4Life College

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

Qualifications
- CHC50113 Diploma of Early Childhood Education and Care

A guide to recognition of prior learning for students

'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

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.

Note that course credit may only result in a reduction of tuition fees for cases where students have course credit granted for a <u>whole</u> term of study, on the condition that the Course Credit Application was submitted with a minimum of 10 working days prior to the commencement of the term that the student applied for course credit.

If the Course Credit Application was submitted within 10 working days of term commencement or once the term commenced, the student will not be required to attend classes however, the student will NOT be eligible for fee reduction.

If course credit for a whole term is granted, the student is not required to pay tuition fees for the term/s in which course credit has been granted to the whole term.
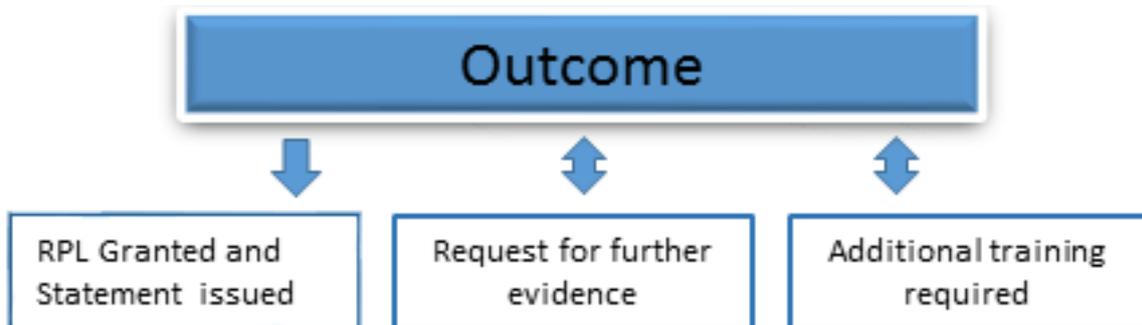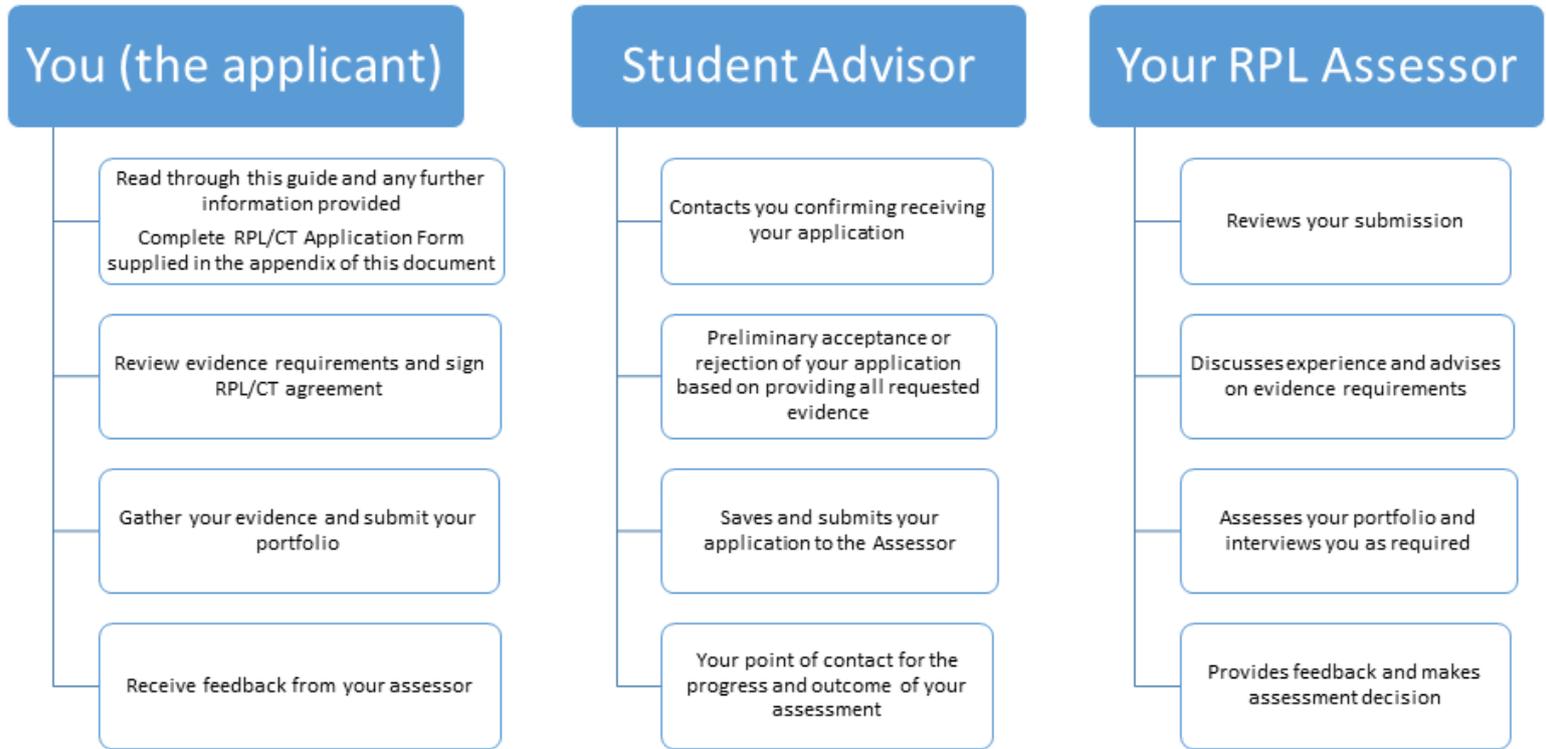
Modules and Units of Competency

