



AUSTRALIAN INSTITUTE OF
EARLY CHILDHOOD STUDIES

2010 INTERNATIONAL STUDENT HANDBOOK

CRICOS Provider Number: 02773E

56 Commercial Drive, Shailer Park Qld 4128
Ph: (07) 3801 3962 Fax: (07) 3801 5144
Email: college@gccs.com.au <http://www.aiecs.com.au>



Welcome to Australian Institute of Early Childhood Studies

The Australian Institute of Early Childhood Studies team is proud to welcome you on board. We trust that you will find the time we share challenging, rewarding and fun.

Our aim is to equip you with the knowledge, skills and confidence you need to enter the workforce or further studies.

During your time with us, you will be exposed to a variety of experiences and challenges. The course will provide a mix of theory and practical skill training. We will also offer you an opportunity to build your confidence and motivation with a view to prepare you for a competitive market.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are welcome to ask us for further information if you have questions, which are not covered in this handbook.

The quality of your experience at Australian Institute of Early Childhood Studies depends largely on your motivation and commitment. We feel that we have in place an ideal learning environment. Meet the challenge and we will do our very best to ensure that the benefit to you exceed your expectations.

BEST OF LUCK!



CALENDAR OF EVENTS FOR 2010

January

- 1st – 25th Brisbane Tramway Museum
Venue: 50 Tramway Street Ferny Grove
- 26th "Australia Day"
Venue: South bank Parklands, South bank
- "Chinese New Year" (Date's to be confirmed)
Venue: Chinatown Mall, Fortitude Valley

February

- Gold Coast Waitangi Day & Pacific Island Festival (Date's to be confirmed)
Venue: Mudgeeraba Showgrounds, Worongary & Tallai Roads, Mudgeeraba

March

- St Patrick's Irish festival (Date's to be confirmed)
Venue: Queensland Gaelic Park 18 Bowhill Rd, Willawong 4110 (Date's to be confirmed)

April

- 25th ANZAC Day
Venue: Variety of Locations.

May

- Redcliffe Kite Festival (Date's to be confirmed)
Venue: Pelican Park, Hornibrook Esplanade, Clontarf on the Redcliffe Peninsula

June

- History Alive: A Journey through Time..... (Date's to be confirmed)
Venue: Fort Lytton National Park, South Street Lytton

July

- Morningside Festival
Venue: Thynne Road Morningside 8:30am-3pm. (Date's to be confirmed)

August

- EKKA
Venue: RNA Showgrounds. (Date's to be confirmed)

September

- Brisbane river festival
Venue: South Bank park lands. (Date's to be confirmed)

EVENTS STILL TO COME

www.ourbrisbane.com.au , www.brisbanecitylife.com.au/bcl/watson and
www.goldcoast.qld.gov.au

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COURSE INFORMATION

All Australian Institute of Early Childhood Studies Courses for International Students are registered with CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students).

CRICOS Provider Number: 02773E

The Australian Institute of Early Childhood Studies offers International Students training in the following Qualifications:

CHC30708 - Certificate III in Children's Services CHC30708 Intake – February 2010

Orientation Week: 1st & 2nd February 2010
Semester One, Term One: 8th February to 9th April 2010
Holidays: 10th April to 18th April 2010

Semester One, Term Two: 19th April 2010 to 25th June 2010
Holidays: 26th June to 4th July 2010

Semester Two, Term One: 4th July 2010 to 27th August 2010
Holidays: 28th August 2010 to 12th September 2010

Semester Two, Term Two: 14th September 2010 to 5th November 2010

CHC50908 - Diploma of Children's Services (Early Childhood Education and Care) Intake – February 2011

Orientation Week: 7th & 8th February 2011
Semester One, Term One: 14th February 2011 to 8th April 2011
Holidays: 9th April 2011 to 17th April 2011

Semester One, Term Two: 18th April 2011 to 24th June 2011
Holidays: 25th June 2011 to 10th July 2011

Semester Two, Term One: 11th July 2011 to 23rd September 2011
Holidays: 24th September to 2nd October 2011

Semester Two, Term Two: 3rd October 2011 to 2nd December 2011

CERTIFICATE III in CHILDREN'S SERVICES (CHC30708)

The Early Childhood Industry throughout Australia point to graduates holding this qualification has the potential to be employed in Long Day Care Centres in the capacity of a Qualified Assistant (as approved by Queensland Department of Communities). Students may also specialise in order to work in Family Day Care or Outside School Hours Care.

The 15 Units of Competency (11 compulsory and 4 chosen electives) cover the areas of programming for children's physical, social, emotional and intellectual needs; behaviour management; responding to illness, accidents and emergencies; workplace health and safety; legal & ethical considerations, communication, interactions and meeting family needs. **The Certificate III in Children's Services is a pre-requisite course for the Diploma of Children's Services.**

AIECS full time Certificate III of Children's Services Course is delivered over 36 teaching weeks (including orientation and excluding holiday weeks). The course structure consists of two Semesters, with two Terms in each Semester.

There is a total of **641 Nominal Hours** in this programme. The course is designed to ensure International Students complete successfully a Level 3 qualification in the most innovative and up-to-date facilities and resources, and **to gain direct entry into the Diploma of Children's Services the following year.**

International students completing their Certificate III in Children's Services with Australian Institute of Early Childhood Studies are required to complete 350 hours on-the-job experience in a recognized children's service. Students will not visit just one children's service. Australian Institute of Early Childhood Studies will arrange for each student's practicum placement within the first week of commencement of each academic semester.

