

# **Important Student Information**

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

## **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 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**

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**

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 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**

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

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

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

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**

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**

The NSW Government provides 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 may be 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 may 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. Refer to the appendices below for further details.

Appendix	Company	Summary
1	Early Learning Institute Pty Ltd (Trading as Fit Kidz)	This arrangement ensures that ICCC students with Fit Kidz Learning Centres receive timely support and assessment services.
2	Explore & Develop Pty Ltd	This arrangement ensures that ICCC students with Explore & Develop receive timely support and assessment services.
3	The Hub: Preschool & Early Education Academy Pty Ltd	This arrangement ensures that ICCC students with The Hub: Preschool & Early Education Academy Pty Ltd receive timely support and assessment services.
4	Inspire Wagga Incorporated	This arrangement ensures that ICCC students with Inspire Wagga Incorporated receive timely support and assessment services.
5	Sanctuary Early Learning Centre Pty Ltd	This arrangement ensures that ICCC students with Sanctuary Early Learning Centre and Thornton North Early Learning Centre receive timely support and assessment services.
6	St Philip's Christian Education Foundation Ltd	This arrangement ensures that ICCC students with St Philip's Christian Education Foundation Ltd receive timely support and assessment services.
7	Tillys Play and Development Pty Ltd	This arrangement ensures that ICCC students with Tillys Play & Development and Tillys Play & Education centres receive timely support and assessment services.
8	Turtle & Co Pty Ltd	This arrangement ensures that ICCC students with Turtle & Co receive timely support and assessment services.
9	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.
10	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 Paramedics.
11	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.

	Third-Party Arrangement	Information - Appendix 1	
Company Name	Early Learning Institute Pty Ltd (Trading as Fit Kidz)		
Details	General Manager: Rachel Emphield		
Address	179 Annangrove Road, Annangro	ove NSW 2156	
Contact	Email: info@fitkidz.com.au  Web: www.fitkidz.com.au		
Purpose of Third-party arrangement	Ensures that students have access to timely study and assessment support.		
Who will be affected by this arrangement?	ICCC <b>Trainees</b> , <b>School Based Tra</b> working at Fit Kidz Learning Cen	ninees, Entitlement and Targeted Priority Students tres only.	
Roles and Responsibilities	Under this arrangement, Early Learning Institute 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, Early Learning Institute Pty Ltd is approved to assess students via observation in the below listed units of competency:		
with children CHCECE034 Use an approved CHCECE035 Support the holis of children CHCECE036 Provide experier and learning CHCECE037 Support children environment CHCECE038 Observe children CHCECE039 Comply with fam requirements CHCECE054 Encourage unde Strait Islander pe CHCECE055 Meet legal and e education and ca CHCECE056 Work effectively CHCDIV001 Work with divers CHCPRP003 Reflect on and in	and diversity 's health, safety and wellbeing nd toddlers and respectful relationships  learning framework to guide practice stic learning and development  ces to support children's play to connect with the natural to inform practice illy day care administration  estanding of Aboriginal and/or Torres coples' cultures thical obligations in children's are in children's education and care	BSBTR501 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	
at risk* <b>HLTWHS001</b> Participate in wo		The state of the s	

	Third-Party Arrangement	Information - Appendix 2	
Company Name	Explore & Develop Pty Ltd		
Details	CEO: Belinda Ludlow		
Address	Level 4, 10 Tilley Lane, Frenchs F	orest, NSW 2086	
Contact	Email: admin@exploreanddevelop.com.au Web: www.exploreanddevelop.com.au		
Purpose of Third-party arrangement:	Ensures that students have access to timely study and assessment support.		
Who will be affected by this arrangement?	ICCC Trainees, School Based Trainees, Entitlement and Targeted Priority Students employed by Explore & Develop centres 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  CHCECE035 Support the holis of children  Provide experience and learning  CHCECE037 Support children environment  CHCECE038 Observe children CHCECE039 Comply with fami requirements  CHCECE054 Encourage under Strait Islander per  CHCECE055 Meet legal and et education and ca CHCECE056 Work effectively if CHCDIV001 Work with divers  CHCPRP003 Reflect on and im CHCPRT001 Identify and respon at risk*	and diversity 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 rily day care administration  standing of Aboriginal and/or Torres coples' cultures thical obligations in children's re in children's education and care the people prove own professional practice and to children and young people	BSBTR501 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	
HLTWHS001 Participate in wor	kplace health and safety stressors in the work environment		

