

4Life College



RPL Candidate Guide

CHC50113 Diploma of Early Childhood Education Care

Recognition of Prior Learning (RPL) and Course Credit (CT) Candidate Guide

Qualifications

- HLT50113 Diploma of Early Childhood Education and Care

A guide to recognition of prior learning for dance teachers

'This is a modified document based on materials prepared by Innovation and Business Skills Australia Ltd, the original of which can be found on the IBSA website <http://www.ibsa.org.au>.'

Contents

Contents	2
Introduction.....	3
Modules and Units of Competency	4
The RPL and CT Process	5
How to Submit an RPL/CT Application	6
Fees.....	7
Evidence.....	7
Appendix 1 – Sample Unit of Competency – CHCECE003 – Provide Care for Children.....	10
Appendix 2 – Sample RPL and CT Agreement and Outcome Letter.....	14
Appendix 3 – RPL and CT Application Form.....	16

Introduction

The course provides a Nationally Recognised Training qualification for individuals who want to work in the early childhood sector, as an early childhood educator, or in a supervisor or management role within a centre-based service or family day care scheme. To adequately prepare graduates for the work place the course has been designed to include a selection of elective units to meet current industry demands, and through careful selection of these electives the qualification ensures graduates of 4Life College are equipped with the knowledge and skills to work competently as an educator or potentially take on a supervisor or management role such as Room Leader in a centre-based service, Service Director, Children's Services Manager or Family Day Care Coordinator.

National qualifications and skill sets in the childcare sector ensures skills and knowledge is formally recognised at a national level.

They do this by undertaking what is called recognition of prior learning (RPL) – a process that involves producing evidence of the skills and knowledge they already have, so that registered training organisations (RTOs) offering national qualifications can determine where they are equivalent to what is being taught.

Credit Transfer (CT) is also offered for units of competency that have been successfully completed at any RTO.

The aim of this guide is to help experienced childcare workers put together the evidence they need to apply for RPL and CT to be awarded a Statement of Attainment for the units outlined below in:

- CHC50113 Diploma of Early Childhood Education and Care.

These units of competency from the CHC Community Services Training Package, HLT Health Training Package and BSB Business Services Training Package meet industry requirements for providing child services training to individuals in a child care environment.

Candidates may be awarded RPL/CT for individual units of competency, complete modules or full qualifications. Candidates must be aware that some modules are delivered holistically, and as such, RPL of partial modules may not always be possible.