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 service	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
HLTWHS003	Maintain work 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 practice	Elective

The RPL and CT Process

You (the applicant)

- Read through this guide and any further information provided
  Complete RPL/CT Application Form supplied in the appendix of this document

- Review evidence requirements and sign RPL/CT agreement

- Gather your evidence and submit your portfolio

- Receive feedback from your assessor

Student Advisor

- Contacts you confirming receiving your application

- Preliminary acceptance or rejection of your application based on providing all requested evidence

- Saves and submits your application to the Assessor

- Your point of contact for the progress and outcome of your assessment

Your RPL Assessor

- Reviews your submission

- Discusses experience and advises on evidence requirements

- Assesses your portfolio and interviews you as required

- Provides feedback and makes assessment decision

Outcome

| RPL Granted and Statement issued | Request for further evidence | Additional training required |

Course Credit Process Overview

How to Submit your Course Credit Application

1. Complete the RPL/CT Application Form in Appendix 3 – 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 <u>via email to</u> admissions@alg.edu.au. All evidence must be scanned as per scanning requirements below.
4. Pay the Course Credit application fee (non-refundable, regardless of the outcome). If payment details are provided in the Course Credit application form, payment will be processed upon receiving your application.

Assessment and Outcome

- The student application will be assessed based on the evidence submitted in your Course Credit Application. 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.
- The student will be advised of the outcome of the application via email.
- The outcome will include the module/subject/classes/UoC successfully exempted and the requirements for further assessment.
- The outcome will also include any reduction in fees. Fee reductions are ONLY applicable for cases where students have course credit granted for a whole term of study, on the condition that the Course Credit Application was submitted with a minimum of 10 working days prior to the commencement of the term that the student applied for course credit. If the Course Credit Application was submitted within 10 working days of term commencement or once the term commenced, the student will not be required to attend classes however, the student will NOT be eligible for fee reduction. If course credit for a whole term is granted, the student is not required to pay tuition fees for the term/s in which course credit has been granted to the whole term.
- For cases where course credit is not granted for a <u>whole</u> term of study but is granted only for some module/subject/classes in a term, student's attendance for those module/subject/classes is no longer required. In these cases, course credit will NOT result in a reduction in fees.

Finalising Course Credit

- The student must sign their outcome agreement in order to finalise the Course Credit process.
- The student record will be updated according to the outcome of the application.
- 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

- <u>Details must be provided,</u> 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, provided that all the relevant documentation has been received from the student.
- Review the competency list provided – and outline where your training covers these areas.

Fees

The Course Credit Application Fee – Initial

There is a non-refundable application fee applicable (regardless of the outcome) to each course credit application a student submits (refer to the Additional Fees Schedule).

This is the fee to initially assess the application you have made and to assess either:

i) Immediate credit that can be granted based on evidence provided and/or

ii) Additional credit that may be possible if additional evidence and/or assessment is provided and undertaken.

First Aid Unit Credit Transfer – for course credit applications involving a *credit transfer* of previous achievement of first aid units, ALG does not charge this application fee.

Course Credit Additional Administration/Assessment Fee

In some cases, after the initial course credit assessment has been undertaken the assessor may identify that the application has not been completed correctly and/or there is need for additional evidence and/or there needs to be additional direct assessment if credit is to be given.

In this case, if the student does choose to provide the additional evidence or undertake the assessment then Course Credit Additional Administration/Assessment Fees may apply. These will be explained to the student prior to undertaking this step.

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 – Sample Unit of Competency - CHCECE003 Provide Care for Children 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 in the industry as 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	• directly related to the unit of competency
sufficient	• covers everything in the unit of competency
	• shows competency over a period of time
	• shows competency in different contexts
current	• relates to experience in the past two to three years
authentic	• 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

Allow a minimum of 10 working days needed to review documents, provided that all the relevant documentation has been received from the student.