Third-Party Arrangement Information				on - Appendix 3	
Company Name		The Hub: Preschool & Early Education Academy Pty Ltd			
Details		Owner/Approved Provider: Rayl	ee 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="mailto:www.thehubpreschool.com.au">www.thehubpreschool.com.au</a>			
Purpose of Third-party arrangement		Ensures that students have access to timely study and assessment support.			
Who will be this arranger	•	ICCC <b>Trainees</b> , <b>School Based Tra</b> employed by The Hub: Preschool		lement and Targeted Priority Students ucation 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 App Third-party Arrangemen		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:			
with children		and diversity s health, safety and wellbeing	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042	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	
0	of children	tes to support children's play		Facilitate compliance in a children's education and care service	
CHCECE037 S	nvironment	to connect with the natural	CHCECE045	Foster positive and respectful interactions and behaviour in children Implement strategies for the inclusion of all	
CHCECE039 C	Comply with fami equirements	to inform practice ly day care administration	CHCECE047 CHCECE048	Plan and implement children's education and care	
Strait Islander ped		standing of Aboriginal and/or Torres oples' cultures hical obligations in children's	CHCECE049	curriculum Embed environmental responsibility in service operations	
CHCECE056 W	ducation and car Vork effectively i Vork with diverse	re n children's education and care	CHCECE053	Work in partnership with children's families	
<b>CHCPRT001</b> Idaa a <b>HLTWHS001</b> P	dentify and respo t risk* 'articipate in wor	ond to children and young people kplace health and safety stressors in the work environment	CHCINM002	Meet community information needs Reflect on and improve own professional practice	

	Third-Party Arrangement I			on - Appendix 4	
Company Name		Inspire College Wagga Incorporated			
Details		Approved Provider: Brendan Mo	Martin		
Address		555 Kooringal Road, Wagga Wag	gga, NSW 26	550	
Contact		Email: director@inspirewagga.com.au  Web: www.inspirewagga.com.au			
Purpose of Third-party arrangement		Ensures that students have access to timely study and assessment support.			
Who will b	e affected by ement?	ICCC <b>Trainees</b> , <b>School Based Tra</b> employed by Inspire College Wa		lement and Targeted Priority Students brated only.	
Roles and Responsibilities		Under this arrangement, Inspire College Wagga Incorporated 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 Inspire College Wagga Incorporated is approved to assess students via observation in the below listed units of competency:			
CHCECE030 CHCECE031	Nurture babies ar Develop positive with children	and diversity s health, safety and wellbeing	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, development and wellbeing	
CHCECE035	Support the holis of children	tic learning and development		Nurture creativity in children Facilitate compliance in a children's education and care service	
CHCECE037	and learning	ces to support children's play to connect with the natural	CHCECE045		
CHCECE038 CHCECE039	CHCECE038 Observe children to inform practice CHCECE039 Comply with family day care administration			children Analyse information to inform children's learning	
CHCECE054	requirements  CHCECE054 Encourage understanding of Aboriginal and/or Torres  Strait Islander peoples' cultures		CHCECE049	curriculum Embed environmental responsibility in service	
CHCECE055	•	hical obligations in children's		operations Work in partnership with children's families	
	Work effectively i	n children's education and care	CHCECE053	Respond to grievances and complaints about the	
	Work with diverse	e people prove own professional practice	CHCDI//UU3	service Manage and promote diversity	
CHCPRT003	Identify and respond	and to children and young people	CHCINM002	Meet community information needs	
		kplace health and safety stressors in the work environment	CHCPRP003	Reflect on and improve own professional practice	

