

Training and Assessment Strategy (TAS)

Section I: Training Product Description

| RTO Name | Epicure Skills Training Pty Ltd | | | | | | | | | | | | | | | | | | | | | | | | | |
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| RTO Code | 45838 | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRICOS Provider Code: | 04142J | | | | | | | | | | | | | | | | | | | | | | | | | |
| Training Product | Name Release Number and Date | CHC50121 Diploma of Early Childhood Education and Care Release 1 (20/07/2021), as per training.gov.au | | | | | | | | | | | | | | | | | | | | | | | | |
| CRICOS Registration | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <u>CRICOS code:</u> XXXXXXXX | | | | | | | | | | | | | | | | | | | | | | | | | |
| Delivery site | Classroom delivery: Level 1, 175 Liverpool Street, Sydney, New South Wales 2000 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Packaging Rules | <p>Based on information available from www.training.gov.au the following packaging rules apply for completion of this training product:</p> <p>Total number of units = 15 12 core units 3 elective units, consisting of:</p> <ul style="list-style-type: none"> • 2 units from the electives listed below • up to 1 unit from the list below, elsewhere in the CHC Community Services Training Package, or any other current Training Package or accredited course. <p>The selection of electives chosen must be guided by the job outcome sought, local sector requirements and the complexity of skills appropriate to the AQF level of this qualification.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Units of Competency | <p>Consistent with the packaging rules, the units listed below will be delivered for this training product. The unit code and title are provided, and units are grouped into Core and Elective units.</p> <p>CORE Units:</p> <table border="1"> <thead> <tr> <th>Unit Code</th> <th>Unit Name</th> </tr> </thead> <tbody> <tr> <td>BSBTWK502</td> <td>Manage team effectiveness</td> </tr> <tr> <td>CHCECE041</td> <td>Maintain a safe and healthy environment for children</td> </tr> <tr> <td>CHCECE042</td> <td>Foster holistic early childhood learning, development and wellbeing</td> </tr> <tr> <td>CHCECE043</td> <td>Nurture creativity in children</td> </tr> <tr> <td>CHCECE044</td> <td>Facilitate compliance in a children's education and care service</td> </tr> <tr> <td>CHCECE045</td> <td>Foster positive and respectful interactions and behaviour in children</td> </tr> <tr> <td>CHCECE046</td> <td>Implement strategies for the inclusion of all children</td> </tr> <tr> <td>CHCECE047</td> <td>Analyse information to inform children's learning</td> </tr> <tr> <td>CHCECE048</td> <td>Plan and implement children's education and care curriculum</td> </tr> <tr> <td>CHCECE049</td> <td>Embed environmental responsibility in service operations</td> </tr> <tr> <td>CHCECE050</td> <td>Work in partnership with children's families</td> </tr> </tbody> </table> | | Unit Code | Unit Name | BSBTWK502 | Manage team effectiveness | 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 |
| Unit Code | Unit Name | | | | | | | | | | | | | | | | | | | | | | | | | |
| BSBTWK502 | Manage team effectiveness | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <table border="1"> <tr> <td>CHCPRP003</td><td>Reflect on and improve own professional practice</td></tr> </table> | CHCPRP003 | Reflect on and improve own professional practice | | | | | | |
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| CHCPRP003 | Reflect on and improve own professional practice | | | | | | | | |
| ELECTIVES | | | | | | | | | |
| <p>Epicure Skills Training Pty Ltd has determined that the units below will be offered in the delivery of this program. The selection of units has been based on meeting local industry needs and confirmation of the availability of Epicure Skills Training Pty Ltd resources, equipment and teaching staff, with the relevant vocational competence.</p> | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Unit Code</th><th>Unit name</th></tr> </thead> <tbody> <tr> <td>BSBHRM413</td><td>Support the learning and development of teams and individuals</td></tr> <tr> <td>BSBOPS502</td><td>Manage business operational plans</td></tr> <tr> <td>BSBPEF502</td><td>Develop and use emotional intelligence</td></tr> </tbody> </table> | | Unit Code | Unit name | BSBHRM413 | Support the learning and development of teams and individuals | BSBOPS502 | Manage business operational plans | BSBPEF502 | Develop and use emotional intelligence |
| Unit Code | Unit name | | | | | | | | |
| BSBHRM413 | Support the learning and development of teams and individuals | | | | | | | | |
| BSBOPS502 | Manage business operational plans | | | | | | | | |
| BSBPEF502 | Develop and use emotional intelligence | | | | | | | | |
| <p>For details on training and assessment activity, refer to the <u>Training and Assessment Sequencing Plan</u> included as Appendix 1 of this TAS.</p> | | | | | | | | | |
| Unit Description | <p>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.</p> <p>Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.</p> <p>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.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</p> <p>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.</p> | | | | | | | | |
| Industry Engagement <i>Clause 1.5</i> | <p>The industry consultation process assists by confirming that approach to delivery and assessment is consistent, as well as resources used are consistent with industry expectations and current practices.</p> <p>Industry experts have been consulted in order to input into the development of the course. Experts were provided with the Training and Assessment Strategy, plus samples of the training and assessment materials. Experts were also asked to comment on the industry skills required of trainers and assessors.</p> <p>Feedback from the consultation has been reviewed and incorporated into this Strategy. An industry consultation register also records outcomes and actions.</p> <p>Epicure Skills Training Pty Ltd also keeps up to date with industry trends through membership of professional associations and newsletter subscriptions.</p> | | | | | | | | |
| Entry to the training product | Entry to this qualification is open to individuals who: | | | | | | | | |

