Important Student Information Trainees and Employed (Non-Trainee) Educators

Overview of Student Training and Assessment

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 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

Students within this cohort *must be employed in a regulated Early Childhood Education and Care service* as either a Trainee or an Educator in a Pre-school or Long Day Care Centre (full or part-time).

In addition to this:

- Student 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.
- Working with Children Check is a requirement.

Duration and AQF Volume of Learning

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

As a trainee or employed educator, students enjoy the benefits of extended hours in a workplace setting. Students will need to allow approximately 4 hours per week of self-paced study in addition to workplace training and assessment completion.

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

NOTE: Employed (Non-Trainee) Educators must provide evidence of workplace hours.

Resources and Training Materials

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".

Types of Assessment

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

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

Traineeships are subsidised by the NSW Government Department of Industry. Under this arrangement, trainees are required to pay a contribution towards the cost of training through an admin fee. Traineeships are available to eligible students in NSW and are not impacted by previous qualification attempts or alternate traineeship undertakings.

The Department of Industry provide alternate funding programs for employed educators who are not trainees 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.

Third-Party Arrangements

International Child Care College has approved third-party arrangements in place to support the facilitation of required training and assessment. Regardless of the approved third-party arrangement, ICCC 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 Appendix2 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	Informati	on - Appendix 1	
Company Name		Early Learning Institute (Trading as Fit Kidz)			
Details		General Manager: Rachel Emphi	eld		
Address		179 Annangrove Road, Annangro	ove NSW 215	56	
Contact		Email: info@fitkidz.com.au Web: www.fitkidz.com.au			
Purpose of Third-party arrangement		This arrangement ensures that trainees in the Sydney region have access to timely study and assessment support.			
Who will this arrang	pe affected by gement?	This arrangement affects Traine Students studying with ICCC in t		Based Trainees and Targeted Priority region only.	
Roles and Responsibilities		Under this arrangement, Early Learning Institute has the following student responsibilities: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service			
Scope of A Third-part Arrangem	У	Under this arrangement, Early Learning Institute is approved to assess students via observation in the below listed units of competency:			
BSBWRT311 Write simple doc CHCECE030 Support inclusior CHCECE031 Support children CHCECE032 Nurture babies a CHCECE033 Develop positive with children		and diversity s health, safety and wellbeing		children	
CHCECE034 CHCECE035	Support the holis of children	learning framework to guide practice tic learning and development	CHCECE043 CHCECE044	development and wellbeing Nurture creativity in children	
CHCECE036	and learning	ces to support children's play	CHCECE045	Foster positive and respectful interactions and	
CHCECE037	environment	to connect with the natural	CHCECE046	behaviour in children Implement strategies for the inclusion of all children	
CHCECE038 CHCECE039	Comply with family day care administration		CHCECE047 CHCECE048	Plan and implement children's education and care	
_		standing of Aboriginal and/or Torres	CHCECE049	curriculum Embed environmental responsibility in service	
Strait Islander per CHCECE055 Meet legal and et education and ca		hical obligations in children's	CHCECE050 CHCECE053	Work in partnership with children's families	
CHCECE056	Work effectively	in children's education and care		Respond to grievances and complaints about the service	
CHCDIV001 CHCPRP003	Work with diverse Reflect on and im	e people prove own professional practice	CHCDIV003 CHCINM002	Manage and promote diversity Meet community information needs	
CHCPRT001	Identify and respons	ond to children and young people	CHCPRP003	Reflect on and improve own professional practice	
HLTWHS001		rkplace health and safety			

