TRAINING AND ASSESSMENT STRATEGY (TAS)

# CHC50121 Diploma of Early Childhood Education and Care

This training and assessment strategy is intended to inform The Training Academy of Excellence (The Academy) trainers and assessors. The document provides a top-down perspective of the course and the training and assessment methods to be applied by Trainers and Assessors. This is a working document and will change over time as the course is subjected to continuous improvement.

Trainers and Assessors are encouraged to suggest improvements to the course at any time.

The Academy Supporting documents: Access and Equity Policy and Procedure v8.1

* Language Literacy and Numeracy Policy
* Assessment Policy and Procedures
* RPL Policy and Procedure
* Credit Transfer Policy and Procedure
* Plagiarism and Cheating Policy and Procedure

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| **Name of RTO** | | The Training Academy of Excellence (The Academy) | | |
| **Training package** | | CHC Community Services Training Package | | |
| **Code & Qualification title** | | CHC50121 Diploma of Early Childhood Education and Care | | |
| **Course aims and outcomes** | | This Training and Assessment Strategy has been developed to support the delivery of Diploma of Early Childhood Education and Care and reflects the development of a training course to meet the requirements of the CHC Community Services Training Package.  This qualification reflects the role of educators in early childhood education and care who work in regulated children’s education and care services in Australia. Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. They may have responsibility for supervision of volunteers or other educators.  Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.  To achieve this qualification, the individual must have completed a total of least 280 hours of work in a regulated children’s education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.  No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.  Under the Education and Care Services National Law (2011) the Australian Children’s Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au. | | |
| **Entry requirements** | | Entry to this qualification is open to individuals who:   * hold a [CHC30121](https://training.gov.au/training/details/CHC30121) Certificate III in Early Childhood Education and Care or * [CHC30113](https://training.gov.au/training/details/CHC30113) Certificate III in Early Childhood Education and Care. | | |
| **Characteristics of target audience** | | New entrants to the early childhood sector and existing workers wanting to pursue a career as a qualified educator working with children in the 0-12 year age group. This qualification reflects the role of the early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standards. They may have a responsibility for supervision of volunteers and other staff.  The Course will be open to all age groups and backgrounds as the Early Childhood sector values a diverse workforce able to provide education and support to children, families and communities across Australia.  They tend to be:   * Adults, with an age variance between 18 and 50 * From diverse cultural backgrounds and some Learners may not have strong English speaking, reading or writing skills and such Learners will be offered LLN assistance. * Funded new entry learners * Funded existing educators looking to continue training and further their career by gaining a nationally accredited qualification * Self-funded new and existing learners * parents returning to the workforce after maternity or parental leave * adults looking to upskill their qualifications after completing the Certificate III in ECEC. | | |
| **Qualification rules** | | To be awarded the qualification, Learners must complete fifteen (15) units of competency which includes:  Core units = 12  Elective units = 3  Certificate packaging rules:  [http://training.gov.au/Training/Details/CHC50121](http://training.gov.au/Training/Details/CHC50113)  The following electives have been selected for inclusion in the training course. These units were chosen after consideration of the training package guidelines and industry consultation. The units are necessary to equip Learners with the knowledge and skills to work creatively with children, to lead others and are based on emerging regulatory changes with the Early Childhood Sector  CHCPOL002: Develop and implement policy  CHCMGT003 Lead the work team  CHCDIV003 Manage and promote diversity  Pre-Requisite Units  No units of this course have pre-requisites requirements. | | |
| 14 | **Amount of training and volume of learning/hours** | This course is delivered over a duration of 72 weeks including holidays and work placement in a regulated education and care service   * 55 weeks of minimum study averaging 20 hours per week.   + 12 hours per week classroom X 55 weeks =660 hours;   + plus 8 hours per week of self-paced learning and research X 55 weeks = 440 hours; * Plus Work placement Work placement 35 hours per week x 8 weeks = 280 * + up to 10 weeks holidays   TOTAL Volume of learning is: 1380 hours. | | | | |