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| | <ul style="list-style-type: none"> hold a CHC30121 Certificate III in Early Childhood Education and Care or CHC30113 Certificate III in Early Childhood Education and Care. <p>Epicure Skills Training Pty Ltd has the following entry requirements:</p> <ul style="list-style-type: none"> Be 18 years or over Successful completion of Year 12 or equivalent Be competent in written and spoken English with an IELTS Score of no less than 6 or equivalent language test score. Results older than two years are not acceptable. English language competence can also be demonstrated through documented evidence of any of the following: <ul style="list-style-type: none"> Educated for 5 years in an English-speaking country; or Successful completion of an English Placement Test. Undertake a Language, Literacy and Numeracy (LLN) assessment relevant to your course. This is to identify whether you need additional support to complete your course successfully. | | | | | | | | |
| Transitioning Arrangements | <p>The CEO subscribes to the following email updates to ensure the RTO is advised of any changes to the Training Product:</p> <table> <tr> <td data-bbox="335 862 632 900"><input checked="" type="checkbox"/> ASQA newsletters</td> <td data-bbox="774 862 970 900"><input checked="" type="checkbox"/> Skills Service Organisation Newsletters</td> </tr> <tr> <td data-bbox="335 900 632 938"></td> <td data-bbox="870 900 970 938">Skills IQ</td> </tr> <tr> <td data-bbox="335 979 632 1017"><input checked="" type="checkbox"/> training.gov.au</td> <td data-bbox="774 979 970 1017"><input checked="" type="checkbox"/> Other</td> </tr> <tr> <td data-bbox="335 1017 632 1051"></td> <td data-bbox="870 1017 970 1051">VELG and Newbery Consulting</td> </tr> </table> <p>When there is a change to the Training Product that impacts on this TAS, the CEO will notify all staff affected as soon as possible.</p> <p>The RTO complies with clauses 1.26 & 1.27 of the <i>Standards for RTOs 2015</i>. When there are major changes to the Training Product, the CEO will review the changes made and create a plan to transition to the requirements of the new training product and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the CEO.</p> <p>Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).</p> | <input checked="" type="checkbox"/> ASQA newsletters | <input checked="" type="checkbox"/> Skills Service Organisation Newsletters | | Skills IQ | <input checked="" type="checkbox"/> training.gov.au | <input checked="" type="checkbox"/> Other | | VELG and Newbery Consulting |
| <input checked="" type="checkbox"/> ASQA newsletters | <input checked="" type="checkbox"/> Skills Service Organisation Newsletters | | | | | | | | |
| | Skills IQ | | | | | | | | |
| <input checked="" type="checkbox"/> training.gov.au | <input checked="" type="checkbox"/> Other | | | | | | | | |
| | VELG and Newbery Consulting | | | | | | | | |