	Third-Party Arrangement	Informati	on - Appendix 2
Company Name	Explore & Develop Pty Ltd		
Details	CEO: Belinda Ludlow		
Address	Level 4, 10 Tilley Lane, Frenchs F	orest, NSW 2	2086
Contact	Email: admin@exploreanddevelop.com.au Web: www.exploreanddevelop.com.au		
Purpose of Third-party arrangement:	This arrangement ensures that access to timely study and assess		king for Explore & Develop Pty Ltd have ort.
Who will be affected by this arrangement?	This arrangement affects Traine Students studying with ICCC for		ased Trainees and Targeted Priority evelop Pty Ltd only.
Roles and Responsibilities	Under this arrangement, Explore & Develop Pty Ltd has the following student responsibilities: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service		
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:		
with children CHCECE034 Use an approved Support the holist of children CHCECE036 Provide experienc and learning CHCECE037 Support children environment CHCECE038 Cbserve children CHCECE039 Comply with fami requirements CHCECE054 Encourage unders Strait Islander pec CHCECE055 Meet legal and et education and car CHCECE056 CHCDIV001 Work with diverse CHCPRP003 Reflect on and im	and diversity shealth, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development test to support children's play to connect with the natural to inform practice ly day care administration standing of Aboriginal and/or Torres toples' cultures hical obligations in children's tre n children's education and care	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE043 CHCECE044 CHCECE045 CHCECE047 CHCECE048 CHCECE049 CHCECE050 CHCECE053 CHCDIV003 CHCINM002	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing

Company			ormatic	on - Appendix 3
Company Name		The Hub: Preschool & Early Education Academy Pty Ltd		
Details		Owner/Approved Provider: Ray	lee Davies	
Address		2/4 Edge Street, Boolaroo, NSW	/ 2284	
Contact		Email: headoffice@thehubpreschool.com.au Web: www.thehubpreschool.com.au		
Purpose of Third-party arrangement		This arrangement ensures that a		king The Hub: Preschool & Early Education y and assessment support.
Who will be affected by this arrangement?		This arrangement affects Trainees , School Based Trainees , Entitlement and Targeted Priority Students 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: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service		
Scope of Approved Third-party Arrangements		_		& Early Education Academy Pty Ltd is in the below listed units of competency:
	Write simple doc	uments	DCDCTDF01	
CHCECE031 CHCECE032 CHCECE033	Nurture babies an Develop positive with children Use an approved Support the holis	s health, safety and wellbeing	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE043	Establish innovative work environments Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children
CHCECE031 CHCECE032 CHCECE033	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experience	s health, safety and wellbeing nd toddlers and respectful relationships learning framework to guide practice	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service
CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE043 CHCECE044	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children
CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE043 CHCECE044	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and
CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035 CHCECE036	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experience and learning Support children environment Observe children Comply with fami	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning
CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experience and learning Support children environment Observe children Comply with fami requirements	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice lly day care administration	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care
CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035 CHCECE036 CHCECE037	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice ally day care administration standing of Aboriginal and/or Torres	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum
CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under Strait Islander per Meet legal and et	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice fly day care administration standing of Aboriginal and/or Torres oples' cultures thical obligations in children's	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048 CHCECE049	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum Embed environmental responsibility in service operations
CHCECE031 CHCECE032 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039 CHCECE054 CHCECE055	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under Strait Islander per Meet legal and et education and ca	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice ly day care administration standing of Aboriginal and/or Torres oples' cultures thical obligations in children's re	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048 CHCECE049	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum Embed environmental responsibility in service operations Work in partnership with children's families
CHCECE031 CHCECE032 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039 CHCECE054 CHCECE055 CHCECE056	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under Strait Islander per Meet legal and et education and ca Work effectively	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice ly day care administration standing of Aboriginal and/or Torres oples' cultures chical obligations in children's re in children's education and care	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048 CHCECE049	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum Embed environmental responsibility in service operations Work in partnership with children's families Respond to grievances and complaints about the
CHCECE031 CHCECE032 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039 CHCECE054 CHCECE055 CHCECE056 CHCECE056 CHCDIV001	Support children' Nurture babies al Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under Strait Islander per Meet legal and et education and ca Work effectively Work with divers	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice fly day care administration standing of Aboriginal and/or Torres oples' cultures chical obligations in children's re in children's education and care e people	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048 CHCECE049 CHCECE050 CHCECE053	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum Embed environmental responsibility in service operations Work in partnership with children's families Respond to grievances and complaints about the service
CHCECE031 CHCECE032 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039 CHCECE054 CHCECE055 CHCECE056 CHCDIV001 CHCPRP003	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under Strait Islander per Meet legal and et education and ca Work effectively Work with divers Reflect on and im	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development to support children's play to connect with the natural to inform practice fly day care administration standing of Aboriginal and/or Torres oples' cultures thical obligations in children's received in children's education and care to epeople prove own professional practice	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048 CHCECE049 CHCECE050 CHCECE053	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum Embed environmental responsibility in service operations Work in partnership with children's families Respond to grievances and complaints about the service Manage and promote diversity
CHCECE031 CHCECE032 CHCECE034 CHCECE035 CHCECE036 CHCECE037 CHCECE038 CHCECE039 CHCECE054 CHCECE055 CHCECE056 CHCDIV001 CHCPRP003	Support children' Nurture babies an Develop positive with children Use an approved Support the holis of children Provide experient and learning Support children environment Observe children Comply with fami requirements Encourage under Strait Islander per Meet legal and et education and ca Work effectively Work with divers Reflect on and im	s health, safety and wellbeing and toddlers and respectful relationships learning framework to guide practice tic learning and development ces to support children's play to connect with the natural to inform practice fly day care administration standing of Aboriginal and/or Torres oples' cultures chical obligations in children's re in children's education and care e people	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048 CHCECE049 CHCECE050 CHCECE053 CHCDIV003 CHCINM002	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum Embed environmental responsibility in service operations Work in partnership with children's families Respond to grievances and complaints about the service