Students will also be required to undertake study and assessments outside of classroom in order to complete course requirements. This will be essential to ensure a successful completion.

Refer to pg 9 of this Handbook for Course Outline and Timetable

DIPLOMA OF CHILDREN'S SERVICES (EARLY CHILDHOOD EDUCATION AND CARE) **CHC50908**

The Early Childhood Industry throughout Australia point to graduates holding this qualification has the potential to be employed in Long Day Care Centres in the capacity of Group Leader or Assistant Director (as approved by Queensland Department of Communities). Students may also specialise in order to work in Family Day Care or as a Co-ordinator of Outside School Hours Care.

The 18 Units of Competency (13 compulsory and 5 chosen electives) cover the areas of in-depth programming for children's physical, social, emotional and intellectual needs; behaviour management; responding to illness, accidents and emergencies; inclusion of children with additional needs; workplace health and safety; the accreditation process, management of organisation accounts and finances in addition to meeting family and community needs.

AIECS full time Diploma of Children's Services Course runs for 39 weeks (including orientation and excluding holiday weeks). This programme consists of two Semesters, with two Terms in each Semester.

There is a total of **1,048 Nominal Hours** in this programme. This course is designed to ensure International Students complete successfully a Level 5 qualification in the most innovative and up-to-date facilities and resources. **Students will only be able to gain entry into this course with a Certificate III in Children's Services (CHC30708) qualification.**

International students completing their Diploma of Children's Services with Australian Institute of Early Childhood Studies are required to complete 385 hours on-the-job experience in a recognized children's service. Students will not visit just one children's service. Australian Institute of Early Childhood Studies will arrange for each student's practicum placement within the first week of commencement of each academic semester.

Each student will be required to access to a notebook computer to be able to participate in classroom based sessions.

Students will be given a term outline at the beginning of each semester including a detailed list of field trip locations and guest speakers planned. These outlines are flexible and can be altered and added to throughout each semester and should be considered as a guideline only.

Students will also be required to undertake study and assessments outside of classroom in order to complete course requirements. This will be essential to ensure a successful completion.

Course Intake date: February 2011 (to be advised)

Attendance

Classes are held at the AIECS three days per week from Monday – Wednesday. It is the expectation of the AIECS, that students attend 90%, but no less than 80% of their course of enrolment each semester unless there are special circumstances prevailing such as major health conditions and/or bereavement. All medical absences must be accompanied by a medical certificate which indicated that the student was unable to attend class due to medical reasons.

Student attendance will be monitored on a fortnightly basis, based on the class attendance records taken at each class held at the AIECS. Any student who has attended less than 90% of their scheduled classes for the fortnight (5.4 out of 6 days), will be issued with written notification about their conditions to attend no less than 80% of the programme (4.8 of 6 days). In addition, written notification will be provided to students who are absent from classes for more than five consecutive days. Students who are issued with written notification regarding attendance will be required to attend appropriate counselling sessions with the AIECS to ensure appropriate attendance levels are maintained.

Students who fail to meet the imposed attendance requirements set by the AIECS will further be notified in writing of the AIECS intention to report the student to DIAC. The student will be further informed in this written notification of their rights to the AIECS complaints and appeals process within 20 days of the receipt of the written notification. Students who choose not to lodge an appeal of the failure to progress notification within 20 working days automatically withdraws from the appeals process and/or the result is considered to support the AIECS. Unsuccessful appeals or students who fail to lodge an appeal will be forwarded to the Secretary of the Department of Education Science and Training (DEST) regarding the students insufficient attendance.

Teaching and Delivery Methods

All Australian Institute of Early Childhood Studies Qualified Trainers are vibrant and dynamic teachers who are extremely motivated and committed to the training of students in the early childhood profession. Each class intake will be allocated one trainer however students will come in contact with all of the college's trainers throughout the duration of the course.

Assessment Methods

Australian Institute of Early Childhood Studies utilizes a variety of assessment methods. These include but are not limited to: written assignments, role-playing, on site participation, multiple choice (first aid only), oral presentations, group presentations, group work, group assessment and written tests. Assessment methods may be presented in written or electronic form.

College Facilities

Australian Institute of Early Childhood Studies has innovative and spacious training rooms where students are seated at students desks and adult chairs. The entire college facility is air-conditioned for all year round comfort. The college has a fully functional kitchen including microwave, refrigerator and food preparation and eating facilities. There is ample on site car parking available and easy accessibility to public transport from major shopping centres. The college facility has multiple working toilets and has been designed to accommodate additional needs.

Australian Institute of Early Childhood Studies is located next to two Queensland Child Care Services Centres.

" Welcome to Hyperdome Early Education Centre & Pre-School 1 & 2. Our operating hours are 6.15am to 6.15pm, 5 days a week, 52 weeks a year; we only close for public holidays.

At the Hyperdome Early Education Centre and Pre-school, we care for children aged from new-born to school age, with both centres holding up to 150 children per day. Our staff is committed to provide the highest quality care, education and service for every child and family attending our centre. All our staffs (qualified and studying) are encouraged to increase their skills and knowledge base by attending in-service training and seminars. Michelle and Jade are the Directors of Hyperdome 1 & 2, both has many years of experience in Centres throughout Queensland.