| 15 | **Adjusting volume of learning** | Volume of learning may be adjusted depending upon the Learner cohort. For example, Learners with significant industry experience may be able to complete the course in a shorter duration whilst Learners with little experience and/or studying with a disadvantage (see section below *Reasonable Adjustment*) may require longer study durations. | | | | |
| 16 | **Delivery Arrangements and Methods** | Delivery modes includes face to face delivery including in a simulated work environment and workplace based.  The delivery mode incorporates:  Face-to-face delivery:  This includes the following:   * Question and answer sessions * Training sessions * Workshops * Presentations * Written worksheet activities * Incursions and excursions based around ECEC * Discussions * Work placement in approved childcare settings * Simulated practice activities within the classroom and the practical simulated childcare environment. * Individual teacher feedback and consultations   Delivery strategies must include simulated learning activities, all classes use and practice a range of skills and tasks within the simulated childcare environment.  Work based training and assessment  Work Based Delivery conducted by The Academy is monitored by the Lead Trainer, Course Coordinator or management who visit the sites periodically to monitor and evaluate both the facility and delivering of training. Any discrepancies in the facility are reported back to the Client relationship coordinator, any issues noted with in the delivery of training are followed up by the Lead Trainer with the Trainer/assessor involved.  **Work placement**  Pre-Requisite requirements for placement which are completed as part of your course:   * Current Fist Aid Certificate * Valid police check * Working with children check (WCC)   These will all be completed and assisted with during the first week of the students’ course  Work placement is aimed at giving learners a varied experience in a real live situation, under normal industry pressures. In this live environment they will test their skills and knowledge when the centre is busy, families are coming and going and there are a number of children per room.  A minimum of 280 hours of work placement is to be completed. This is to be undertaken in a regulated education and care service Long Day Care environment.  This can be undertaken as either 1 or 2 week blocks of 35 hours which have been scheduled throughout the course. Work placement will run concurrently to the scheduled classes.  All work placement facilities will be visited by an Academy representative prior to commencement of the work placement for that student. They will have a discussion with the manager and review the facility against the equipment, resources and OH&S checklist to ensure all requirements are met. Only authorised facilities will be considered a suitable Host Organisation.  The Academy Work Placement Manager will organise the work placement for all Learners. An MOU must be signed by The Academy and the Host Organisation, and a work placement agreement must be signed between the Learner, The Academy and the Host Organisation. | | | | |
|  |  | A workplace agreement must be signed prior to work placement commencing. This is to be signed by an Academy representative, the host organisation and the student.  At all times learners must be under the supervision of a senior qualified member of staff.  An Assessment Recording Tool per cluster is supplied to all learners for work placement.  The trainer/assessor is required to visit each learner a minimum of 4 times during the course and for a minimum of 1-2 hours per visit. If there is more than 1 learner per Long Day Care these visits can be combined. The trainers/assessors are to setup these visits with both the host organisation and learner and inform both parties what will be assessed per visit.  All trainers/assessors must have a current Working with Children’s check (or state equivalent) prior to commencing work placement.  A copy of this must be kept on each trainer/assessor file. | | | | |
| 17 | **Reasonable Adjustment** | The Academy works to ensure that learners with recognised disadvantages can access and participate in education and training on the same basis as other learners. Disadvantages may be based upon age, cultural background, physical disability, limited or non-current industry experience, language, numeracy or digital literacy issues to name but some.  Where pre-training interviews and assessments reveal that a Learner may require special support or, where after enrolment, it is made apparent that the Learner requires special support, reasonable adjustments will be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a special need. An adjustment is reasonable if it can accommodate the learner’s particular needs, while also taking into account factors such as the learner’s views, the potential effect of the adjustment on the learner and others and the costs and benefits of making the adjustment.  To accommodate the learners differing challenges that they can face when returning back to the work force or study that allowances are made to ensure the training suits all the needs of our students, this is facilitated by arranging catch up classes when and where needed based on the learners needs.  