		Third-Party Arrangement	Informatio	on - Appendix 4	
Company Name		Sanctuary Early Learning Centre Pty Ltd			
Details		Owner/Director: Sheryn Mulford			
Address		37 Tibin Drive, Fletcher, NSW 22	287		
Contact		Email: enrol@sanctuaryelc.com.au Web: www.sanctuaryelc.com.au			
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?		_		Based Trainees, Entitlement and Targeted actuary Early Learning Centre Pty Ltd only.	
Roles and Responsibilities		Under this arrangement, Sanctuary Early Learning Centre has the following student responsibilities: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service			
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:			
CHCECE030 CHCECE031 CHCECE032 CHCECE033	Nurture babies and Develop positive with children	and diversity s health, safety and wellbeing	BSBTWK502 BSBTWK503	Establish innovative work environments Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing	
	Support the holis of children	tic learning and development ces to support children's play		Nurture creativity in children Facilitate compliance in a children's education and care service	
CHCECE037	and learning Support children	to connect with the natural	CHCECE045	Foster positive and respectful interactions and behaviour in children	
CHCECE038 CHCECE039	environmentObserve children to inform practiceComply with family day care administration		CHCECE046 CHCECE047 CHCECE048	Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care	
	requirements Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures		CHCECE049	curriculum	
CHCECE054	Strait Islander pe	opies cultures		Embed environmental responsibility in service	
CHCECE055	Meet legal and et education and ca	hical obligations in children's re	CHCECE050 CHCECE053	operations Work in partnership with children's families	
CHCECE055	Meet legal and et education and ca Work effectively	hical obligations in children's re in children's education and care	CHCECE050 CHCECE053	operations	
CHCECE055 CHCECE056 CHCDIV001	Meet legal and et education and ca Work effectively Work with divers	hical obligations in children's re in children's education and care e people		operations Work in partnership with children's families Respond to grievances and complaints about the service	
CHCECE055 CHCECE056 CHCDIV001	Meet legal and et education and ca Work effectively Work with divers Reflect on and im	hical obligations in children's re in children's education and care	CHCECE053 CHCDIV003 CHCINM002	operations Work in partnership with children's families Respond to grievances and complaints about the service	