Modules and Units of Competency

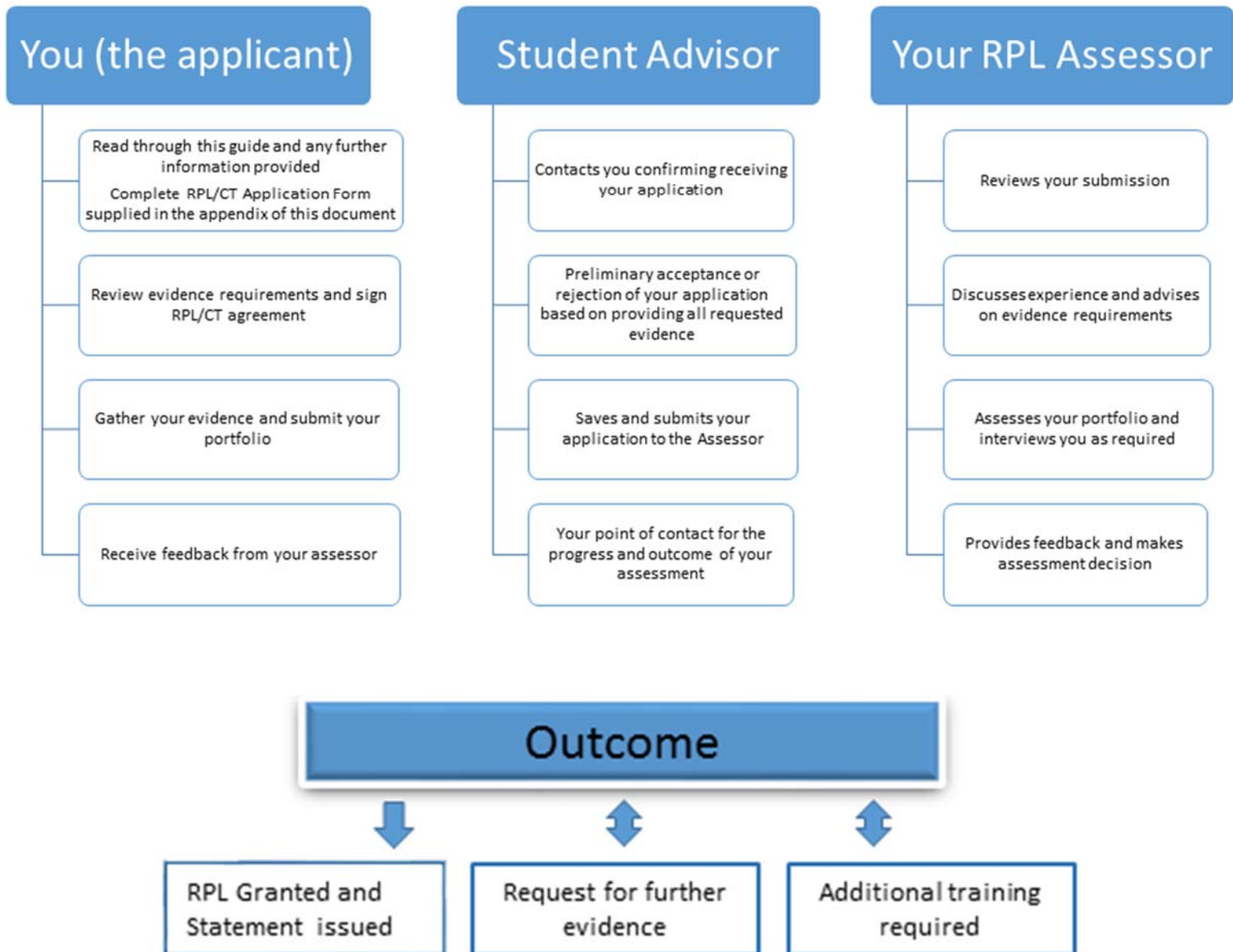
The following tables show a list of the units of competency as they are delivered in modules in each qualification.

CHC50113 Diploma of Early Childhood Education and Care

The following units, make up the Diploma of Early Childhood Education and Care.

Unit Code	Unit of Competency Name	Field
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCECE001	Develop cultural competence	Core
CHCECE002	Ensure the health and safety of children	Core
CHCECE003	Provide care for children	Core
CHCECE004	Promote and provide healthy food and drinks	Core
CHCECE005	Provide care for babies and toddlers	Core
CHCECE007	Develop positive and respectful relationships with children	Core
CHCECE009	Use an approved learning framework to guide practice	Core
CHCECE016	Establish and maintain a safe and healthy environment for children	Core
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	Core
CHCECE018	Nurture creativity in children	Core
CHCECE019	Facilitate compliance in an education and care services	Core
CHCECE020	Establish and implement plans for developing cooperative behaviour	Core
CHCECE021	Implement strategies for the inclusion of all children	Core
CHCECE022	Promote children's agency	Core
CHCECE023	Analyse information to inform learning	Core
CHCECE024	Design and implement the curriculum to foster children's learning and development	Core
CHCECE025	Embed sustainable practices in service operations	Core
CHCECE026	Work in partnership with families to provide appropriate education and care for children	Core
CHCLEG001	Work legally and ethically	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID004	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCECE010	Support the holistic development of children in early childhood	Elective
CHCECE011	Provide experiences to support children's play and learning	Elective
CHCECE013	Use information about children to inform practice	Elective
CHCDIV001	Work with diverse people	Elective
CHCPRP003	Reflect on and improve own professional practices	Elective

The RPL and CT Process



How to Submit an RPL/CT Application

Course Credit Procedure

1. Complete the RPL/CT Application Form in [Appendix 5](#) – RPL and CT Application Form.
2. Collate your evidence to support your application, using this guide to assist you.
3. Submit the Application Form and evidence via email. All evidence must be scanned as per scanning requirements below.
4. The initial application fee will be processed upon receiving your application as per your payment details on the application form.
5. Your application will then be assessed based on the evidence submitted. If the evidence submitted in the application is not deemed adequate in terms of authenticity, validity, reliability, currency or sufficiency, the assessor may request further evidence. Further training may also be required.
6. The student will be advised of the outcome of the application via email.
7. The outcome will include a summary of relevant fees payable based on the number of modules/UOCs successfully exempted and the requirements for further assessment. These fees must be paid before the RPL assessment can be proceed further.
8. The student must sign their outcome agreement.
9. The student record will be updated according to the outcome of the application.
10. If the student does not agree with the outcome of the application, the student has the right to appeal using ALG's appeals process.