The Hyperdome Early Education Centre and Pre-school has been awarded the highest quality accreditation (2) years by the National Childcare Accreditation Council and is always striving to offer the best in all areas."

College Equipment and Learning Resources

Trainers of Australian Institute of Early Childhood Studies use a vast array of teaching resources including:

- Liquid Crystal Display (LCD) Projector
- Computer Media Network – including innovative PowerPoint presentations and web access
- Whiteboard
- Lectern and Microphone
- Reference and Resource Library
- TV/Video, Video and Digital Cameras

Students will also have access to a variety of college resources such as the equipment listed above to assist in learning and assessment presentations. Other facilities include:

- Hands on children's resources to promote realism and genuine opportunities to create and practice learning content in real life practical situations – including experiences for the indoors and outdoors.
- A Reference and Resource Centre especially designed for students of the college is also available and is updated regularly with latest "child care" information (please refer to Academic Support).
- Learning materials including study and assessment guides, handouts, online resource lists, reference lists, and Training Record Book for practical assessment purposes.
- Access to photocopiers



Enrolment Information

Australian Institute of Early Childhood Studies will approve enrolments from students of 18 years of age and over. Australian Institute of Early Childhood Studies does not offer courses to unaccompanied children or students who are under 18 years of age.

Australian Institute of Early Childhood Studies wishes to advise all students prior to enrolling that any school-aged dependents accompanying a student to Australia will be required to pay full fees if they are enrolled in either a government or non-government school.

A student needs to submit to AIECS before being offered a placement a copy of:

1. Successful student visa application
2. Certified copy of positive notice of blue card notification
3. Certified copy of a student's health insurance cover whilst in Australia

Students who have previously enrolled in relevant courses

Australian Institute of Early Childhood Studies will only enrol a student who has completed another relevant course (from a registered provider listed on the CRICOS) if we are satisfied that:

1. The student has demonstrated a commitment to studies in that previous course
2. Has had a good attendance record for that course
3. Had paid all the fees required for that course

In the circumstance that a student has not completed a previous course from which they commenced with another provider AIECS will require the student to produce a letter of release from the provider attesting to the three points stated above.

STUDENT ORIENTATION

A comprehensive Student Orientation will take place at the beginning of each course and is conducted by the Australian Institute of Early Childhood Studies Trainers. Student Orientation is an integral component of the Certificate III and Diploma Course Outline (see below) and attendance is compulsory.

Orientation provides students with a complete review of the Student Handbook and an overview of the services available at Australian Institute of Early Childhood Studies. Students will be introduced to the Principal of the College as well as all College Trainers, Administration Team and the Support Team including the International Student Liaison Officers.

Additionally, at orientation students are made aware of essential information including but not limited to:

- Tour of Educational and Learning Resources
- Tour of Facilities such as the classrooms and offices of International Student Liaison Officers
- Workplace Health and Safety requirements
- Enrolment and Attendance conditions
- Student Support services and Reference Library services
- Student Handbook including review of important policies such as the Grievance Procedures, Disciplinary Procedures and Academic Progression
- Your Terms Timetable including important dates practicum requirements, excursions/guest speakers and assessment requirements
- Practicum placement within a childcare centre arranged by the college
- All required textbooks
- Parking and Public Transport
- Orientation package which includes:
 - Student ID card
 - Student ID badge
 - Centre t shirt
 - Hat
 - Student handbook
 - Student practicum handbook
 - AIECS environmental bag

Informal Orientation sessions will be conducted from Term Two. These sessions are designed to remind International Students of the policies and procedures of Australian Institute of Early Childhood Studies and to provide any updated information that may affect their enrolment or time with the college.

**Certificate III in Children's Services CHC30708
Course Outline 2010**

Semester One, Term One

Field Trips and Guest Speakers this term include:

- Kid's Safe House
- Logan Multicultural Neighbourhood Centre
- Emergency Services including fire, ambulance and police stations.
- Child Health Nurse

Week One

1/2/10 – 5/2/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Orientation	Orientation	NO CLASSES	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5			

Week Two

8/2/10-12/2/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN301A Ensure the Health and Safety of Children	CHCCN301A Ensure the Health and Safety of Children	CHCCN301A Ensure the Health and Safety of Children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three

15/2/10-19/2/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN301A Ensure the Health and Safety of Children	CHCCN302A Provide Care for Children	CHCCN302A Provide Care for Children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
22/2/10 – 26/2/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN302A Provide Care for Children	CHCCN302A Provide Care for Children	CHCPR301A Provide experiences to support children's play and learning	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
1/3/10 – 5/3/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR301A Provide experiences to support children's play and learning	CHCPR301A Provide experiences to support children's play and learning	CHCPR301A Provide experiences to support children's play and learning	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
8/3/10 – 12/3/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Seven
15/3/10 – 19/3/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Eight
22/3/10 – 26/3/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	HLTFA301B Apply Basic First Aid	HLTFA301B Apply Basic First Aid	HLTFA301B Apply Basic First Aid	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Nine
29/3/10 – 2/4/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	HLTFA301B Apply Basic First Aid	HLTFA301B Apply Basic First Aid	HLTFA301B Apply Basic First Aid	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Ten
5/4/10 – 9/4/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Holiday's – 10th April- 18th April 2010