	Third-Party Arrangement	Informati	on - Appendix 5	
Company Name	St Philip's Christian Education Foundation Ltd			
Details	Director: Graeme Irwin			
Address	57 High Street, Waratah NSW 22	298		
Contact	Email: carlie.boyle@spcc.nsw.ed Web: www.spcc.nsw.edu.au	du.au		
Purpose of Third-party arrangement	This arrangement ensures that t Foundation Ltd have access to t		king for St Philip's Christian Education and assessment support.	
Who will be affected by this arrangement?	_		Pased Trainees, Entitlement and Targeted Philip's Christian Education Foundation Ltd	
Roles and Responsibilities	Under this arrangement, St Philip's Christian Education Foundation Ltd has the following student responsibilities: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service			
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:			
with children	and diversity s health, safety and wellbeing nd toddlers and respectful relationships	BSBTWK502 BSBTWK503 CHCECE041	Establish innovative work environments Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning,	
	learning framework to guide practice tic learning and development		development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and	
and learning	ces to support children's play	CHCECE045	 	
environment	to inform practice	CHCECE046 CHCECE047	behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning	
	ily day care administration	CHCECE047	Plan and implement children's education and care curriculum	
CHCECE054 Encourage under	•		Embed environmental responsibility in service operations	
•	hical obligations in children's	CHCECE050 CHCECE053	Work in partnership with children's families Respond to grievances and complaints about the	
CHCECE056 Work effectively	n children's education and care		service	
CHCDIV001 Work with diverse		CHCDIV003	Manage and promote diversity	
	prove own professional practice		Meet community information needs	
	ond to children and young people		Reflect on and improve own professional practice	
HLTWHS001 Participate in wor	kplace health and safety			

	1	Third-Party Arrangement	informati	оп - Аррепаіх в	
Company Name		Tillys Play and Development Pty Ltd			
Details		CEO: Donna MacIntyre			
Address		84 Paterson Road, Bolwarra NS\	N 2320		
Contact		Email: college@tillyschildcare.com.au Web: www.tillyschildcare.com.au			
Purpose of Third-party arrangement		This arrangement ensures that the have access to timely study and		king for Tillys Play and Development Pty Ltd support.	
Who will be af		_		ased Trainees, Entitlement and Targeted ys Play and Development Pty Ltd only.	
Roles and Responsibilities		Under this arrangement, Tillys Play and Development Pty Ltd has the following student responsibilities: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service			
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:			
CHCECE032 Nur CHCECE033 Dev with CHCECE034 Use CHCECE035 Sup of c CHCECE036 Prov and CHCECE037 Sup env CHCECE038 Obs CHCECE039 Con requ	port inclusion port children's rture babies an velop positive a ch children e an approved l port the holist children vide experience I learning port children t proment serve children mply with fami uirements	and diversity shealth, safety and wellbeing d toddlers and respectful relationships earning framework to guide practice ic learning and development es to support children's play to connect with the natural to inform practice ly day care administration	BSBTWK503 CHCECE041 CHCECE042 CHCECE043 CHCECE044 CHCECE045 CHCECE046 CHCECE047 CHCECE048	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning Plan and implement children's education and care curriculum	
Stra CHCECE055 Mee	ait Islander ped	hical obligations in children's	CHCECE050 CHCECE053	Embed environmental responsibility in service operations Work in partnership with children's families Respond to grievances and complaints about the	
CHCDIV001 Wor CHCPRP003 Refl	rk with diverse lect on and im ntify and respo	n children's education and care e people prove own professional practice and to children and young people		service Manage and promote diversity Meet community information needs Reflect on and improve own professional practice	
		kplace health and safety			