Reasonable adjustment is deemed on a one on one basis and consist of:   * providing additional time for participants to complete learning and practice tasks to better prepare them for assessments * presenting alternate methods of assessments more appropriate to the learner’s specific needs; for example, for sight-impaired Learners, using oral questioning instead of written questions * adjusting learning materials’ English language level to better suit the individual * using large print material and/or showing how to use zoom function on computer to increase font size for elderly or sight impaired Learners * extending course duration * providing opportunities for reassessment * presenting work instructions in diagrammatic or pictorial form instead of in written form * Adjusting assessment conditions to better suit learner needs, for example, providing additional time within which to complete an assessment, as long as competency standards are maintained * Providing additional trainer support outside scheduled class hours.   Any adjustments made must:   * maintain the competency standards and course requirements as stipulated in the training package * be discussed and agreed to by the learner * benefit the learner * be reasonable to expect in a workplace. | | | | |
| 18 | **Access/ Equity** | Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, the Learner’s special needs will be identified prior to Learners’ commencing course. Customised delivery and assessment strategies, including reasonable adjustments, will be designed to meet client needs. The Academy has a range of Learner support services that Learners are able to access. Support services include Learner counsellors, IT support officers and language specialists able to assist Learners who may require further assistance. | | | | |
| 19 | **Language literacy and numeracy support** | Learners are required to undertake a language, literacy and numeracy test prior to enrolment. If the test indicates the student’s language or numeracy is insufficient to meet course requirements, the Learner will be advised to undertake a language/literacy course. The Academy will refer Learners to appropriate institutions that deliver foundation skills courses that can assist the student.  If, after course commencement, a student’s language or numeracy skills are found to be seriously inadequate to meet course demands, two options will be considered:  1. Provide the Learner with extra language assistance during class time; or  2. Advise the Learner to enrol in a language and literacy course to develop his or her skills to an appropriate standard. | | | | |
| 20 | **Transition Arrangements** | The Chief Executive Officer and Health Services Course Coordinator will ensure that The Academy is subscribed to email updates from:   * Training.gov.au * Australian Industry and Skills committee * Skills IQ Servicer Organisation * ASQA (general direction notifications)   These email updates advice of changes to transition requirements and/or Training Package changes relevant to a specific industry.  On the occasion that there is a change in a relevant Training Package, the Health Services Course Coordinator will examine the amendments and inform affected staff of these changes at the next management review meeting.  The management meeting will review the changes made and create an action plan to implement the new training package requirements. The action plan and its implementation will be reviewed at each management review meeting until the changes have been successfully implemented.  Transition arrangements must be completed within 12 months of changes being notified. | | | | |
| 21 | **Requirements to Ensure Course Integrity** | The Academy Health Services Coordinator should ensure each section below has been completed. Any evidence to support areas such as consultation, facility and equipment checklist/overview, or any other documents supporting the integrity of this course and its documents are to be attached.   * Relevant training package has been used to develop this Training and Assessment Strategy. * Resources have been sourced and mapped for all required units within the qualification. * Assessment tools have been developed and validated to ensure that they meet requirements of the units of competency. * All staff involved in the training and assessment of this qualification have direct access to the current version of the course materials including the appropriate the training package, units of competency, assessment guidelines and qualification structure. * The course has been developed using industry consultation. * Learners have access to sufficient resources and other required documents to successfully complete the course. | | | | |