Semester One, Term Two

Field Trips and Guest Speakers this term include:

- Child Health Nurse
- Johnson and Johnson Baby Massage
- Playgroup
- Museum and Art Gallery

Week One
19/4/10 – 23/4/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC301A Support the development of children	CHCFC301A Support the development of children	CHCFC301A Support the development of children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Two
26/4/10 - 30/4/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC301A Support the development of children	CHCFC301A Support the development of children	CHCIC301D Interact effectively with Children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three
3/5/10 – 7/5/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC301D Interact effectively with Children	CHCIC301D Interact effectively with Children	CHCIC301D Interact effectively with Children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
10/5/10 - 14/5/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC301D Interact effectively with Children	CHCCN305A Provide Care for Babies	CHCCN305A Provide Care for Babies	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
17/5/10 – 21/5/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN305A Provide Care for Babies	CHCCN305A Provide Care for Babies	CHCCN305A Provide Care for Babies	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
24/5/10 – 28/5/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR303D Develop an understanding of children's interests and developmental needs	CHCPR303D Develop an understanding of children's interests and developmental needs	CHCPR303D Develop an understanding of children's interests and developmental needs	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Seven
31/5/10 – 4/6/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR303D Develop an understanding of children's interests and developmental needs	CHCPR303D Develop an understanding of children's interests and developmental needs	CHCPR303D Develop an understanding of children's interests and developmental needs	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Eight
5/6/10 – 9/6/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Nine
14/6/10 – 18/6/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Ten
21/6/10 -25/6/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Catch up day – finalise any outstanding assessments	Catch up day – finalise any outstanding assessments	Break up Day	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5		

Holidays – 26th June – 4th July 2010

Semester Two, Term One

Field Trips and Guest Speakers this term include:

- Department of Child Safety
- Occupational Health and Safety Officer
- Underwater World

Week One

5/7/10 – 9/7/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCS400A Work within a legal and ethical framework	CHCCS400A Work within a legal and ethical framework	CHCCS400A Work within a legal and ethical framework	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Two

12/7/10 – 16/7/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCS400A Work within a legal and ethical framework	CHCCS400A Work within a legal and ethical framework	CHCCS400A Work within a legal and ethical framework	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three

19/7/10 – 23/7/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	HLTOHS300A Contribute to OHS Processes	HLTOHS300A Contribute to OHS Processes	HLTOHS300A Contribute to OHS Processes	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
26/7/10 – 30/7/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	HLTOHS300A Contribute to OHS Processes	HLTOHS300A Contribute to OHS Processes	HLTOHS300A Contribute to OHS Processes	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
2/8/10 – 6/8/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCHILD401A Identify and respond to children and young people at risk	CHCCHILD401A Identify and respond to children and young people at risk	CHCCHILD401A Identify and respond to children and young people at risk	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
9/8/10 – 13/8/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCHILD401A Identify and respond to children and young people at risk	CHCCHILD401A Identify and respond to children and young people at risk	CHCCHILD401A Identify and respond to children and young people at risk	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Seven
16/8/10 – 20/8/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Eight
23/8/10 – 27/8/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Holidays – 28th August to 12th September 2010

Semester Two, Term Two

Field Trips and Guest Speakers intended for this term:

- Viewing rooms at Lady Gowrie centres
- Viewing rooms at Kelvin Grove University
- Viewing rooms at C&K Centres
- Course Break Up Day at Dream world

Week One

14/9/10 – 18/9/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCRF301A	CHCRF301A	CHCRF301A Work effectively with families to care for the child	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK	Work effectively with families to care for the child	Work effectively with families to care for the child			
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Two

20/9/10 – 24/9/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCRF301A	CHCRF301A	CHCRF301A Work effectively with families to care for the child	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK	Work effectively with families to care for the child	Work effectively with families to care for the child			
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three

27/9/10 – 1/10/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCHILD301A Support the behaviour of children and young people	CHCCHILD301A Support the behaviour of children and young people	CHCCHILD301A A Support the behaviour of children and young people	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
4/10/10 – 8/10/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCHILD301A Support the behaviour of children and young people	CHCCHILD301A Support the behaviour of children and young people	CHCCHILD301A Support the behaviour of children and young people	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
11/10/10 – 15/10/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC302A Support Aboriginal and/or Torres Strait Islander Families to participate in Children's Services	CHCIC302A Support Aboriginal and/or Torres Strait Islander Families to participate in Children's Services	CHCIC302A Support Aboriginal and/or Torres Strait Islander Families to participate in Children's Services	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
18/10/10 – 22/10/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC302A Support Aboriginal and/or Torres Strait Islander Families to participate in Children's Services	CHCIC302A Support Aboriginal and/or Torres Strait Islander Families to participate in Children's Services	CHCIC302A Support Aboriginal and/or Torres Strait Islander Families to participate in Children's Services	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Seven
25/10/10 – 29/10/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7		

Week Eight
1/11/10 – 5/11/10

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Catch up day – finalise any outstanding assessments	Catch up day – finalise any outstanding assessments	Break up Day Graduation	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5		

**Diploma Of Children's Services (Early Childhood Education and Care) CHC50908
Course Timetable 2011**

Semester One, Term One

Field Trips and Guest Speakers this term include:

- Child Safety Officer
- Occupational Health and Safety Officer
- Ambulance and Emergency Services Representatives
- City Hall and Clock Tower

Week One

7/2/11 – 11/2/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Orientation	Orientation	NO CLASSES	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5			

Week Two

14/2/11 - 18/2/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCORG506C Coordinate the work environment	CHCORG506C Coordinate the work environment	CHCORG506C Coordinate the work environment	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three

21/2/11 – 25/2/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCORG506C Coordinate the work environment	CHCORG506C Coordinate the work environment	CHCORG506C Coordinate the work environment	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
28/2/11 – 2/3/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCORG506C Coordinate the work environment	CHCORG506C Coordinate the work environment	CHCCN511A Establish and maintain a safe and healthy environment for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
7/3/11 – 11/3/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511A Establish and maintain a safe and healthy environment for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
14/3/11 – 18/3/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511A Establish and maintain a safe and healthy environment for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Seven
21/3/11 – 25/3/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN511A Establish and maintain a safe and healthy environment for children	CHCPR515A Develop and implement a program to support sustainable practice	CHCPR515A Develop and implement a program to support sustainable practice	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Eight
28/3/11 – 1/4/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR515A Develop and implement a program to support sustainable practice	CHCPR515A Develop and implement a program to support sustainable practice	CHCPR515A Develop and implement a program to support sustainable practice	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Nine
4/4/11 – 8/4/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR515A Develop and implement a program to support sustainable practice	CHCPR515A Develop and implement a program to support sustainable practice	CHCPR515A Develop and implement a program to support sustainable practice	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5		

Holidays 9th April – 17th April 2011

Semester One, Term Two

Field Trips and Guest Speakers this term include:

- Storytelling at local library
- Kinder Dance
- Science Centre
- Out of the Box – South Bank
- 12th Night Theatre

Week One

18/4/11 – 22/4/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Two

25/4/11 – 29/4/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC502A Foster physical development in early childhood	CHCFC502A Foster physical development in early childhood	CHCFC502A Foster physical development in early childhood	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three
2/5/11 – 6/5/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC502A Foster physical development in early childhood	CHCFC503A Foster social development in early childhood	CHCFC503A Foster social development in early childhood	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
9/5/11 – 13/5/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC503A Foster social development in early childhood	CHCFC503A Foster social development in early childhood	CHCFC504A Support emotional and psychological development in early childhood	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
16/5/11 – 20/5/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC504A Support emotional and psychological development in early childhood	CHCFC504A Support emotional and psychological development in early childhood	CHCFC504A Support emotional and psychological development in early childhood	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
23/5/11 – 27/5/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC505A Foster cognitive development in early childhood	CHCFC505A Foster cognitive development in early childhood	CHCFC505A Foster cognitive development in early childhood	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Seven
30/5/11 – 3/6/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC505A Foster cognitive development in early childhood	CHCFC506A Foster Children's language and communication development	CHCFC506A Foster Children's language and communication development	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Eight
6/6/11 – 10/6/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFC506A Foster Children's language and communication development	CHCFC506A Foster Children's language and communication development	CHCFC506A Foster Children's language and communication development	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Nine
13/6/11 – 17/6/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Ten
20/6/11 – 24/6/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Catch up day – finalise any outstanding assessments	Break up Day	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Holidays – 25th June to 10th July 2011

Semester Two, Term One

Field Trips and Guest Speakers this term include:

- Viewing rooms at Lady Gowrie centres
- Viewing rooms at Kelvin Groove
- NCAC Validator
- Team Building Specialists

Week One

11/7/11 – 15/7/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR502D Organise experiences to facilitate and enhance children's development	CHCPR502D Organise experiences to facilitate and enhance children's development	CHCPR502D Organise experiences to facilitate and enhance children's development	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Two

18/7/11 – 22/7/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR502D Organise experiences to facilitate and enhance children's development	CHCPR509A Gather, interpret and use information about children	CHCPR509A Gather, interpret and use information about children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three

25/7/11 – 29/7/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR509A Gather, interpret and use information about children	CHCPR509A Gather, interpret and use information about children	CHCPR510A Design, implement and evaluate programs and care routines for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
1/8/11 – 5/8/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCPR510A Design, implement and evaluate programs and care routines for children	CHCPR510A Design, implement and evaluate programs and care routines for children	CHCPR510A Design, implement and evaluate programs and care routines for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
8/8/11 – 12/8/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
15/8/11 – 19/8/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Seven
22/8/11 – 26/8/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC511A Implement and promote inclusive policies and practices in children's services	CHCIC511A Implement and promote inclusive policies and practices in children's services	CHCIC511A Implement and promote inclusive policies and practices in children's services	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Eight
29/8/11 – 2/9/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC511A Implement and promote inclusive policies and practices in children's services	CHCIC511A Implement and promote inclusive policies and practices in children's services	CHCIC511A Implement and promote inclusive policies and practices in children's services	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Nine
5/9/11 – 9/9/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Ten
12/9/11 – 16/9/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Week Eleven
19/9/11 – 23/9/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Holidays – 24th September to 2nd October 2011

Semester Two, Term Two

Field Trips and Guest Speakers intended for this term:

- Astor Terrace Brisbane City Child Care
- Prep Class
- Outside School Hours Care
- Noah's Ark
- SUPS & SNEARS Representatives
- Graduation
- DIPLOMA BREAK UP DAY HELD AT AUSTRALIA ZOO



Week One
3/10/11 – 7/10/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN520B Advocate for the rights and needs of children and young people	CHCCN520B Advocate for the rights and needs of children and young people	CHCCN520B Advocate for the rights and needs of children and young people	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Two
10/10/11 – 14/10/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCCN520B Advocate for the rights and needs of children and young people	CHCFAM503B Work with a child focused approach	CHCFAM503B Work with a child focused approach	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Three
17/10/11 – 21/10/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCFAM503B Work with a child focused approach	CHCFAM503B Work with a child focused approach	CHCRF511A Work in partnership with families to provide appropriate care for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Four
24/10/11 – 28/10/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCRF511A Work in partnership with families to provide appropriate care for children	CHCRF511A Work in partnership with families to provide appropriate care for children	CHCRF511A Work in partnership with families to provide appropriate care for children	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Five
31/10/11 – 4/11/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC512A Plan and implement inclusion of children with additional needs	CHCIC512A Plan and implement inclusion of children with additional needs	CHCIC512A Plan and implement inclusion of children with additional needs	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Six
7/11/11 – 11/11/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC512A Plan and implement inclusion of children with additional needs	CHCIC512A Plan and implement inclusion of children with additional needs	CHCIC512A Plan and implement inclusion of children with additional needs	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					

Week Seven
14/11/11 – 18/11/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC501A Establish and implement plans for developing cooperative behaviour	CHCIC501A Establish and implement plans for developing cooperative behaviour	CHCIC501A Establish and implement plans for developing cooperative behaviour	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	6.5	6.5	6.5	7	

Week Eight
21/11/11 – 25/11/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	CHCIC501A Establish and implement plans for developing cooperative behaviour	CHCIC501A Establish and implement plans for developing cooperative behaviour	CHCIC501A Establish and implement plans for developing cooperative behaviour	NO CLASSES	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
Total Class hours	6.5	6.5	6.5		

Week Nine
28/11/11 – 2/12/11

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-10am	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	Vocational Placement Day These hours can vary due to centre operating hours. Students will each be provided with an individual timetable for their Vocational Placement upon Commencement of the programme	NO CLASSES
MT BREAK					
10:15am-12pm					
LUNCH					
1pm-2:30pm					
AT BREAK					
2:45-4:30pm					
Total Class hours	7	7	7	7	

Please Note: Course Timetable is flexible due to the appointment of public and school holidays units of competency may be completed within the previous term or run onto the next term.

(Learning Outcomes for each unit of competency are outlined on page 24 of the Student Handbook)

COURSE DELIVERY

The Certificate III of Children's Services Course is delivered over 39 weeks consisting of two semesters over one year.

The Diploma of Children's Services is also delivered over 39 weeks consisting of two semesters over one year.

We encourage students to enrol into both courses as the Certificate III in Children's Services is a pre-requisite course for the Diploma of Children's Services. (Course Duration may vary one or two weeks depending on the calendar years allocated public and school holidays.)

Students will be required to attend classroom based delivery on Mondays, Tuesdays and Wednesdays from 8.30am to 4.30pm. We encourage students to arrive no later than 8.15am to ensure their computers are set up and all paperwork is organized for the day. Students will be given a 10 minute morning tea and afternoon tea break with a one hour lunch break. Thursdays will be a designated practicum day except for the first four weeks of the course – semester one.

Each classroom intake has a maximum of 25 students to one trainer assessor. This may be a combination of International and Local Students wishing to attain a Certificate III in Children's Services or a Diploma of Children's Services qualification. Australian Institute of Early Childhood Studies may have up to three classes running concurrently each with their own highly qualified Trainer.

Student Practicum Requirements

International students completing their Certificate III in Children's Services with Australian Institute of Early Childhood Studies are required to complete 350 hours on-the-job experience in a recognized children's service. International students enrolled in the Diploma of Children's Services are required to complete 385 hours on-the-job experience in a recognized children's service. Students will not visit just one children's service. Australian Institute of Early Childhood Studies will arrange for each student's practicum placement within the first week of commencement of each academic semester.

Whilst the student is out in the field, they will be directly supervised at all times by a nominated Work Place Supervisor who has been approved by Australian Institute of Early Childhood Studies. Australian Institute of Early Childhood Studies will on an ongoing basis communicate with the Work Place Supervisor to ensure they are informed of the student's conduct and progress whilst on-the-job. An AIECS Trainer/Assessor will arrange to visit the student working within the children's service at least once a month.

Dress Standards:

The below dress recommendations are given to all students for their safety against injury and illness. All standards are in accordance with the Department of Training and Industrial Relations Safety Policy:

- Enclosed shoes should be worn, high heels are not appropriate
- Torn clothing will not be allowed
- Nails should be of an appropriate length to perform competently the all tasks required in the course
- Hats must be worn when outdoors at all times.
- No sharp or dangling jewellery especially when working on practicum
- Tight, restrictive and revealing clothing is not appropriate
- All tattoos must be covered whilst on practicum
- All piercing must be covered or removed.
- Long hair should be tied back neatly.

