002</b> Meet community information needs <b>CHCPRP003</b> Reflect on and improve own professional practice
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## Third-Party Arrangement Information - Appendix 6

Company Name	<b>Tillys Play and Development Pty Ltd</b>	
Details	CEO: Donna MacIntyre	
Address	84 Paterson Road, Bolwarra NSW 2320	
Contact	Email: <a href="mailto:college@tillyschildcare.com.au">college@tillyschildcare.com.au</a> Web: <a href="http://www.tillyschildcare.com.au">www.tillyschildcare.com.au</a>	
Purpose of Third-party arrangement	This arrangement ensures that trainees working for Tillys Play and Development Pty Ltd have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees, Entitlement and Targeted Priority Students</b> studying with ICCC for Tillys Play and Development Pty Ltd only.	
Roles and Responsibilities	Under this arrangement, Tillys Play and Development Pty Ltd has the following student responsibilities: <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement, Tillys Play and Development Pty Ltd is approved to assess students via observation in the below listed units of competency:	
	<b>BSBWRT311</b> Write simple documents <b>CHCECE030</b> Support inclusion and diversity <b>CHCECE031</b> Support children's health, safety and wellbeing <b>CHCECE032</b> Nurture babies and toddlers <b>CHCECE033</b> Develop positive and respectful relationships with children <b>CHCECE034</b> Use an approved learning framework to guide practice <b>CHCECE035</b> Support the holistic learning and development of children <b>CHCECE036</b> Provide experiences to support children's play and learning <b>CHCECE037</b> Support children to connect with the natural environment <b>CHCECE038</b> Observe children to inform practice <b>CHCECE039</b> Comply with family day care administration requirements <b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures <b>CHCECE055</b> Meet legal and ethical obligations in children's education and care <b>CHCECE056</b> Work effectively in children's education and care <b>CHCDIV001</b> Work with diverse people <b>CHCPRP003</b> Reflect on and improve own professional practice <b>CHCPR001</b> Identify and respond to children and young people at risk <b>HLTWHS001</b> Participate in workplace health and safety	<b>BSBSTR501</b> Establish innovative work environments <b>BSBTWK502</b> Manage team effectiveness <b>BSBTWK503</b> Manage meetings <b>CHCECE041</b> Maintain a safe and healthy environment for children <b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing <b>CHCECE043</b> Nurture creativity in children <b>CHCECE044</b> Facilitate compliance in a children's education and care service <b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children <b>CHCECE046</b> Implement strategies for the inclusion of all children <b>CHCECE047</b> Analyse information to inform children's learning <b>CHCECE048</b> Plan and implement children's education and care curriculum <b>CHCECE049</b> Embed environmental responsibility in service operations <b>CHCECE050</b> Work in partnership with children's families <b>CHCECE053</b> Respond to grievances and complaints about the service <b>CHCDIV003</b> Manage and promote diversity <b>CHCINM002</b> Meet community information needs <b>CHCPRP003</b> Reflect on and improve own professional practice
<p>These units form part of the CHC30121 Certificate III in Early Childhood Education and Care and the CHC50121 Diploma of Early Childhood Education and Care Training Packages.</p>		

## Third-Party Arrangement Information - Appendix 7

Company Name	<b>Turtle &amp; Co Pty Ltd</b>	
Details	CEO: Andrew French	
Address	42 Langtry Avenue, Auburn NSW 2144	
Contact	Email: <a href="mailto:turtleandco21@gmail.com">turtleandco21@gmail.com</a>	
Purpose of Third-party arrangement	This arrangement ensures that trainees working for Turtle & Co Pty Ltd have access to timely study and assessment support.	
Who will be affected by this arrangement?	This arrangement affects <b>Trainees, School Based Trainees and Targeted Priority Students</b> studying with ICCC for Turtle & Co Pty Ltd only.	
Roles and Responsibilities	Under this arrangement, Turtle & Co Pty Ltd has the following student responsibilities: <ul style="list-style-type: none"> <li>• Ongoing support of student learning</li> <li>• Supporting implementation of 'at risk' student programs</li> <li>• Student observation assessments in a regulated children's service</li> </ul>	
Scope of Approved Third-party Arrangements	Under this arrangement, Turtle & Co Pty Ltd is approved to assess students via observation in the below listed units of competency:	
	<b>BSBWRT311</b> Write simple documents <b>CHCECE030</b> Support inclusion and diversity <b>CHCECE031</b> Support children's health, safety and wellbeing <b>CHCECE032</b> Nurture babies and toddlers <b>CHCECE033</b> Develop positive and respectful relationships with children <b>CHCECE034</b> Use an approved learning framework to guide practice <b>CHCECE035</b> Support the holistic learning and development of children <b>CHCECE036</b> Provide experiences to support children's play and learning <b>CHCECE037</b> Support children to connect with the natural environment <b>CHCECE038</b> Observe children to inform practice <b>CHCECE039</b> Comply with family day care administration requirements <b>CHCECE054</b> Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures <b>CHCECE055</b> Meet legal and ethical obligations in children's education and care <b>CHCECE056</b> Work effectively in children's education and care <b>CHCDIV001</b> Work with diverse people <b>CHCPRP003</b> Reflect on and improve own professional practice <b>CHCPRT001</b> Identify and respond to children and young people at risk <b>HLTWHS001</b> Participate in workplace health and safety	<b>BSBSTR501</b> Establish innovative work environments <b>BSBTWK502</b> Manage team effectiveness <b>BSBTWK503</b> Manage meetings <b>CHCECE041</b> Maintain a safe and healthy environment for children <b>CHCECE042</b> Foster holistic early childhood learning, development and wellbeing <b>CHCECE043</b> Nurture creativity in children <b>CHCECE044</b> Facilitate compliance in a children's education and care service <b>CHCECE045</b> Foster positive and respectful interactions and behaviour in children <b>CHCECE046</b> Implement strategies for the inclusion of all children <b>CHCECE047</b> Analyse information to inform children's learning <b>CHCECE048</b> Plan and implement children's education and care curriculum <b>CHCECE049</b> Embed environmental responsibility in service operations <b>CHCECE050</b> Work in partnership with children's families <b>CHCECE053</b> Respond to grievances and complaints about the service <b>CHCDIV003</b> Manage and promote diversity <b>CHCINM002</b> Meet community information needs <b>CHCPRP003</b> Reflect on and improve own professional practice
These units form part of the CHC30121 Certificate III in Early Childhood Education and Care and the CHC50121 Diploma of Early Childhood Education and Care Training Packages.		