		Third-Party Arrangement	Informati	on - Appendix 7
Company Name		Turtle & Co Pty Ltd		
Details		CEO: Andrew French		
Address		42 Langtry Avenue, Auburn NSV	V 2144	
Contact		Email: turtleandco21@gmail.cor	<u>n</u>	
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 Traine Students studying with ICCC for		eased Trainees and Targeted Priority Pty Ltd only.
Roles and Responsibilities		 Under this arrangement, Turtle & Co Pty Ltd has the following student responsibilities: Ongoing support of student learning Supporting implementation of 'at risk' student programs Student observation assessments in a regulated children's service 		
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:		
CHCECE030 CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035 CHCECE036 CHCECE037	Support children' Nurture babies ar Develop positive with children Use an approved Support the holis of children Provide experience and learning Support children environment Observe children	and diversity s health, safety and wellbeing nd toddlers and respectful relationships learning framework to guide practice tic learning and development tess to support children's play to connect with the natural to inform practice	BSBTWK503 CHCECE041 CHCECE042 CHCECE043 CHCECE044 CHCECE045 CHCECE046 CHCECE047	Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning, development and wellbeing Nurture creativity in children Facilitate compliance in a children's education and care service Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all children Analyse information to inform children's learning
CHCECE039	Comply with fami requirements	ly day care administration	CHCECE048	Plan and implement children's education and care curriculum
	Strait Islander pe		CHCECE049	Embed environmental responsibility in service operations Work in partnership with children's families
CHCECE055	education and care		CHCECE050 CHCECE053	Respond to grievances and complaints about the service
CHCPRP003		e people prove own professional practice ond to children and young people		Manage and promote diversity Meet community information needs Reflect on and improve own professional practice
HLTWHS001		kplace health and safety		

	Third-Party Arrangement Information - Appendix 8
Company Name	Business Wise First Aid Training
Details	RTO ID 45193 Managing Director: Greg Blume
Address	12 Daintree Close, Cardiff Heights NSW 2285
Contact	Email: admin@bwfat.com.au Web: www.bwfat.com.au
Purpose of Third-party arrangement:	This arrangement ensures that the First Aid component of the course, HLTAID012 Provide first aid in an education and care setting, is delivered and assessed by industry experts.
Who will be affected by this arrangement:	This arrangement affects all Trainees, School Based Trainees and Entitlement students studying with ICCC.
Roles and Responsibilities	Under this arrangement, Business Wise First Aid Training has the following student responsibilities: • Providing enrolled students access to regular training and assessment sessions • Support student learning • Provide a notice of completion to ICCC for students who successfully complete the training and assessment requirements for the identified unit of competency
Scope of Approved Third-party Arrangements	Under this arrangement, Business Wise First Aid Training is approved to deliver training and assessment to students in: HLTAID012 Provide first aid in an education and care setting

Third-Party Arrangement Information - Appendix 9			
Company Name	Corporate Training Solutions		
Details	RTO ID 4256 Managing Director: Barry O'Regan		
Address	5 Woollsia Court, Voyager Point, NSW 2172		
Contact	Web: www.corporatetrainingsolutions.com.au		
Purpose of Third-party arrangement This arrangement ensures that the First Aid component of the course, HLTAID012 Provide first aid in an education and care setting, is delivered and assessed by indexperts.			
Who will be affected by this arrangement?	This arrangement affects all Trainees, School Based Trainees and Entitlement students studying with ICCC.		
Roles and Responsibilities Providing enrolled students access to regular training and assessment session Support student learning Provide a notice of completion to ICCC for students who successfully complete training and assessment requirements for the identified unit of competency			
Scope of Approved Third-party Arrangements	Under this arrangement, Corporate Training Solutions is approved to deliver training and assessment to students in: HLTAID012 Provide first aid in an education and care setting		

	Third-Party Arrangement Information - Appendix 10
Company Name	Surf Life Saving NSW
Details	RTO ID 90394 Managing Director: Holly Chave
Address	3 Narabang Way Belrose NSW 2085
Contact	Email: mpacey@surflifesaving.com.au Web: www.surflifesaving.com.au
Purpose of Third-party arrangement	This arrangement ensures that the First Aid component of the course, HLTAID012 Provide first aid in an education and care setting , is delivered and assessed by industry experts.
Who will be affected by this arrangement?	This arrangement affects all Trainees, School Based Trainees and Entitlement students studying with ICCC.
Roles and Responsibilities	 Under this arrangement, Surf Life Saving NSW has the following student responsibilities: Providing enrolled students access to regular training and assessment sessions Support student learning Provide a notice of completion to ICCC for students who successfully complete the training and assessment requirements for the identified unit of competency
Scope of Approved Third-party Arrangements	Under this arrangement, Surf Life Saving NSW is approved to deliver training and assessment to students in: HLTAID012 Provide first aid in an education and care setting