ACADEMIC SUPPORT

Recognition of qualification in your country of origin

Before enrolling in Australian Institute of Early Childhood Studies it is recommended to approach your relevant government or professional accreditation bodies to ensure our qualification will be recognised. Australian Institute of Early Childhood Studies has an excellent reputation in and outside of Australia however each country does have different requirements.

Reference and Resource Centre

A reference centre is available to International Students at the college. This is an essential support for students undertaking AIECS Courses. International Students will need to use their student cards to access the reference centre resources which include:

- reference materials
- textbooks
- journals
- government regulations and legislation
- industry news and events

The reference centre also has two computers for International Students to access course materials online.

Australian Institute of Early Childhood Studies News

Australian Institute of Early Childhood Studies issues a quarterly newsletter to **all** students informing them of the latest college news and events.

ARE YOU ELIGIBLE TO STUDY?

All students need to be over 18 years old and have a Suitability Card to enrol in Australian Institute of Early Childhood Studies. You need to have a genuine love and interest for children and commitment to your education. This will assist in personal and professional development enhancement while studying.

Australian Institute of Early Childhood Studies – Country Assessment Level

A student's visa application will be assessed according to the Assessment Level and the relevant evidentiary requirements. Students from AL1-2 have fewer restrictions when applying for a student visa than students from AL 3-4. The AL of a country is different in each educational category. Australian Institute of Early Childhood Studies is in the Vocational Education and Training category (subclass 572)

English as a Second Language

IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is used as the language of communication. IELTS covers all four language skills: Listening, Reading, Writing and Speaking. "Academic Testing" is suitable for candidates planning to undertake higher education study or who are seeking professional registration

Australian Institute of Early Childhood Studies has an entry requirement into our courses of **IELTS score of 5.0.**

Alternatively Australian Institute of Early Childhood Studies will accept proof from a recognized college or institution stating that the student's English level is equivalent to the above-mentioned grading system.

If a student will be enrolling or has recently commenced study of English within Australia prior to the commencement of AIECS Courses a student's enrolment confirmation will be classed as 'pending'. Australian Institute of Early Childhood Studies will only grant enrolments pending English examination outcomes if the likelihood of a successful completion is highly probable.

If a student does not successfully meet the English entry requirement a week from the Australian Institute of Early Childhood Studies course starting date, the college will need to withdraw that student from the course for their own benefit. Australian Institute of Early Childhood Studies will refund all monies.

English Language Packaged Program

All courses at Australian Institute of Early Childhood Studies are written and taught in English. If English is not your first language you will be required to achieve an IELTS score of 5.0 academic.

If a student does decide to study an English course and Australian Institute of Early Childhood Studies courses please ensure your visa application covers the combined length of time for both courses.

Griffith University English Language Institute is part of Griffith International and is an accredited ELICOS provider. Griffith University offers students the choice of studying at our Brisbane centres (Nathan and Mt Gravatt), located 15 minutes south of Brisbane,

Queensland's capital city OR our Southport Branch, and situated on Australia's famous Gold Coast. The Institute offers courses in General English on all levels, from beginner to advanced, plus English for Academic Purposes (EAP) for those students intending to undertake tertiary studies in Australia. Please see <http://www.griffith.edu.au/gueli> to inform you of course commencement dates, costs and other relevant information.

Griffith University student's area able to access the University Counsellors and facilities.

APPLYING FOR A WORKING WITH CHILDREN CHECK – “BLUE CARD”

The Commission for Children and Young People and Child Guardian is an independent statutory authority which promotes and protects the rights, interests and wellbeing of children and young people in Queensland. Under the *Commission for Children and Young People and Child Guardian Act (2000)*, people who work with children under 18 years of age in particular businesses or categories of paid or voluntary employment, must undergo screening - the Working with Children Check. A person whose application to work with children and young people is approved is issued with a positive notice letter and a blue card.

A student must submit a certified copy of a Positive Notice Blue Card before being accepted a position in the college. However, a student may attend and complete the theoretical component of the course without the card. A student may not be deemed competent (having passed a unit of study) without completing the practical element of any subject. Please allow up to two months to for an application process.

Blue Card Volunteer Application forms can be found at:

http://www.childcomm.qld.gov.au/pdf/bluecard/volunteer_form.pdf

APPLYING FOR A STUDENT VISA

Detailed information about applying for a Student Visa can be obtained from the Study in Australia website www.studyinaustralia.gov.au a student may also seek information from the Australian Embassy, Consulate or High Commission, or the Department of Immigration, Multicultural and Indigenous Affairs (DIMIA). Please be aware that each case is considered by the DIMIA independently.

Each student's country's assessment level, country of origin and time of application will influence the time taken to process a student visa application.

Australian Institute of Early Childhood Studies must receive a semester's fees and successful student visa application to be guaranteed a position in our course.

WHAT IF MY STUDENT VISA APPLICATION IS UNSUCCESSFUL?

If a student's visa application is unsuccessful and they have paid their semesters fees Australian Institute of Early Childhood Studies will refund monies except the enrolment fee of \$400.00 Australian Institute of Early Childhood Studies accepts no responsibility

for refunds of Health Payments. Students will need to consult their Health Insurance Provider.

AM I ABLE TO DELAY MY STUDIES?

