

Important Student Information

School Based Trainees (SBATs)

Overview of Student Training and Assessment

School based traineeships are a great way to complete schooling while establishing a strong career path.

The CHC30121 Certificate III in Early Childhood Education and Care is an entry level qualification and requires students to develop the beginning knowledge and skills required of a professional Educator, demonstrate autonomy and judgement, and to take limited responsibility within the workplace under experienced supervision.

This learning pathway allows students to develop personal and professional skills before entering the workforce on a more permanent basis. Successfully completing a School Based Traineeship allows young persons to jump start a career and stand out when looking for employment after school.

Learning and assessment activities are coordinated with schooling commitments and 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* key concepts and practices through planned activities.

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 currently attending school, and be employed in a regulated Early Childhood Education and Care service*** as a School Based Trainee in either a Pre-school or Long Day Care Centre

In addition to this:

- Students must be currently at school (years 10, 11 at a state or private school)
- 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.
- Working with Children Check is a requirement.

Schooling Requirements

- The duration of the traineeship will be for the Years 11 and 12, scheduled to complete on the 31st of December of the year of the HSC.
- Under approval from the school, parents and the Board of Studies, some traineeships may commence at the end of Year 10.
- Trainees will work a minimum 100 days in paid employment to gain the required competence and skills related to the training.
- Trainees will be paid under the National Training Wage Award relevant to School Based Trainees.
- Trainees must complete the course component of the traineeship by the last day of Term 3 of their HSC year.
- Training will be delivered through a blended learning approach.
- Trainees receive support and guidance from trainers, workplace mentors and supervisors, demonstrating best practice methods and role modeling appropriate behaviours.
- This is a Nationally Recognised Qualification and leads to further opportunities in training including advanced entry to universities around the country.

Relationship to HSC

- Successful applicants are able to use units towards their HSC outcomes.
- This course carries unit weighting of 4 units in Year 11 and 4 units in Year 12
- These units do not count toward an ATAR.

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 24 months.

A shortened duration may be acceptable where the students enrol part way through year 11 and are able to complete in the shortened timeframe.

Expected Hours for Training and Assessment

As a School Based Trainee, 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.

NOTE: SBATs 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”.

Sequencing of units and assessment activities

Units are sequenced to build a students’ knowledge of Early Childhood Care and Education practices while minimising the risk of unqualified educators working in a highly regulated environment.

Students 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.

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 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	Early Learning Institute (Trading as Fit Kidz)	
Details	General Manager: Rachel Emphield	
Address	179 Annangrove Road, Annangrove NSW 2156	
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 be affected by this arrangement?	This arrangement affects Trainees, School Based Trainees and Targeted Priority Students 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"> • 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, Early Learning Institute is approved to assess students via observation in the below listed units of competency:	
	<p>BSBWRT311 Write simple documents</p> <p>CHCECE030 Support inclusion and diversity</p> <p>CHCECE031 Support children's health, safety and wellbeing</p> <p>CHCECE032 Nurture babies and toddlers</p> <p>CHCECE033 Develop positive and respectful relationships with children</p> <p>CHCECE034 Use an approved learning framework to guide practice</p> <p>CHCECE035 Support the holistic learning and development of children</p> <p>CHCECE036 Provide experiences to support children's play and learning</p> <p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice</p> <p>CHCECE039 Comply with family day care administration requirements</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p> <p>CHCECE055 Meet legal and ethical obligations in children's education and care</p> <p>CHCECE056 Work effectively in children's education and care</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>CHCPR001 Identify and respond to children and young people at risk*</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>HLTWHS006 Manage personal stressors in the work environment</p>	<p>BSBSTR501 Establish innovative work environments</p> <p>BSBTWK502 Manage team effectiveness</p> <p>BSBTWK503 Manage meetings</p> <p>CHCECE041 Maintain a safe and healthy environment for children</p> <p>CHCECE042 Foster holistic early childhood learning, development and wellbeing</p> <p>CHCECE043 Nurture creativity in children</p> <p>CHCECE044 Facilitate compliance in a children's education and care service</p> <p>CHCECE045 Foster positive and respectful interactions and behaviour in children</p> <p>CHCECE046 Implement strategies for the inclusion of all children</p> <p>CHCECE047 Analyse information to inform children's learning</p> <p>CHCECE048 Plan and implement children's education and care curriculum</p> <p>CHCECE049 Embed environmental responsibility in service operations</p> <p>CHCECE050 Work in partnership with children's families</p> <p>CHCECE053 Respond to grievances and complaints about the service</p> <p>CHCDIV003 Manage and promote diversity</p> <p>CHCINM002 Meet community information needs</p> <p>CHCPRP003 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.