| 22 | **Assessment Arrangements** | **Assessment**  A collection of formal assessment tasks to cover all the competencies offered has been developed. Assessment tasks are mapped against specific competency element/s, performance criteria/s and critical aspects for assessment required to demonstrate competency in that unit.  Learners are provided with assessment documents for every assessment task they undertake. The Academy assessment tools include information needed for the Learners to complete the assessments including:   * duration/due date, * conditions of assessment, * instructional information required to complete the task, and   Marking and submission information  **Determining Assessment Outcomes**  Individual assessments are marked either satisfactory or unsatisfactory. On obtaining a satisfactory result for all assessment tasks set for a unit, Learners are deemed *Competent (C)*. Failure to complete all assessments satisfactorily for a unit results in a *Not Yet Competent (NYC) outcome*. All written assessments must be successfully completed within one week of the unit’s completion date.  In determining assessment outcomes, assessors take into consideration the following rules of evidence:  **Validity** The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.  **Sufficiency** The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgment to be made of a learner’s competency.  **Authenticity** The assessor is assured that the evidence presented for assessment is the learner’s own work.  **Currency** The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.  **Reassessment**  Learners unsuccessful at achieving competency at the first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date. If a Learner fails the re-assessment after two attempts, they will be advised to re-enrol in the unit. For further details refer to The Academy’s Assessment Policy and Procedures and The Academy’s Course Progress Policy.  **Establishing Authenticity**  The Academy uses a range of strategies to establish the authenticity of Learners’ submitted assessments including:   * Making impromptu phone calls to all Learners submitting work electronically to establish whether the Learner is the genuine author of the submitted work. * Conducting Google searches to determine whether work has been plagiarised * Incorporating oral presentations either in face-to-face mode, if applicable, or via Zoom/Teams to ensure that the Learner is presenting their own work and is able to answer follow up questions.   **Certificate Issuance**  Prior to a graduation certificate being issued, The Academy checks the student’s file to ensure that all required assessments are submitted and that the work meets assessment requirements.  **Special Consideration and Extension**  The Academy understands that every Learner may have reasons and personal circumstances that impact negatively upon the student’s ability to study. The Academy has course intervention and course extension processes in place as per The Academy’s Course Progression Policy to accommodate Learners’ needs and circumstances. | | | | |
| 23 | **RPL** | Learners who believe they already have some of the competencies in the course they wish to study may apply for Recognition of Prior Learning (RPL). An essential requirement of RPL is proof of competency. This may involve providing copies of Learners resume and/or work performance appraisals, job position descriptions, and any certificates of in-house or formal training. Learners may be asked for contact details of people who can vouch for their skill level: supervisors from current or previous workplaces, clients, or some character references from the community. Examples of other useful records include letters from employers and records of their professional development sessions.  For more information, refer to The Academy’s Recognition of Prior Learning (RPL) Policy. | | | | |
| 24 | **Course Credit** | Learners may apply for course credits, if the Learners have successfully completed identical units with another training provider. In such cases, the Learners are not required to enrol the unit but will have the unit(s) completed elsewhere credited. | | | | |
| 25 | **Complaints & Appeals** | Learners dissatisfied with an assessment outcome may appeal the assessment decision. In the first instance, Learners are encouraged to appeal informally by contacting their trainer and discussing the matter with them. In the event that the Learner is dissatisfied with the outcome of such discussion, the Learner may appeal further to either the course coordinator and/or Head of Department.  If a Learner is still dissatisfied, the Learner may appeal formally and in writing to have their result reviewed. For more information refer to Assessment Policy and Complaints and Appeals Policy and Procedures. | | | | |
| 26 | **Plagiarism, Collusion and Cheating** | The Academy regards plagiarism and cheating as a serious misdemeanour. Where evidence of plagiarism is found, the teacher informs the course coordinator, an interview is conducted with the Learner and appropriate action taken. Evidence of plagiarism and cheating are treated on a case-by-case basis and consequences for Learners engaging in such practices may include failure of the assessment or unit or exclusion from the course. For more information, refer to The Academy’s Assessment Policy. | | | | |