Document and Scanning Requirements

Please attach scanned copies of academic transcripts, course outlines, diplomas, degrees or other certifications. All documents must be in English. Translated documents must be from an authorised translation service.

Requirements of scanned documents:

- Documents must be scanned from the original documents. Scans from a photocopy or a faxed copy are not acceptable
- Documents must be scanned in colour
- Applicants must ensure no portion of the document is missing (look out for page numbers)
- Documents must be scanned at the original size. If the document is larger than A4 then the document should be scanned in A4 sized portions without size reduction
- If the document has markings or text on both sides e.g. a registration number then both sides must be scanned
- File size of any single document should not exceed 3MB
- ALG reserves the right to view original versions, conduct authenticity checks, of any scanned documents which accompany your application at any stage of the process.

Tips for Application

- Details must be provided, not just certificates or transcripts. Unless you provide certificates from another registered training organisation, certificates do not contain the detail needed to assess your training. Please provide detailed content of the studies you have undertaken and your experience.
- Details need to include hours of study for each unit and date/year studied
- Current competency – this requires that your skills have been used in the last 2-3 years. If you have studied more than 4+ years ago, you must provide evidence of current competency i.e. you have been working in that field and your skills are still current.
- Allow a minimum of 10 working days needed to review documents
- Review the competency list provided – and outline where your training covers these areas.

Fees

A non-refundable administration fee of \$85 per course will apply when you lodge your application.

The RPL fee payable will be determined by the assessment requirements, training requirements and the number of modules or units exempted.

The purpose of RPL is to reduce the time and/or cost associated with training. Your RPL fee will never exceed the cost of the course.

RPL fees must be agreed upon and paid prior to the finalisation of the RPL process.

Evidence

In applying for RPL/CT, you will be assessed against the requirements of the units listed in the relevant qualification as outlined previously. Appendix 1 – [Appendix 1 – Sample Unit of Competency](#) – contains a copy of one of these units. You may wish to access www.training.gov.au and search for every unit in the qualification to assist you with your submission. Alternatively, use the table below as a basis for collecting evidence, your RPL assessor will also guide you in this regard.

After submitting your application, the RTO may require a meeting with you to discuss your experience and to advise on the most appropriate evidence for you to present in light of your experience and particular circumstances. This will be summarised in the RPL/CT agreement mentioned in the above diagram.

Generally speaking, most requirements can be covered through two types of evidence.

1. Authenticated documentation.
2. Videos of you teaching classes. If the RTO happens to be nearby, you may be able to arrange for the assessor to observe you teaching classes. This would eliminate the need for video recordings.

This evidence will be supplemented by:

- information about your experience as a dancer and dance teacher supplied on the RPL application form you submit to the RTO (e.g. a copy of your resume)
- how you respond to questions the assessor asks during interviews

Approach the RPL process as you would a job interview. In that situation you submit documentation, such as:

- your application, which addresses selection criteria
- your resume
- copies of your qualifications including transcripts
- examples of work you have done
- references from current and previous employers

The information you provide at the application stage may be enough to grant RPL. For example, if you have previously studied the same unit of competency. A student who holds a valid first aid certificate would not be required to undergo an interview and there would be no need to provide further evidence in this case.

Your RPL assessor may request an interview by phone or in person if required. This will involve answering questions about aspects of the job. This is your opportunity to expand on what you submitted in written form. The interviewer may also discuss other types of evidence that must be submitted to satisfy RPL assessment.

Key Principles of Evidence

The standards under which RTOs operate are very specific about the types of evidence that must be submitted to support your assessment. Evidence must satisfy ALL of the following points:

Evidence must be:

valid	<ul style="list-style-type: none"> • directly related to the unit of competency
sufficient	<ul style="list-style-type: none"> • covers everything in the unit of competency • shows competency over a period of time • shows competency in different contexts
current	<ul style="list-style-type: none"> • relates to experience in the past two to three years
authentic	<ul style="list-style-type: none"> • can be clearly identified as evidence of your own competence.