*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPR025 Identify and report children and young people at risk.

Third-Party Arrangement Information - Appendix 2

Company Name	Explore & Develop Pty Ltd	
Details	CEO: Belinda Ludlow	
Address	Level 4, 10 Tilley Lane, Frenchs Forest, NSW 2086	
Contact	Email: admin@exploreanddevelop.com.au Web: www.exploreanddevelop.com.au	
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 Trainees, School Based Trainees and Targeted Priority Students 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"> • 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:	
	<p>BSBWRT311 Write simple documents</p> <p>CHCECE030 Support inclusion and diversity</p> <p>CHCECE031 Support children's health, safety and wellbeing</p> <p>CHCECE032 Nurture babies and toddlers</p> <p>CHCECE033 Develop positive and respectful relationships with children</p> <p>CHCECE034 Use an approved learning framework to guide practice</p> <p>CHCECE035 Support the holistic learning and development of children</p> <p>CHCECE036 Provide experiences to support children's play and learning</p> <p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice</p> <p>CHCECE039 Comply with family day care administration requirements</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p> <p>CHCECE055 Meet legal and ethical obligations in children's education and care</p> <p>CHCECE056 Work effectively in children's education and care</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>CHCPRT001 Identify and respond to children and young people at risk*</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>HLTWHS006 Manage personal stressors in the work environment</p>	<p>BSBSTR501 Establish innovative work environments</p> <p>BSBTWK502 Manage team effectiveness</p> <p>BSBTWK503 Manage meetings</p> <p>CHCECE041 Maintain a safe and healthy environment for children</p> <p>CHCECE042 Foster holistic early childhood learning, development and wellbeing</p> <p>CHCECE043 Nurture creativity in children</p> <p>CHCECE044 Facilitate compliance in a children's education and care service</p> <p>CHCECE045 Foster positive and respectful interactions and behaviour in children</p> <p>CHCECE046 Implement strategies for the inclusion of all children</p> <p>CHCECE047 Analyse information to inform children's learning</p> <p>CHCECE048 Plan and implement children's education and care curriculum</p> <p>CHCECE049 Embed environmental responsibility in service operations</p> <p>CHCECE050 Work in partnership with children's families</p> <p>CHCECE053 Respond to grievances and complaints about the service</p> <p>CHCDIV003 Manage and promote diversity</p> <p>CHCINM002 Meet community information needs</p> <p>CHCPRP003 Reflect on and improve own professional practice</p>
<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> <p>*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPRT025 Identify and report children and young people at risk.</p>		

Third-Party Arrangement Information - Appendix 3

Company Name	The Hub: Preschool & Early Education Academy Pty Ltd	
Details	Owner/Approved Provider: Raylee 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 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 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: <ul style="list-style-type: none"> • 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 The Hub: Preschool & Early Education Academy Pty Ltd is approved to assess students via observation in the below listed units of competency:	
	BSBWRT311 Write simple documents 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 CHCECE039 Comply with family day care administration requirements 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 CHCDIV001 Work with diverse people CHCPRP003 Reflect on and improve own professional practice CHCPR001 Identify and respond to children and young people at risk* HLTWHS001 Participate in workplace health and safety HLTWHS006 Manage personal stressors in the work environment	BSBSTR501 Establish innovative work environments BSBTWK502 Manage team effectiveness BSBTWK503 Manage meetings CHCECE041 Maintain a safe and healthy environment for children CHCECE042 Foster holistic early childhood learning, development and wellbeing CHCECE043 Nurture creativity in children CHCECE044 Facilitate compliance in a children's education and care service CHCECE045 Foster positive and respectful interactions and behaviour in children CHCECE046 Implement strategies for the inclusion of all children CHCECE047 Analyse information to inform children's learning CHCECE048 Plan and implement children's education and care curriculum CHCECE049 Embed environmental responsibility in service operations CHCECE050 Work in partnership with children's families CHCECE053 Respond to grievances and complaints about the service CHCDIV003 Manage and promote diversity CHCINM002 Meet community information needs CHCPRP003 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.

*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPR025 Identify and report children and young people at risk.