Third-Party Arrangement Information - Appendix 8	
Company Name	<b>Business Wise First Aid Training</b>
Details	RTO ID 45193 Managing Director: Greg Blume
Address	12 Daintree Close, Cardiff Heights NSW 2285
Contact	Email: <a href="mailto:admin@bwfat.com.au">admin@bwfat.com.au</a> Web: <a href="http://www.bwfat.com.au">www.bwfat.com.au</a>
Purpose of Third-party arrangement:	This arrangement ensures that the First Aid component of the course, <b>HLTAID012 Provide first aid in an education and care setting</b> , is delivered and assessed by industry experts.
Who will be affected by this arrangement:	This arrangement affects <b>all Trainees, School Based Trainees and Entitlement students</b> studying with ICCC.
Roles and Responsibilities	Under this arrangement, Business Wise First Aid Training has the following student responsibilities: <ul style="list-style-type: none"> <li>• Providing enrolled students access to regular training and assessment sessions</li> <li>• Support student learning</li> <li>• Provide a notice of completion to ICCC for students who successfully complete the training and assessment requirements for the identified unit of competency</li> </ul>
Scope of Approved Third-party Arrangements	Under this arrangement, Business Wise First Aid Training is approved to deliver training and assessment to students in: <b>HLTAID012</b> Provide first aid in an education and care setting

Third-Party Arrangement Information - Appendix 9	
Company Name	<b>Corporate Training Solutions</b>
Details	RTO ID 4256 Managing Director: Barry O'Regan
Address	5 Woollsia Court, Voyager Point, NSW 2172
Contact	Web: <a href="http://www.corporatetrainingsolutions.com.au">www.corporatetrainingsolutions.com.au</a>
Purpose of Third-party arrangement	This arrangement ensures that the First Aid component of the course, <b>HLTAID012 Provide first aid in an education and care setting</b> , is delivered and assessed by industry experts.
Who will be affected by this arrangement?	This arrangement affects <b>all Trainees, School Based Trainees and Entitlement students</b> studying with ICCC.
Roles and Responsibilities	Under this arrangement, Corporate Training Solutions has the following student responsibilities: <ul style="list-style-type: none"> <li>• Providing enrolled students access to regular training and assessment sessions</li> <li>• Support student learning</li> <li>• Provide a notice of completion to ICCC for students who successfully complete the training and assessment requirements for the identified unit of competency</li> </ul>
Scope of Approved Third-party Arrangements	Under this arrangement, Corporate Training Solutions is approved to deliver training and assessment to students in: <b>HLTAID012</b> Provide first aid in an education and care setting

Third-Party Arrangement Information - Appendix 10	
Company Name	<b>Surf Life Saving NSW</b>
Details	RTO ID 90394 Managing Director: Holly Chave
Address	3 Narabang Way Belrose NSW 2085
Contact	Email: <a href="mailto:mpacey@surflifesaving.com.au">mpacey@surflifesaving.com.au</a> Web: <a href="http://www.surflifesaving.com.au">www.surflifesaving.com.au</a>
Purpose of Third-party arrangement	This arrangement ensures that the First Aid component of the course, <b>HLTAID012 Provide first aid in an education and care setting</b> , is delivered and assessed by industry experts.
Who will be affected by this arrangement?	This arrangement affects <b>all Trainees, School Based Trainees and Entitlement students</b> studying with ICCC.
Roles and Responsibilities	Under this arrangement, Surf Life Saving NSW has the following student responsibilities: <ul style="list-style-type: none"> <li>• Providing enrolled students access to regular training and assessment sessions</li> <li>• Support student learning</li> <li>• Provide a notice of completion to ICCC for students who successfully complete the training and assessment requirements for the identified unit of competency</li> </ul>
Scope of Approved Third-party Arrangements	Under this arrangement, Surf Life Saving NSW is approved to deliver training and assessment to students in: <b>HLTAID012 Provide first aid in an education and care setting</b>



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