Remember: your assessor must be satisfied that your evidence satisfies each of the key principles of evidence. If it does not, your assessor will ask for further evidence or will be unable to grant the RPL.

A range of documentation developed by the candidate may be used to show evidence of requirements. It is important to remember that to satisfy the rules of evidence, more than one piece of evidence may be required to demonstrate competency.

Below is a list of the types of evidence that can be used, but this is by no means exhaustive:

- Third-party verification that documentation was developed by the candidate
- Response to questions during an assessor interview (phone, skype or in person)
- References (written or verbal) from current and/or previous employers
- Resources developed by the candidate and verified by a third party
- Observation of the candidate undergoing practical tasks (video or direct)
- Verification by third party that the candidate has undergone practical tasks or displayed relevant knowledge
- Documented self, peer or employer evaluations of candidate's performance
- Evaluation sheets completed by clients or third parties
- A Statement of Attainment for a unit that has been obtained through having completed an accredited course in the past two or three years
- Outlines, reports, documentation, programs or sessions that have been completed by the candidate.

Assessor interview

An interview may be conducted in person or by phone if required. In an interview, your assessor will be checking that you have the underpinning knowledge required by the units of competency. The good news is that many of the knowledge requirements are repeated across units.

Prior to meeting with your assessor, read through the required knowledge section of each unit of competency, as well as the elements and performance criteria and associated range statement. This will give you a clear picture of the underpinning knowledge required. Since your assessor will already have your documentary and video evidence, you may find questions that relate to those sections as well.

The RPL agreement

Once you have submitted your application and your first round of evidence, your assessor will provide you with a simple agreement that states:

- the supplementary evidence candidates must provide

- the timeframe for submitting evidence
- arrangements for the assessor interview (if needed) and other activities, such as video submission
- contact details for people who can authenticate documentary evidence that candidates provide
- cost to the candidate.

The Assessment Decision

Your assessor will make an assessment decision based on the evidence that you have provided. That decision may be:

1. Full RPL for the entire qualification (Statement of attainment issued)
2. Partial RPL for modules or units of competency within a qualification (Statement of attainment issued)
3. Request further information
4. Request further training
5. Require challenge tests to be completed

Right to Appeal

As with all assessment decisions, students have the right to appeal the assessment decision. The process for appeal is documented in the Student Handbook.

Reasonable adjustment

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a special need. A reasonable adjustment can be as simple as changing a written exam question to a question that is asked orally, or providing additional time for completion.

Reasonable adjustment must NOT affect the rigour or intent of the requirements of a unit of competency. For instance, if a unit requires students to complete a form, it would not be 'reasonable' to have them respond orally. Your RPL assessor will reasonably adjust any assessment where possible if you inform them of a special need to do so.

Outcome of Application

This process to identify whether there will be any credit given to the selected course/s will be completed within 10 working days.

If credit is given, a course credit document will be issued stating the components within the course that the student is exempt from completing.

If no credit is given, the candidate will be provided with information as to why the application was unsuccessful and advise the next steps to gaining the qualification.

Appendix 1 – Sample Unit of Competency – CHCECE003 – Provide Care for Children

CHCECE003 - Provide care for children (Release 3)

This unit describes the skills and knowledge required to ensure children’s physical and emotional well-being is maintained and their self-sufficiency is nurtured.

This unit applies to people who work with children in a range of early education and care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	Performance criteria specify the level of performance needed to demonstrate achievement of the element.
1. Provide physical care	1.1 Manage toileting accidents in a manner that protects the child’s self-esteem and privacy 1.2 Supervise and engage with children eating and drinking 1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children’s health and safety
2. Promote physical activity	2.1 Consistently implement movement and physical experiences as part of the program for all children 2.2 Participate with children in their physical activity 2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child 2.4 Encourage each child’s level of participation in physical activities according to the child’s abilities and their level of comfort with activities 2.5 Engage children in outdoor play 2.6 Foster children’s participation in physical activities 2.7 Discuss with children how their bodies work and the importance of physical activity to people’s health and wellbeing