Section 2: Learners and learning outcomes

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| Learners | <p>Target groups for the CHC50121 Diploma of Early Childhood Education and Care are international students who are:</p> <ul style="list-style-type: none"> seeking to pursue or further a career in Early Childhood Education and Care Seeking to enter a new industry sector Seeking a pathway to higher-level qualifications. <p>Characteristics of the target group are as follows:</p> |
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| | <p>Students will usually be new entrants. However, credit and/or RPL can be provided for those with existing skills and knowledge, allowing such students to complete the course in a shorter timeframe.</p> <p>Students will be from a range of countries and may be living in Australia for the first time or may have been here in the recent or more distant past.</p> <p>Many will speak English as a second language, although an entry-level has been set to ensure students are able to complete course work.</p> <p>Typically, persons entering this qualification will not have any work or study experience. Students are expected to typically fall into the age range of 18 – 35 as people still establishing or changing careers.</p> |
| Learning Support | <p>Epicure Skills Training Pty Ltd provides learning and welfare support to ensure a supported and successful learning environment for all students.</p> <p>Support arrangements are detailed in the Student Support Policy, and Associated Procedures, and details of all student support services are included in the Student Handbook and provided to students at orientation.</p> <p>Students' course progress is monitored throughout the course as per our Course Progress and Attendance Policy and Associated Procedures.</p> <p>Additionally, Epicure Skills Training Pty Ltd has an officially assigned dedicated trainer who can respond to student enquiries during weekdays and within 48 hours of receiving the enquiry.</p> |
| Pathways | <p>Potential employment options are in the childcare industry. The possible employment pathways may include as below:</p> <ul style="list-style-type: none"> • Assistant Director • Centre Director • Early Childhood Coordinator • Family Day Care Coordinator • Team Leader • Room leader / Lead Educator • Play Group Coordinator <p>Students who complete this course may wish to continue their education into higher education qualifications in early childhood education and care.</p> |

Section 3: Training Product Design

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| Recognition | <p>Students may apply for recognition of existing qualifications or skills, knowledge, and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees, as well as the duration of the course.</p> <ul style="list-style-type: none"> • This process is outlined in Epicure Skills Training Pty Ltd Student Enrolment and Completion Policy and Associated Procedures and Training and Assessment Policy & Associated Procedures. |
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| | <ul style="list-style-type: none"> Students who have skills and experience and are able to demonstrate competence and currency in a unit or units of competency will be eligible for Recognition of Prior Learning. | | | | | | |
| AQF Volume of Learning | <p>AQF volume of learning indicators (Note these indicators are considered to be a starting point and many factors can affect the amount of training required).</p> <table border="1"> <tr> <td>Certificate I 0.5–1.0 year 600–1200 hours</td><td>Certificate II 0.5–1.0 year 600–1200 hours</td><td>Certificate III * 1.0–2.0 years 1200–2400 hours</td><td>Certificate IV ** 0.5–2.0 years 600–2400 hours</td><td>Diploma 1.0–2.0 years 1200–2400 hours</td><td>Advanced Diploma 1.5–2.0 years 1800–2400 hours</td></tr> </table> | Certificate I 0.5–1.0 year 600–1200 hours | Certificate II 0.5–1.0 year 600–1200 hours | Certificate III * 1.0–2.0 years 1200–2400 hours | Certificate IV ** 0.5–2.0 years 600–2400 hours | Diploma 1.0–2.0 years 1200–2400 hours | Advanced Diploma 1.5–2.0 years 1800–2400 hours |
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| Duration and Amount of Training | <p>The qualification is delivered over 104 weeks comprising of:</p> <ul style="list-style-type: none"> 8 terms (70 weeks of Classroom & Online Training) Work placement 14 Weeks - 280 Hours (20 Hours per Week). Holiday breaks amounting to 20 weeks (as specified in the timetable) <p>Students are required to attend 15 hours of classroom training and 5 hours of structured online training with the trainer each week. Additional unsupervised Study is expected to be approximately 5 hours a week (see explanation below).</p> <p>The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.</p> <p>The total amount of training for structured classroom training and online training is 1205 hours. The total amount of work placement is 280 hours. The time scheduled for Assessments in class is 195 hours. Additional Study, which is unsupervised and may include research for assessments and general reading, is expected to be on average 5 hours a week.</p> <p>Total classroom and structured online delivery and assessment hours, and work placement therefore, amount to 1680 hours, and the volume of learning (i.e. including unsupervised learning of homework) is 2030 hours. A detailed breakdown of hours is provided in the Training and Assessment Schedule. The Training and Assessment Schedule is shown in terms, and this represents the scheduling of units on commencement. However, depending on when a student joins the course, the term number will vary.</p> <p>Epicure Skills Training Pty Ltd has decided on the course duration and amount of training, taking into account the AQF Volume of Learning, which is typically 1.0 – 2 years and 1200 – 2400 hours. It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time. Where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration if granted.</p> | | | | | | |