	Third-Party Arrangement	t Information - Appendix 5			
Company Name	Sanctuary Early Learning	Sanctuary Early Learning Centre Pty Ltd			
Details	Owner/Director: Sheryn Mulfo	Owner/Director: Sheryn Mulford			
Address	37 Tibin Drive, Fletcher, NSW 2	37 Tibin Drive, Fletcher, NSW 2287			
Contact		Email: enrol@sanctuaryelc.com.au Web: www.sanctuaryelc.com.au			
Purpose of Third-pa arrangement	Ensures that students have acc	Ensures that students have access to timely study and assessment support.			
Who will be affected this arrangement?	nv I	rainees, Entitlement and Targeted Priority Students Learning Centre and Thornton North Early Learning			
Roles and Responsibilities	responsibilities:	Ongoing support of student learning			
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:			
CHCECE032 Nurture base CHCECE033 Develop powith childra CHCECE034 Use an appropriate CHCECE035 Support the of children CHCECE036 Provide example and learning CHCECE032 Nurture base of children chcece036 Provide example chcece0	dusion and diversity Idren's health, safety and wellbeing Dies and toddlers Sitive and respectful relationships Toved learning framework to guide practice Tholistic learning and development Teriences to support children's play	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			
environme CHCECE038 Observe ch	ldren to inform practice n family day care administration	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			
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures CHCECE055 Meet legal and ethical obligations in children's education and care		curriculum  CHCECE049 Embed environmental responsibility in service operations  CHCECE050 Work in partnership with children's families			
CHCDIV001 Work with CHCPRP003 Reflect on	ively in children's education and care diverse people nd improve own professional practice I respond to children and young people	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			
	n workplace health and safety sonal stressors in the work environment				

<sup>\*7/12/2023.</sup> 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 In			on - Appendix 6	
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.edu.au  Web: www.spcc.nsw.edu.au			
Purpose of Third-party arrangement		Ensures that students have access to timely study and assessment support.			
Who will b	e affected by gement?	ICCC <b>Trainees</b> , <b>School Based Tra</b> employed by St Philip's Christian		lement and Targeted Priority Students Foundation Ltd only.	
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 A Third-part Arrangeme	у	Under this arrangement, St Philip's Christian Education Foundation Ltd is approved to assess students via observation in the below listed units of competency:			
CHCECE030 CHCECE031 CHCECE032 CHCECE033 CHCECE034 CHCECE035	Nurture babies ar Develop positive with children Use an approved Support the holis of children Provide experience and learning	and diversity s health, safety and wellbeing	BSBTWK502 BSBTWK503 CHCECE041 CHCECE042 CHCECE043 CHCECE044	development and wellbeing	
CHCECE038 CHCECE039	environment CECE038 Observe children to inform practice		CHCECE046 CHCECE047 CHCECE048	,	
CHCECE054	Encourage under Strait Islander pe	standing of Aboriginal and/or Torres oples' cultures	CHCECE049	Embed environmental responsibility in service operations	
CHCECE055	Meet legal and et education and ca	hical obligations in children's	CHCECE050 CHCECE053	Work in partnership with children's families Respond to grievances and complaints about the service	
CHCDIV001	•		CHCDIV003	Manage and promote diversity	
CHCPRP003		prove own professional practice		Meet community information needs	
CHCPRT001		ond to children and young people		Reflect on and improve own professional practice	
HLTWHS001		kplace health and safety			
-		strassars in the work environment			