If credit is given, a course credit document will be issued stating the components within the course that the student is exempt from attending/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:	*Caroline Carer*
Assessor's Name:	*Adam Assessor*
RPL fee payable	
Qualification/ Units of Competency assessed	*Diploma of Early Childhood Education and Care – Certificate III units only*
Evidence Provided	*Certificate III in Early Childhood Education and Care from Happy Children College 7th December 2016*
Assessment decision by unit	

Unit Code	Unit of Competency Name	Field
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	CT
CHCECE001	Develop cultural competence	CT
CHCECE002	Ensure the health and safety of children	CT
CHCECE003	Provide care for children	CT
CHCECE004	Promote and provide healthy food and drinks	CT
CHCECE005	Provide care for babies and toddlers	CT
CHCECE007	Develop positive and respective relationships with children	CT
CHCECE009	Use an approved learning framework to guide practice	CT
CHCECE016	Establish and maintain a safe and healthy environment for children	N
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	N
CHCECE018	Nurture creativity in children	N
CHCECE019	Facilitate compliance in an education and care services	N
CHCECE020	Establish and implement plans for developing cooperative behaviour	N
CHCECE021	Implement strategies for the inclusion of all children	N
CHCECE022	Promote children's agency	N
CHCECE023	Analyse information to inform learning	N
CHCECE024	Design and implement the curriculum to foster children's learning and development	N
CHCECE025	Embed sustainable practices in service operations	N
CHCECE026	Work in partnership with families to provide appropriate education and care for children	N
CHCLEG001	Work legally and ethically	CT
CHCPRT001	Identify and respond to children and young people at risk	CT
HLTAID004	Provide an emergency first aid response in an education and care setting	CT
HLTWHS003	Maintain work health and safety	CT
CHCECE010	Support the holistic development of children in early childhood	CT

		CHCECE011	Provide experiences to support children's play and learning	CT
		CHCECE013	Use information about children to inform practice	CT
		CHCDIV001	Work with diverse people	N
		CHCPRP003	Reflect on and improve own professional practices	N

	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	*No further evidence required, full CT for applicable units from Certificate III qualification. No further RPL granted due as not applied for.*
Names and contact details for those who can authenticate documentation	Name and position: *Jan Smith* Company: *Happy Children College (Issuing RTO)* Contact details: *1800 000 000*
Assessor's signature:	*Adam Assessor*	Date:	17/07/17
The candidate has been supplied with the following information:	☑ Explanation of the RPL assessment process ☑ List of relevant UOCs ☑ An explanation of the evidence to be submitted ☑ An explanation of the right to appeal the final assessment decision ☑ 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:	*Caroline Carer*	Date:	18/07/17

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, you give ALG permission to verify this for you and obtain one on your behalf using the personal information you have provided and as per conditions of enrolment.

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**	
❑				
❑				
❑				

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	❑	
CHCECE001	Develop cultural competence	❑	
CHCECE002	Ensure the health and safety of children	❑	
CHCECE003	Provide care for children	❑	
CHCECE004	Promote and provide healthy food and drinks	❑	
CHCECE005	Provide care for babies and toddlers	❑	
CHCECE007	Develop positive and respective relationships with children	❑	
CHCECE009	Use an approved learning framework to guide practice	❑	
CHCECE016	Establish and maintain a safe and healthy environment for children	❑	
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	❑	
CHCECE018	Nurture creativity in children	❑	
CHCECE019	Facilitate compliance in an education and care services	❑	

CHCECE020	Establish and implement plans for developing cooperative behaviour	❏	
CHCECE021	Implement strategies for the inclusion of all children	❏	
CHCECE022	Promote children's agency	❏	
CHCECE023	Analyse information to inform learning	❏	
CHCECE024	Design and implement the curriculum to foster children's learning and development	❏	
CHCECE025	Embed sustainable practices in service operations	❏	
CHCECE026	Work in partnership with families to provide appropriate education and care for children	❏	
CHCLEG001	Work legally and ethically	❏	
CHCPRT001	Identify and respond to children and young people at risk	❏	
HLTAID004	Provide an emergency first aid response in an education and care setting	❏	
HLTWHS003	Maintain work health and safety	❏	
CHCECE010	Support the holistic development of children in early childhood	❏	

CHCECE011	Provide experiences to support children's play and learning	❏	
CHCECE013	Use information about children to inform practice	❏	
CHCDIV001	Work with diverse people	❏	
CHCPRP003	Reflect on and improve own professional practices	❏	

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: ☐☐☐☐ ☐☐☐☐ ☐☐☐☐ ☐☐☐☐

Expiry: ☐☐ ☐☐

❑ 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

Candidate Declaration and Authority to Release Information

By signing below, I declare that:

- I have been advised of the recognition assessment process and understand my rights and responsibilities as a recognition candidate.

- This portfolio is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.

- I have organised and named the files I am submitting according to the instructions provided and I am aware that 4Life College will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.

- I am aware that the 4Life College has a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent for the 4Life College to contact these parties for verification purposes.

- I hereby give permission for 4Life College to contact any third party I have referenced for verification of my currency.

- I choose to be assessed at this time.

- I hereby consent to 4Life College making enquiries and verifying documents and qualifications submitted as part of this application.

- I expressly authorise issuing institutions and authorities, including private RTOs, TAFE institutions and universities to provide verification to 4Life College of qualifications and statements of attainment issued to me.

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.

Signature: _____   Date: _____