3. Adapt facilities to ensure access and participation
- 3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk-taking
 - 3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities
 - 3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air
 - 3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences
 - 3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests
4. Help children with change
- 4.1 Prepare children for changes in a supportive and timely manner
 - 4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child
 - 4.3 Identify and respond to children's feelings openly, appropriately and with respect
 - 4.4 Encourage children to communicate, listen and treat others with respect
 - 4.5 Encourage opportunities to express feelings and emotions appropriately
5. Settle new arrivals
- 5.1 Observe families and children for signs of stress/distress on arrival
 - 5.2 Begin interaction with the child while family is still present to minimise abruptness of separation
 - 5.3 Encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child
 - 5.4 Respond to child's distress at separation from the family in a calm reassuring manner

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Oral communication – in order to interact calmly and positively with families and children

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- provided care and responded appropriately to at least three children of varying ages, including:
- promoting physical activity and encouraging participation
- engaging children in discussions around physical health and wellbeing
- adapting the physical environment to ensure challenge and appropriate risk-taking
- ensuring the smooth transition of new arrivals
- supporting children through transition and change
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- basic principles of child physical and emotional development
- United Nations Convention on the Rights of the Child
- recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
- impact of changes of routines and environments for children
- sun safety
- relevance of hand hygiene for minimising infectious diseases

- code of ethics
- routines and strategies to minimise distress at separation of parent and child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be assessed in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Appendix 2 – Sample RPL and CT Agreement and Outcome Letter

Candidate's Name:	<i>Caroline Carer</i>																																																																													
Assessor's Name:	<i>Adam Assessor</i>																																																																													
RPL fee payable																																																																														
Qualification/ Units of Competency assessed	<i>Diploma of Early Childhood Education and Care – Certificate III units only</i>																																																																													
Evidence Provided	<i>Certificate III in Early Childhood Education and Care from Happy Children College 7th December 2016</i>																																																																													
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	CT = credit transfer RPL = Recognition of Prior Learning FE = Further evidence required GT = Gap training N = Not part of application		
Further evidence to be submitted	<i>No further evidence required, full CT for applicable units from Certificate III qualification. No further RPL granted due as not applied for.</i>		
Names and contact details for those who can authenticate documentation	Name and position: <i>Jan Smith</i> Company: <i>Happy Children College (Issuing RTO)</i> Contact details: <i>1800 000 000</i>		
Assessor's signature:	<i>Adam Assessor</i>	Date:	<i>17/07/17</i>
The candidate has been supplied with the following information:	<input checked="" type="checkbox"/> Explanation of the RPL assessment process <input checked="" type="checkbox"/> List of relevant UOCs <input checked="" type="checkbox"/> An explanation of the evidence to be submitted <input checked="" type="checkbox"/> An explanation of the right to appeal the final assessment decision <input checked="" type="checkbox"/> The availability of reasonable adjustment for special needs if required		
By signing this agreement, you are agreeing that you have been provided with the information above and that you agree to pay the specified fee before the final RPL assessment commences.			
Candidate's signature:	<i>Caroline Carer</i>	Date:	<i>18/07/17</i>

Appendix 3 – RPL and CT Application Form

Personal Information

Name _____ DOB: _____

Address _____ P/Code: _____

Suburb _____

Phone H _____ W _____ M _____

Email _____ Today's Date _____

How did you hear about us? _____

Select the course applying for course credit

Course Options

- CHC50113 Diploma of Early Childhood Education and Care

Unique Student Identified (USI)

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI) that links to an online account that contains all your training records and results you complete from 1 January 2015 onwards. The USI is needed before a qualification can be issued.

Do you have a Unique Student Identifier (USI)?

Yes - provide number

--	--	--	--	--	--	--	--	--	--

- NO or NOT SURE - If you do not have a USI or not sure, we will automatically verify this for you and obtain one on your behalf using the personal information you have provided and as per conditions of enrolment.

Skills Recognition Program

Currently practicing childcare workers can apply to have their skills recognized by providing us with information about their experience with Child Care in a formal setting. Please note, you will be required to provide evidence of this experience including, but not limited to:

- Letters from your employer which explain your role as a childcare worker
- Website details showing operational hours, therapies provided
- Relevant certification or qualifications
- Employment contracts

Depending on the nature and extent of your experience, skills recognition will determine the extent of course credit given.