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| Work placement | <p>During the CHC50121 Diploma of Early Childhood Education and Care, students will be required to complete a minimum of 280 hours of work placement in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency.</p> <p>Students must undergo a working with children check prior to placement which will be at the student's own cost. Immunisations may also be required – this will be advised by the student's workplace.</p> <p>Throughout the work placement, assessors will make a series of visits to evaluate and assess the student's progress. The purpose of these visits will be to meet with students to discuss any issues concerning the placement or questions the student has, as well as to conduct observations for assessment purposes.</p> <p>This work placement will need to be organised by each individual learner. However, Epicure Skills Training will be available to provide assistance and guidance as needed during this process.</p> <p>Students will complete their project portfolios for all the units that require the work placement after gaining practical experience and while the experiences are fresh in their minds. They may also use their workplace experience to complete project portfolios for other units (as required).</p> <p>Epicure Skills Training Pty Ltd will assist all students to obtain work placements. However, students may also find their own work placement. Work placement agreements will be signed with participating organisations, and a facilities and equipment check will take place prior to the agreement being signed.</p> <p>Workplace supervisors are required to endorse each student's logbook to confirm they have completed the required service period hours. Workplace supervisors will be suitably qualified being qualified professionals in their role.</p> <p>Workplace Requirements:</p> <p>All workplaces will be regulated and will provide the Participant with access to the following specialist equipment and resources:</p> <p>Equipment & Resources:</p> <ul style="list-style-type: none"> • Workplace technology, such as photocopier, fax machine, computer. • Information technology for research and documentation • Existing policies and procedures of a regulated children's education and care service • Quality Improvement Plan template • Information technology for record keeping and documentation • Observation-recording tools • Children's records (real or simulated) • Legal and ethical information including: |
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| | <ul style="list-style-type: none"> ○ codes of practice ○ duty of care ○ rights and responsibilities of workers and employers ○ work role boundaries – responsibilities and limitations ● Models and processes of professional reflection ● Professional development opportunities ● Recommendations for children's healthy eating as detailed in the following sources or their successors: <ul style="list-style-type: none"> ○ Australian Dietary Guidelines ○ Australian Guide to Healthy Eating ● National Quality Framework: <ul style="list-style-type: none"> ○ Education and Care Services National Regulations ○ National Quality Standard ○ the relevant approved learning framework ● Service standards, policies and procedures for: <ul style="list-style-type: none"> ○ Children's health and safety ○ Educational program and practice ○ Physical environment ○ Relationships with children ○ collaborative partnerships with families and communities ● Children in a regulated education and care service in Australia. ● Early Childhood Australia (ECA) Code of Ethics ● United Nations Convention on the Rights of the Child ● Current workplace policies and procedures for WHS ● PPE relevant to the workplace and job role of the worker <p>Work placement facilities will be checked to ensure they students will be able to access the above.</p> <p>In addition, all students who are undertaking the CHC50121 Diploma of Early Childhood Education and Care must have the following resources while in class.</p> <ul style="list-style-type: none"> ○ A laptop that is installed with Microsoft Office or similar. |
| Training Delivery | <p>A blended face-to-face and online training mode is employed for this qualification, and all training will take place at the Epicure Skills Training Pty Ltd training facilities and the workplace.</p> <p>Units of competency are delivered individually.</p> |