Third-Party Arrangement Information - Appendix 4

Company Name	Sanctuary Early Learning Centre Pty Ltd
Details	Owner/Director: Sheryn Mulford
Address	37 Tibin Drive, Fletcher, NSW 2287
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?	This arrangement affects Trainees, School Based Trainees, Entitlement and Targeted Priority Students studying with ICCC for Sanctuary Early Learning Centre Pty Ltd only.
Roles and Responsibilities	Under this arrangement, Sanctuary Early Learning Centre has the following student responsibilities: <ul style="list-style-type: none"> • 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:

<p>BSBWRT311 Write simple documents</p> <p>CHCECE030 Support inclusion and diversity</p> <p>CHCECE031 Support children's health, safety and wellbeing</p> <p>CHCECE032 Nurture babies and toddlers</p> <p>CHCECE033 Develop positive and respectful relationships with children</p> <p>CHCECE034 Use an approved learning framework to guide practice</p> <p>CHCECE035 Support the holistic learning and development of children</p> <p>CHCECE036 Provide experiences to support children's play and learning</p> <p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice</p> <p>CHCECE039 Comply with family day care administration requirements</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p> <p>CHCECE055 Meet legal and ethical obligations in children's education and care</p> <p>CHCECE056 Work effectively in children's education and care</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>CHCPRT001 Identify and respond to children and young people at risk*</p> <p>HLTWH5001 Participate in workplace health and safety</p> <p>HLTWH5006 Manage personal stressors in the work environment</p>	<p>BSBST501 Establish innovative work environments</p> <p>BSBTWK502 Manage team effectiveness</p> <p>BSBTWK503 Manage meetings</p> <p>CHCECE041 Maintain a safe and healthy environment for children</p> <p>CHCECE042 Foster holistic early childhood learning, development and wellbeing</p> <p>CHCECE043 Nurture creativity in children</p> <p>CHCECE044 Facilitate compliance in a children's education and care service</p> <p>CHCECE045 Foster positive and respectful interactions and behaviour in children</p> <p>CHCECE046 Implement strategies for the inclusion of all children</p> <p>CHCECE047 Analyse information to inform children's learning</p> <p>CHCECE048 Plan and implement children's education and care curriculum</p> <p>CHCECE049 Embed environmental responsibility in service operations</p> <p>CHCECE050 Work in partnership with children's families</p> <p>CHCECE053 Respond to grievances and complaints about the service</p> <p>CHCDIV003 Manage and promote diversity</p> <p>CHCINM002 Meet community information needs</p> <p>CHCPRP003 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.

*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPRT025 Identify and report children and young people at risk.

Third-Party Arrangement Information - Appendix 5

Company Name	St Philip's Christian Education Foundation Ltd	
Details	Director: Graeme Irwin	
Address	57 High Street, Waratah NSW 2298	
Contact	Email: carlie.boyle@spcc.nsw.edu.au Web: www.spcc.nsw.edu.au	
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 Trainees, School Based Trainees, Entitlement and Targeted Priority students 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"> • 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:	
	<p>BSBWRT311 Write simple documents</p> <p>CHCECE030 Support inclusion and diversity</p> <p>CHCECE031 Support children's health, safety and wellbeing</p> <p>CHCECE032 Nurture babies and toddlers</p> <p>CHCECE033 Develop positive and respectful relationships with children</p> <p>CHCECE034 Use an approved learning framework to guide practice</p> <p>CHCECE035 Support the holistic learning and development of children</p> <p>CHCECE036 Provide experiences to support children's play and learning</p> <p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice</p> <p>CHCECE039 Comply with family day care administration requirements</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p> <p>CHCECE055 Meet legal and ethical obligations in children's education and care</p> <p>CHCECE056 Work effectively in children's education and care</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>CHCPR001 Identify and respond to children and young people at risk*</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>HLTWHS006 Manage personal stressors in the work environment</p>	<p>BSBSTR501 Establish innovative work environments</p> <p>BSBTWK502 Manage team effectiveness</p> <p>BSBTWK503 Manage meetings</p> <p>CHCECE041 Maintain a safe and healthy environment for children</p> <p>CHCECE042 Foster holistic early childhood learning, development and wellbeing</p> <p>CHCECE043 Nurture creativity in children</p> <p>CHCECE044 Facilitate compliance in a children's education and care service</p> <p>CHCECE045 Foster positive and respectful interactions and behaviour in children</p> <p>CHCECE046 Implement strategies for the inclusion of all children</p> <p>CHCECE047 Analyse information to inform children's learning</p> <p>CHCECE048 Plan and implement children's education and care curriculum</p> <p>CHCECE049 Embed environmental responsibility in service operations</p> <p>CHCECE050 Work in partnership with children's families</p> <p>CHCECE053 Respond to grievances and complaints about the service</p> <p>CHCDIV003 Manage and promote diversity</p> <p>CHCINM002 Meet community information needs</p> <p>CHCPRP003 Reflect on and improve own professional practice</p>
<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> <p>*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPR025 Identify and report children and young people at risk.</p>		