Qualification or formal study in Child Care

Education Provider	Name of Qualification	Dates Attended		Areas of Study
		From	Until	
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Describe your experience with child care work in a formal child care environment

Over the course of your child care experience, estimate the total numbers of hours you would have performed tasks in a formal child care environment.

Recognition of Prior Learning and Course credit

Students may also gain course credit through recognition of prior learning or former structured learning, such as a previous qualification with a recognized child care organization or registered training organization.

To help with the course credit process, students are required to identify the modules and Units of Competency (UOCs) that they are applying for course credit. Below is a list of the units of competency that are covered in the courses that ALG offers.

To complete the form below, students are required to tick the specific UOC they are applying for course credit and state the equivalent competencies or subject that they have studied. Students will need to provide evidence with this course credit application.

As the UOCs are clustered into modules, students must show evidence to support the entire group of UOCs in the module or the module must be undertaken.

Please note, ALG reserves the right to determine whether the knowledge within a competency has been fully achieved and whether course credit and/or RPL will be given.

List the Evidence to support your application:

Diploma of Early Childhood Education and Care – CHC50113

Unit Code	Unit Title		Supporting Evidence
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	<input type="checkbox"/>	
CHCECE001	Develop cultural competence	<input type="checkbox"/>	
CHCECE002	Ensure the health and safety of children	<input type="checkbox"/>	
CHCECE003	Provide care for children	<input type="checkbox"/>	
CHCECE004	Promote and provide healthy food and drinks	<input type="checkbox"/>	
CHCECE005	Provide care for babies and toddlers	<input type="checkbox"/>	
CHCECE007	Develop positive and respectful relationships with children	<input type="checkbox"/>	
CHCECE009	Use an approved learning framework to guide practice	<input type="checkbox"/>	
CHCECE016	Establish and maintain a safe and healthy environment for children	<input type="checkbox"/>	
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	<input type="checkbox"/>	
CHCECE018	Nurture creativity in children	<input type="checkbox"/>	
CHCECE019	Facilitate compliance in an education and care services	<input type="checkbox"/>	

CHCECE020	Establish and implement plans for developing cooperative behaviour	<input type="checkbox"/>	
CHCECE021	Implement strategies for the inclusion of all children	<input type="checkbox"/>	
CHCECE022	Promote children's agency	<input type="checkbox"/>	
CHCECE023	Analyse information to inform learning	<input type="checkbox"/>	
CHCECE024	Design and implement the curriculum to foster children's learning and development	<input type="checkbox"/>	
CHCECE025	Embed sustainable practices in service operations	<input type="checkbox"/>	
CHCECE026	Work in partnership with families to provide appropriate education and care for children	<input type="checkbox"/>	
CHCLEG001	Work legally and ethically	<input type="checkbox"/>	
CHCPRT001	Identify and respond to children and young people at risk	<input type="checkbox"/>	
HLTAID004	Provide an emergency first aid response in an education and care setting	<input type="checkbox"/>	
HLTWHS001	Participate in workplace health and safety	<input type="checkbox"/>	
CHCECE010	Support the holistic development of children in early childhood	<input type="checkbox"/>	

CHCECE011	Provide experiences to support children's play and learning	<input type="checkbox"/>	
CHCECE013	Use information about children to inform practice	<input type="checkbox"/>	
CHCDIV001	Work with diverse people	<input type="checkbox"/>	
CHCPRP003	Reflect on and improve own professional practices	<input type="checkbox"/>	

Course Credit Payment Method

Payment for course credit applications can be made via direct deposit or credit card. Please select the payment option which you would like to pay with:

Pay by ►

Direct Deposit

Credit card

Payment Information

Credit Card Payment Details

Select Credit Card:

Visa

MasterCard

Name card: _____

Card Number:

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Expiry:

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By ticking this box I, _____ (credit card holder name) give permission for SOM to use the details.

Direct Deposit Payment Details

When making direct deposit ADD your Full Name as the reference.

Account name: Australian Learning Group Pty Ltd

Account number:

1019 8588

BSB: 062 032

Declaration

I _____ (applicant name) declare that the information that has been provided in this course credit application is true and accurate, and that I have submitted true copies of the original certificate and transcripts.

Today's Date: _____