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| | <p>A timetable will be supplied to each student prior to course commencement. Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Epicure Skills Training Pty Ltd provides to students.</p> <p>Students will be provided the required textbooks at orientation that they will use to develop their knowledge and understanding. All students will be provided with a range of learning support options and resources to help them achieve competency.</p> <p>Students can also be supported outside of face-to-face and online through e-mail and telephone contact with their trainer. Students are provided with their trainer's contact details at their orientation. Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required, including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.</p> <p>Students will be informed of the required reading or activities to prepare for each face-to-face and online lesson. Students will also be provided with a list of reference materials that can also be accessed to develop their knowledge.</p> <p>Epicure Skills Training Pty Ltd uses a range of techniques during face-to-face and online delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.</p> <p>Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the role in the workplace.</p> |
| Assessment | <p>Epicure Skills Training Pty Ltd has a Quality Assessment System which aims to ensure that assessment of our students meets the requirements of the nationally endorsed training packages and accredited courses and produces graduates with the relevant skills and knowledge for the workplace.</p> <p>All assessments for this training program comply with the assessment requirements of the CHC50121 Diploma of Early Childhood Education and Care and in accordance with the Principles of Assessment and Rules of Evidence.</p> <p>For details on assessment activity, refer to the <i>Training and Assessment Sequencing Plan</i> included as Appendix 1 of this TAS. The information below aligns with the <i>Training and Assessment Sequencing Plan</i>.</p> |
| Academic Integrity | <p>Epicure Skills Training Pty Ltd requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism, and collusion. The CEO and trainer/assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism and collusion and what will be the outcome if they undertake such practice. Epicure Skills Training Pty Ltd has the following definitions for cheating, plagiarism and collusion.</p> <p>Cheating: this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friends' answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared</p> |

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written answers in a closed book assessment and referring to texts during closed book assessments, amongst others.

Plagiarism: plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all the submissions, this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During the assessment, students will read about ideas and gather information from many sources. When students use these ideas in assignments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students include other people's work in submissions e.g., passages from books or websites, then the reference should be made to the source.

Collusion: this is the presentation by a student of an assignment as his or her own, which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism, or collusion has occurred, this will result in the student's assessment submission being invalidated, and the Student will be investigated for academic misconduct.

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| Assessment Validation | <p>Epicure Skills Training Pty Ltd has a plan for, and implements, systematic validation of assessment practices and judgments. The Validation Plan ensures that each unit or module on EPICURE SKILLS TRAINING PTY LTD's scope of registration is validated at least once every five years, with at least 50% of all units or modules validated within the first three years of each five-year cycle.</p> <p>The Validation Plan includes:</p> <ul style="list-style-type: none"> • When assessment validation will occur • Which training products will be the focus of the validation • Who will lead and participate in the validation activities. <p>Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2015 (Clause 1.9, 1.10 & 1.11). Collectively, those involved in validation must have:</p> <ul style="list-style-type: none"> • Vocational competencies and current industry skills • Current knowledge and skills in vocational teaching and learning • The training and assessment qualification or assessor skill set |
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Section 4: Human and Physical Resources