**HLTWHS006** Manage personal stressors in the work environment

	Third-Party Arrangement Information - Appendix 7			
Company Name	Tillys Play and Development Pty Ltd			
Details	CEO: Donna MacIntyre			
Address	84 Paterson Road, Bolwarra NS	W 2320		
Contact	Email: college@tillyschildcare.com.au  Web: www.tillyschildcare.com.au			
Purpose of Third-party arrangement	Ensures that students have access to timely study and assessment support.			
Who will be affected by this arrangement?	ICCC <b>Trainees</b> , <b>School Based Tra</b> Tillys Play & Development and T		lement and Targeted Priority Students with Education centres only.	
Roles and Responsibilities	Under this arrangement, Tillys Play & 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:			
CHCECE031 Support children CHCECE032 Nurture babies a CHCECE033 Develop positive with children	11 Write simple documents 10 Support inclusion and diversity 11 Support children's health, safety and wellbeing 12 Nurture babies and toddlers 13 Develop positive and respectful relationships		Establish innovative work environments Manage team effectiveness Manage meetings Maintain a safe and healthy environment for children Foster holistic early childhood learning,	
CHCECE035 Support the holi of children	l learning framework to guide practice stic learning and development	CHCECE043 CHCECE044	,	
and learning	and learning		care service Foster positive and respectful interactions and behaviour in children	
environment	n to inform practice	CHCECE046 CHCECE047	Implement strategies for the inclusion of all children	
CHCECE039 Comply with fan	nily day care administration	CHCECE047	Plan and implement children's education and care	
	rstanding of Aboriginal and/or Torres	CHCECE049	curriculum Embed environmental responsibility in service operations	
CHCECE055 Meet legal and e education and co	education and care		Work in partnership with children's families Respond to grievances and complaints about the service	
CHCDIV001 Work with diver		CHCDIV003		

**CHCINM002** Meet community information needs

CHCPRP003 Reflect on and improve own professional practice

**CHCPRP003** Reflect on and improve own professional practice

**CHCPRT001** Identify and respond to children and young people

**HLTWHS006** Manage personal stressors in the work environment

**HLTWHS001** Participate in workplace health and safety

at risk\*

		Third-Party Arrangement	Informati	on - Appendix 8
Company Name		Turtle & Co Pty Ltd		
Details		CEO: Andrew French		
Address		42 Langtry Avenue, Auburn NSW	V 2144	
Contact		Email: turtleandco21@gmail.con	<u>n</u>	
Purpose o	f Third-party ent	Ensures that students have access to timely study and assessment support.		
Who will this arrang	oe affected by gement?	ICCC <b>Trainees, School Based Trainees, Entitlement</b> and <b>Targeted Priority Students</b> with Turtle & Co Pty Ltd only.		
Roles and Responsib	ilities	<ul> <li>Under this arrangement, Turtle &amp; Co Pty Ltd has the following student responsibilities:</li> <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 A Third-part Arrangem	У	Under this arrangement, Turtle assess students via observation		
CHCECE030 CHCECE031 CHCECE032 CHCECE033	Nurture babies and Develop positive with children Use an approved Support the holist of children Provide experience and learning Support children	and diversity s health, safety and wellbeing	BSBTWK502 BSBTWK503 CHCECE041	Facilitate compliance in a children's education and care service
CHCECE038 CHCECE039	•		CHCECE046 CHCECE047 CHCECE048	Analyse information to inform children's learning Plan and implement children's education and care curriculum
CHCECE054	Strait Islander peoples' cultures  CHCECE055 Meet legal and ethical obligations in children's		CHCECE049	·
CHCDIV001 CHCPRP003	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			service
at risk*  HLTWHS001 Participate in workplace health and safety  HLTWHS006 Manage personal stressors in the work environment				

**HLTWHS006** Manage personal stressors in the work environment

	Third-Party Arrangement Information - Appendix 9
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:	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:	ICCC <b>Trainees, School Based Trainees</b> and <b>Entitlement students</b> who attend first aid training delivered by Business Wise First Aid Training.
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 10
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	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?	ICCC <b>Trainees, School Based Trainees</b> and <b>Entitlement students</b> who attend first aid training delivered by Corporate Training Solutions.
Roles and Responsibilities	Under this arrangement, Corporate Training Solutions 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, 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 11
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	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?	ICCC <b>Trainees, School Based Trainees</b> and <b>Entitlement students</b> who attend first aid training delivered by Surf Live Saving NSW.
Roles and Responsibilities	<ul> <li>Under this arrangement, Surf Life Saving NSW has the following student responsibilities:</li> <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:  HLTAID012 Provide first aid in an education and care setting