Third-Party Arrangement Information - Appendix 6

Company Name	Tillys Play and Development Pty Ltd	
Details	CEO: Donna MacIntyre	
Address	84 Paterson Road, Bolwarra NSW 2320	
Contact	Email: college@tillyschildcare.com.au Web: www.tillyschildcare.com.au	
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 Trainees, School Based Trainees, Entitlement and Targeted Priority Students 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"> • 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:	
	<p>BSBWRT311 Write simple documents</p> <p>CHCECE030 Support inclusion and diversity</p> <p>CHCECE031 Support children's health, safety and wellbeing</p> <p>CHCECE032 Nurture babies and toddlers</p> <p>CHCECE033 Develop positive and respectful relationships with children</p> <p>CHCECE034 Use an approved learning framework to guide practice</p> <p>CHCECE035 Support the holistic learning and development of children</p> <p>CHCECE036 Provide experiences to support children's play and learning</p> <p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice</p> <p>CHCECE039 Comply with family day care administration requirements</p> <p>CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p> <p>CHCECE055 Meet legal and ethical obligations in children's education and care</p> <p>CHCECE056 Work effectively in children's education and care</p> <p>CHCDIV001 Work with diverse people</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>CHCPRT001 Identify and respond to children and young people at risk*</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>HLTWHS006 Manage personal stressors in the work environment</p>	<p>BSBSTR501 Establish innovative work environments</p> <p>BSBTWK502 Manage team effectiveness</p> <p>BSBTWK503 Manage meetings</p> <p>CHCECE041 Maintain a safe and healthy environment for children</p> <p>CHCECE042 Foster holistic early childhood learning, development and wellbeing</p> <p>CHCECE043 Nurture creativity in children</p> <p>CHCECE044 Facilitate compliance in a children's education and care service</p> <p>CHCECE045 Foster positive and respectful interactions and behaviour in children</p> <p>CHCECE046 Implement strategies for the inclusion of all children</p> <p>CHCECE047 Analyse information to inform children's learning</p> <p>CHCECE048 Plan and implement children's education and care curriculum</p> <p>CHCECE049 Embed environmental responsibility in service operations</p> <p>CHCECE050 Work in partnership with children's families</p> <p>CHCECE053 Respond to grievances and complaints about the service</p> <p>CHCDIV003 Manage and promote diversity</p> <p>CHCINM002 Meet community information needs</p> <p>CHCPRP003 Reflect on and improve own professional practice</p>
<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> <p>*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPRT025 Identify and report children and young people at risk.</p>		

Third-Party Arrangement Information - Appendix 7

Company Name	Turtle & Co Pty Ltd	
Details	CEO: Andrew French	
Address	42 Langtry Avenue, Auburn NSW 2144	
Contact	Email: turtleandco21@gmail.com	
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 Trainees, School Based Trainees and Targeted Priority Students 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"> • 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:	
	BSBWRT311 Write simple documents 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 CHCECE039 Comply with family day care administration requirements 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 CHCDIV001 Work with diverse people CHCPRP003 Reflect on and improve own professional practice CHCPRT001 Identify and respond to children and young people at risk* HLTWHS001 Participate in workplace health and safety HLTWHS006 Manage personal stressors in the work environment	BSBSTR501 Establish innovative work environments BSBTWK502 Manage team effectiveness BSBTWK503 Manage meetings CHCECE041 Maintain a safe and healthy environment for children CHCECE042 Foster holistic early childhood learning, development and wellbeing CHCECE043 Nurture creativity in children CHCECE044 Facilitate compliance in a children's education and care service CHCECE045 Foster positive and respectful interactions and behaviour in children CHCECE046 Implement strategies for the inclusion of all children CHCECE047 Analyse information to inform children's learning CHCECE048 Plan and implement children's education and care curriculum CHCECE049 Embed environmental responsibility in service operations CHCECE050 Work in partnership with children's families CHCECE053 Respond to grievances and complaints about the service CHCDIV003 Manage and promote diversity CHCINM002 Meet community information needs CHCPRP003 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> <p>*7/12/2023. Clause 1.27 of the Standards for RTOs requires us to continue to deliver this superseded core unit until the qualification CHC30121 has been approved and updated to include CHCPRT025 Identify and report children and young people at risk.</p>		

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: <ul style="list-style-type: none"> • 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 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, Corporate Training Solutions has the following student responsibilities: <ul style="list-style-type: none"> • 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, 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: <ul style="list-style-type: none"> • 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



INTERNATIONAL CHILD CARE COLLEGE

Specialist training provider for Early Childhood Education and Care professionals

146 Lambton Road, Broadmeadow NSW 2292 | RTO ID: 90081 | NSW Provider No: 16330
Phone: 1300 660 063 | Email: info@childcarecollege.com.au | Website: www.childcarecollege.com.au