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| Trainers and assessors | <ul style="list-style-type: none"> • The trainers/assessors for the course are listed on the Trainer and Assessor Register. Each completes and maintains their details in the Skills Matrix. • All trainers are required to have the qualification TAE40116 Certificate IV in Training and Assessment or its successor or • TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> ◦ TAELLN411 (or its successor) or TAELLN401A, and ◦ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or • a diploma or higher-level qualification in adult education. |
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| | <ul style="list-style-type: none"> Trainers will have relevant tertiary, VET, and specific industry qualifications that, in combination, will demonstrate qualifications to teach and assess at the unit of competency level in competency mapping tables on file. Trainers are required to demonstrate a work history and current experience in the relevant industry in their teaching area of expertise. This experience is confirmed in a resume and references. Trainers must maintain their currency with industry and knowledge of the VET system in professional development logs. Individual professional development plans will be maintained in the Human Resources – staffing folders and updated annually. The College will offer internal professional development opportunities in relevant topics. |
| Facilities and Equipment | <ul style="list-style-type: none"> Training rooms, including desks, chairs, whiteboard and overhead projector. Computers with Microsoft Office and access to the Internet. Learning and assessment materials as outlined in this TAS. Trainer and assessor documents, including the assessment task guidance files and assessment and observation recording forms. Practical guides Work placement guidance documents for students and trainers. <p>In addition, all students who are undertaking the CHC50121 Diploma of Early Childhood Education and Care must have the following resources while in class.:</p> <ul style="list-style-type: none"> A laptop or computer that is installed with Microsoft Office or similar. |
| Simulated training environment | <p>Classroom simulated environment:</p> <p>The simulated training environment is created as described below.</p> <p>In the classroom, this is achieved by using equipment, tools, technology, workplace conditions, legislation, quality standards and approaches to work that match those currently employed in industry.</p> <p>Students' understanding of the workplace and its requirements will be developed throughout the course.</p> <p>The environment is created to suit the specific unit requirements, and the trainer reinforces understanding through relating to their own experience and using learning materials. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.</p> <p>Appropriate simulated contexts and activities are incorporated into delivery and prepare students for assessment. These align to the contexts and activities indicated in the units of competency. The simulated assessment contexts and activities also align to the requirements of each unit of competency.</p> <p>During the practical lessons, sufficient time is allocated for students to perform the required tasks, practice their skills and reinforce their knowledge.</p> |

Appendix I

Training and Assessment Sequencing Plan

This plan details the order that units or clusters of units are delivered, including details of the weeks/dates students will undertake assessments. Refer to the example below.

| Qualification | CHC50121 Diploma of Early Childhood Education and Care | | | Volume of Learning | | | |
|---------------|--|---|--|--------------------------|----------------------------|----------------------------|--------------------------|
| Week | Unit | Classroom training schedule | Classroom assessment schedule | Amount of Training | | Supervised Online Training | Unsupervised study hours |
| | | | | Classroom training hours | Classroom assessment hours | | |
| Term 1 | | | | | | | |
| Week 1 | BSBTWK502 Manage team effectiveness | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 2 | BSBTWK502 Manage team effectiveness | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 3 | BSBTWK502 Manage team effectiveness | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 4 | BSBTWK502 Manage team effectiveness | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |

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| Week 5 | BSBTWK502 Manage team effectiveness | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 6 | BSBHRM413 Support the learning and development of teams and individuals | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 7 | BSBHRM413 Support the learning and development of teams and individuals | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 8 | BSBPEF502 Develop and use emotional intelligence | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 9 | BSBPEF502 Develop and use emotional intelligence | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 10 | BSBPEF502 Develop and use emotional intelligence | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Term Break (11 – 12) | | | | | | | |
| Term 2 | | | | | | | |
| Week 13 | CHCECE041 Maintain a safe and healthy environment for children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |

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| Week 14 | CHCECE041 Maintain a safe and healthy environment for children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 15 | CHCECE041 Maintain a safe and healthy environment for children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 16 | CHCECE041 Maintain a safe and healthy environment for children | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 17 | CHCECE041 Maintain a safe and healthy environment for children | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 18 | CHCECE043 Nurture creativity in children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 19 | CHCECE043 Nurture creativity in children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 20 | CHCECE043 Nurture creativity in children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 21 | CHCECE043 Nurture creativity in children | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |

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| Week 22 | CHCECE043 Nurture creativity in children | | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Term Break (Week 23 - 27) | | | | | | | |
| Term 3 | | | | | | | |
| Week 28 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 29 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 30 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 31 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 32 | CHCECE042 Foster holistic early childhood learning, development and wellbeing | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 33 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 34 | Work Placement - 20 Hours Per Week | | | | | | |

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|---------------|--|---|--|----|---|---|---|
| Week 35 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 36 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 37 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 38 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 39 | Work Placement - 20 Hours Per Week | | | | | | |
| Term 4 | | | | | | | |
| Week 40 | CHCECE044 Facilitate compliance in a children's education and care service | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 41 | CHCECE044 Facilitate compliance in a children's education and care service | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 42 | CHCECE044 Facilitate compliance in a children's education and care service | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 43 | CHCECE044 Facilitate compliance in a children's education and care service | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 44 | CHCECE044 Facilitate compliance in a children's education and care service | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |

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| Week 45 | CHCECE044 Facilitate compliance in a children's education and care service | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 46 | BSBOPS502 Manage business operational plans | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 47 | BSBOPS502 Manage business operational plans | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 48 | BSBOPS502 Manage business operational plans | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 49 | BSBOPS502 Manage business operational plans | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Term Break (Week 50 - 52) | | | | | | | |
| Term 5 | | | | | | | |
| Week 53 | CHCECE045 Foster positive and respectful interactions and behaviour in children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 54 | CHCECE045 Foster positive and respectful interactions and behaviour in children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |

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| Week 55 | CHCECE045 Foster positive and respectful interactions and behaviour in children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 56 | CHCECE045 Foster positive and respectful interactions and behaviour in children | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 57 | CHCECE045 Foster positive and respectful interactions and behaviour in children | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 58 | CHCECE046 Implement strategies for the inclusion of all children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 59 | CHCECE046 Implement strategies for the inclusion of all children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 60 | CHCECE046 Implement strategies for the inclusion of all children | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 61 | CHCECE046 Implement strategies for the inclusion of all children | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 62 | CHCECE046 Implement strategies for the inclusion of all children | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |

| Term Break (63 - 64) | | | | | | | |
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| Term 6 | | | | | | | |
| Week 65 | CHCECE047 Analyse information to inform children's learning | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 66 | CHCECE047 Analyse information to inform children's learning | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 67 | CHCECE047 Analyse information to inform children's learning | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 68 | CHCECE047 Analyse information to inform children's learning | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 69 | CHCPRP003 Reflect on and improve own professional practice | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 70 | CHCPRP003 Reflect on and improve own professional practice | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 71 | CHCPRP003 Reflect on and improve own professional practice | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |

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| Week 72 | CHCPRP003 Reflect on and improve own professional practice | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 73 | CHCPRP003 Reflect on and improve own professional practice | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 74 | CHCPRP003 Reflect on and improve own professional practice | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Term Break (Week 75 - 79) | | | | | | | |
| Term 7 | | | | | | | |
| Week 80 | CHCECE048 Plan and implement children's education and care curriculum | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 81 | CHCECE048 Plan and implement children's education and care curriculum | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 82 | CHCECE048 Plan and implement children's education and care curriculum | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 83 | CHCECE048 Plan and implement children's education and care curriculum | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |

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| Week 84 | CHCECE048 Plan and implement children's education and care curriculum | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 85 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 86 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 87 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 88 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 89 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 90 | Work Placement - 20 Hours Per Week | | | | | | |
| Week 91 | Work Placement - 20 Hours Per Week | | | | | | |
| Term 8 | | | | | | | |
| Week 92 | CHCECE049 Embed environmental responsibility in service operations | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 93 | CHCECE049 Embed environmental responsibility in service operations | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 94 | CHCECE049 Embed environmental responsibility in service operations | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |

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| Week 95 | CHCECE049 Embed environmental responsibility in service operations | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 96 | CHCECE049 Embed environmental responsibility in service operations | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Week 97 | CHCECE050 Work in partnership with children's families | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 98 | CHCECE050 Work in partnership with children's families | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 99 | CHCECE050 Work in partnership with children's families | Training as outlined in trainer guide for this unit | | 15 | | 5 | 5 |
| Week 100 | CHCECE050 Work in partnership with children's families | Training as outlined in trainer guide for this unit | Assessment Task 1: Knowledge questions | 10 | 5 | 5 | 5 |
| Week 101 | CHCECE050 Work in partnership with children's families | Training as outlined in trainer guide for this unit | Assessment Task 2: Project | 7 | 8 | 5 | 5 |
| Term Break (Week 102 - 104) | | | | | | | |
| Total Supervised Classroom and Online Training Hours | | | | | | | 1205 |

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| Total Supervised Assessment Hours | 195 |
| Total Unsupervised Study Hours | 350 |
| Total Work Placement Hours | 280 |
| Total Volume of Learning | 2030 |