| 27 | **Assessment Validation Process &Course Evaluation** | **Validation**  Each training product will be validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle,  This process involves a range of trainers and assessors from industry and external RTO’s  The Academy will ensure members in validation team meets following requirements:   * vocational competencies and current industry skills relevant to the assessment being validated; * current knowledge and skills in vocational teaching and learning; and the training and assessment qualification   At a minimum, The Academy will conduct, at least annually, formal validation meetings to review assessment instruments and processes. A validation form has been developed to guide validation committee members in their judgements during the meetings. Validation meeting outcomes and recommendations will be reviewed by the coordinator and appropriate actions taken to improve the quality of delivery and assessment.  Assessment validation activities improve trainer and assessor standards in their professional ability to design, conduct and reasonably adjust assessment strategies against set criteria.   * Key focus areas in the validation process include but are not limited to determining whether: * Assessment judgements made are consistent across trainers. * Assessment tools used are clear and relevant and the evidence collected is current, authentic and sufficient. * Assessment decisions and judgements made by the trainer are based on the critical aspects of evidence and sufficient to cover the full range of knowledge and skills needed to demonstrate competence * Assessments are valid, flexible, reliable and fair * Training Package requirements are met.   “Refer to validation schedule”  **Evaluation of Course**  Course evaluations completed by learners and trainers is collected, at a minimum, on course completion by The Academy. In addition, and where applicable, data is collected from employers with whom The Academy’s learners have been placed. Feedback is evaluated by The Academy management. Based on the outcomes of such feedback appropriate action is taken to implement changes and improvements in the delivery of the course. | | | | |
| 28 | **Educational & Support Services** | **Learner Support Staff and Counsellors**  Learners at The Academy and partner providers delivering on behalf of The Academy have access to Learner support staff to help them with special needs and/or refer them to qualified counsellors.  The following support is available to learners:  **Language, Literacy & Numeracy (LLN) Support**  Based on the results of the applicants enrolment, and if deemed applicable, a meeting can be arranged to discuss the LLN assistance that The Academy may be able to provide for a learner, with a view to creating an action plan that best addresses a student’s LLN needs.  **Additional Training and Tutorials**  Every effort, within reason, will be made by The Academy personnel to ensure a successful outcome for Learners. Additional training and / or tutorial may be negotiated.  **Digital Literacy Support**  The Academy employs full-time digital support staff able to help Learners experiencing difficulties in using computers. | | | |
| 30 | **Delivery Schedule** | The delivery schedule below indicates the week that unit will be delivered and is only indicative. Please refer to the actual schedules held in Learner files   | **Week** | **Classroom (hrs)** | **Home work (hrs)** | **Cluster** | **Unit Name** | | --- | --- | --- | --- | --- | | Week 1 | 12 | 8 | 1 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | Week 2 | 12 | 8 | 1 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | Week 3 | 12 | 8 | 1 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | Week 4 | 12 | 8 | 1 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | Week 5 | 12 | 8 | 1 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | Week 6 | 12 | 8 | 2 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | Week 7 | 12 | 8 | 2 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | Week 8 | 12 | 8 | 2 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | Week 9 | 12 | 8 | 2 | CHCECE041 Maintain a safe and healthy environment for children | | | Week 10 | 12 | 8 | 3 | CHCECE041 Maintain a safe and healthy environment for children | | Week 11 | 12 | 8 | 4 | CHCECE041 Maintain a safe and healthy environment for children | | | Week 12 | 12 | 8 | 4 | CHCECE041 Maintain a safe and healthy environment for children | | | Week 13 | 12 | 8 | 4 | CHCECE041 Maintain a safe and healthy environment for children | | | Week 14 | 12 | 8 | 4 | CHCECE043 Nurture creativity in children | | | Week 15 | 12 | 8 | 5 | CHCECE043 Nurture creativity in children | | | | Week 16 | 12 | 8 | 5 | CHCECE043 Nurture creativity in children | | | | Week 17 | 12 | 8 | 5 | CHCECE043 Nurture creativity in children | | | | Week 18 | 12 | 8 | 5 | CHCECE043 Nurture creativity in children | | Week 19 | 35 hours | | | Work placement | | Week 20 | 35 hours | | | Work placement | | Week 21 | 12 | 8 | 6 | CHCECE044 Facilitate compliance in a children’s education and care service | | | Week 22 | 12 | 8 | 6 | CHCECE044 Facilitate compliance in a children’s education and care service | | | Week 23 | 12 | 8 | 6 | CHCECE044 Facilitate compliance in a children’s education and care service | | | Week 24 | 12 | 8 | 6 | CHCECE044 Facilitate compliance in a children’s education and care service | | Week 25 | 12 | 8 | 7 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | Week 26 | 12 | 8 | 7 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | Week 27 | 12 | 8 | 7 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | Week 28 | 12 | 8 | 8 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | | | Week 29 | 12 | 8 | 8 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | | | Week 30 | 12 | 8 | 8 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | | | Week 31 | 12 | 8 | 8 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | | | Week 32 | 12 | 8 | 8 | CHCECE045 Foster positive and respectful interactions and behaviour in children | | Week 33 | 35 hours | | | Work placement | | Week 34 | 12 | 4 | 9 | BSBTWK502 Manage team effectiveness | | | Week 35 | 12 | 8 | 9 | BSBTWK502 Manage team effectiveness | | | Week 36 | 12 | 8 | 9 | BSBTWK502 Manage team effectiveness | | | Week 37 | 12 | 8 | 9 | CHCECE046 Implement strategies for the inclusion of all children | | | Week 38 | 12 | 8 | 10 | CHCECE046 Implement strategies for the inclusion of all children | | | Week 39 | 12 | 8 | 10 | CHCECE046 Implement strategies for the inclusion of all children | | | Week 40 | 12 | 8 | 10 | CHCECE046 Implement strategies for the inclusion of all children | | | Week 41 | 12 | 8 | 10 | CHCECE047 Analyse information to inform children’s learning | | | Week 42 | 12 | 8 | 10 | CHCECE047 Analyse information to inform children’s learning | | Week 43 | 12 | 8 | 10 | CHCECE047 Analyse information to inform children’s learning | | Week 44 | Work placement | | | 35 hours | | Week 45 | 12 | 8 | 11 | CHCECE048 Plan and implement children’s education and care curriculum | | | | Week 46 | 12 | 8 | 11 | CHCECE048 Plan and implement children’s education and care curriculum | | | | Week 47 | 12 | 8 | 11 | CHCECE048 Plan and implement children’s education and care curriculum | | | | Week 48 | 12 | 8 | 11 | CHCECE048 Plan and implement children’s education and care curriculum | | | | Week 49 | 12 | 8 | 11 | CHCECE049 Embed environmental responsibility in service operations | | | | Week 50 | 12 | 8 | 12 | CHCECE049 Embed environmental responsibility in service operations | | | | Week 51 | 12 | 8 | 12 | CHCECE050 Work in partnership with children’s families | | | | Week 52 | 12 | 8 | 12 | CHCECE050 Work in partnership with children’s families | | | | Week 53 | 12 | 8 | 12 | CHCECE050 Work in partnership with children’s families | | | | Week 54 | 12 | 8 | 12 | CHCDIV003 Manage and promote diversity | | Week 55 | 12 | 8 | 12 | CHCDIV003 Manage and promote diversity | | Week 56 | 35 hours | | | Work placement | | Week 57 | 35 hours | | | Work placement | | Week 58 | 12 | 8 | 13 | CHCPOL002: Develop and implement policy | | | Week 59 | 12 | 8 | 13 | CHCPOL002: Develop and implement policy | | | Week 60 | 12 | 8 | 13 | CHCMGT003 Lead the work team | | Week 61 | 12 | 8 | 13 | CHCMGT003 Lead the work team | | | | |
| 31 | **Trainers and Assessors** | All trainers and assessors must meet the requirements of Schedule 1 and Standards 1.13, 1.14 and 1.16 in the *Standards for RTOs 2015*. | | | |
| 32 | **Industry Consultation** | To better ensure course relevance and currency, The Academy has consulted with the following industry representatives for feedback on the Training and Assessment Strategy:   |  |  |  |  | | --- | --- | --- | --- | |  | Name | Organisation | Position | | 1 | Clancy Pezos | Happy Daze Care | Senior Educator | | 2 | Steena Keating | GHM Early Childhood Centre | General Manager | | | | |
| 33 | **Qualification Pathways** | **Employment Pathway**  On completing this qualification, Learners are suited to undertake roles such as:   * Authorised / Nominated Supervisor (children’s services) * Children’s services coordinator * Centre manager (children’s services) * Director (children’s services) * Child care educator * Group/team coordinator/leader (children’s services) * Children’s adviser * Course leader (children’s services) * Children’s service director / manager * Child development educator   **Training Pathway**  Graduates of this course may progress onto CHC62015 Advanced Diploma of Community Sector Management or -related course. Learners may also progress into a degree course and, depending upon individual university requirements, the university may permit to have part or this entire course credited to the student’s degree. | | | |
| 34 | **Licensing, Legislative Requirements** | This qualification does not have a direct link to specific licensing, legislative and/or regulatory requirements. Units of competency, however, will specify applicable licensing, legislative and/or regulatory requirements that impact on that unit. | | | |
| 35 | **Resources** | **Staff**  Trainers: refer to Appendix 2 Trainer Matrix  Learner counsellors  IT specialist support staff  Language and literacy support staff  **Physical Resources**  Computer labs with internet  Projector screen  Printer  Data Projector  Learner Lounge  refer to Appendix 3 for a List of equipment  **Training and Learning Resources**  Learners are provided with assessment booklets, 1 text book (The Early Childhood Educator for Diploma 3rd Edition, Lorraine Walker & Shelagh Miller) and a work placement log book.  Trainers are provided with the text book and assessor instructions and a copy of the work placement log book.  Direct access to the current version of the units of competency and relevant training package and companion volumes. Access to www.training.gov.au  Unit resources (refer to Appendix 1 Resources and equipment list)  PowerPoint presentations  Timetable  Laptop/computer in each classroom with internet connection  Whiteboard, whiteboard equipment  Microsoft Office and Adobe PDF or similar application  Access to resources both online and text books available at The Academy library | | | |
| 36 | Course Coordinator’s endorsement | | | | |
|  | Name | Mei-Ling Zhang | | | |
|  | Signature | Zhang ML | Date | December 2024 | |