All decisions to postpone attendance of Australian Institute of Early Childhood Studies courses must be made in writing on behalf of the student to the college administration before commencement of the second semester. Australian Institute of Early Childhood Studies will only grant deferments after the successful completion of Semester one of any course, and for a period of up to one year.

Australian Institute of Early Childhood Studies will need to inform DIMIA in writing of a student's decision to defer studies in Australia which may result in cancellation of a Student Visa. Australian Institute of Early Childhood Studies encourages students to contact DIMIA to ensure that you will be able to resume your Student Visa status after one year, prior to making any final decisions of deferment.

WHAT HAPPENS WHEN I FINISH MY COURSE?

Australian Institute of Early Childhood Studies must inform DIMIA as soon as a student has successfully completed a course.

Australian Institute of Early Childhood Studies holds two graduation ceremonies each year and these are incorporated into the fourth semester of each course. However if a student wishes to extend their stay to attend their stay on in Australia for travel reasons they will also need a Visitor's visa.

WILL MY PERSONAL DETAILS BE CONFIDENTIAL?

Only authorised personnel within Australian Institute of Early Childhood Studies may access student records.

Australian Institute of Early Childhood Studies may make available information provided by a student to Commonwealth and State agencies and the Fund Manager of ESOS Assurance Fund, pursuant to obligations under the ESOS Act 200 and the National Code.

Australian Institute of Early Childhood Studies is required under s19 of the ESOS Act 2000 to tell the Department about:

1. Certain changes to a student's enrolment; and
2. Any breach by the student of a student visa condition relating to attendance or satisfactory academic performance.

All authorised personnel are required to ensure information is kept confidential and is only accessed in the course of their duties. No information is released to any other person without the express written permission of the student.

STUDENT FEES

Course	Total course fee	Per semester	Duration	Total practicum hours
CHC30402 – Certificate III in Children's Services	\$10,000.00*	\$5,000.00*	One year fulltime (641 nominal hours)	350

Course	Total course fee	Per semester	Duration	Total practicum hours
CHC50302 – Diploma of Children's Services	\$10,000.00*	\$5,000.00*	One year fulltime (1,048 nominal hours)	385

**Please note that all fees must be paid one semester in advance at all times in Australian currency.*

Discount rates for upfront payments are applicable at the following rates:

- 5% discount for entire Certificate III in Children's Services Course paid in advance.
- 10% discount for entire Certificate III in Children's Services and Diploma of Children's Services paid in advance (that is two years of fees paid up front confirming your enrolment in both courses).

The fee structure for the Certificate III in Children's Services is inclusive of the following services and resources:

- One year enrolment with the college in the Certificate III in Children's Services course-CHC30708
- Orientation package which includes:
 - Student ID card
 - Student ID badge
 - Centre t shirt
 - Hat
 - Student handbook
 - Student practicum handbook
 - AIECS environmental bag
- Practicum placement within a childcare centre arranged by the college
- All required textbooks
- Admission and transportation fees for all excursions provided in the training programme. (Note: Students will need to allow for any personal spending money on excursions)
- Access to the College library and facilities

The fee structure for the Diploma of Children's Services is inclusive of the following services and resources:

- One year enrolment with the college in the Diploma of Children's Services course- CHC50908
- Orientation package which includes:
 - Student ID card
 - Student ID badge
 - Centre t shirt
 - Hat
 - Student handbook
 - Student practicum handbook
 - AIECS environmental bag
- Practicum placement within a childcare centre arranged by the college
- All required textbooks
- Admission and transportation fees for all excursions provided in the training programme. (Note: Students will need to allow for any personal spending money on excursions)
- Access to the College library and facilities

Computer Notebook:

Each student will be required to access to a notebook computer to be able to participate in classroom based sessions.

Australian Institute of Early Childhood Studies can provide information to students regarding purchasing of notebook computers.

Australian Institute of Early Childhood Studies is bound by the **Code of Ethics** developed by the Ministers of the Commonwealth and the States, and Australian Institute of Early Childhood Studies assures all International Students are financially protected from default on our behalf.

Refund Policy

As outlined in the Education Services for Overseas Students Act 2000 set by the Department of Immigration Australian Institute of Early Childhood Studies will grant refund of monies under the following circumstances:

1. A FULL REFUND OF 'COURSE MONEY' WITHIN TWO WEEKS IF:

- 1.1 Students provide documentary evidence that an application for a visa has been unsuccessful
- 1.2 A student is unable to satisfy all the conditions specified in their letter of offer.
- 1.3 The course offered does not begin on the agreed starting time.



The College reserves the right to refund fees less an administration fee of AUD\$400:

- 1.4 Where an offer of a place was made on the basis of incorrect or incomplete information supplied by the student.
- 1.5 If after accepting an offer, the student then provides written notification prior to the commencement of semester that s/he is unable to commence.

If the college withdraws the offer of a place or is unable to provide the specified program refunds are not covered by a written agreement between the provider and the student. Provider default is covered by the provisions of the ESOS Act 2000 and ESOS Regulations 2001.

2. A FULL REFUND OF 'COURSE MONEY' less an administration fee of AUD\$400 will be given within four weeks if:

- 2.1 If the student cancels enrolment, or takes a leave of absence from the program, and submits written notification prior to the commencement of the course terms, all fees paid in advance for that semester are refundable (provided the reasons for withdrawal are acceptable to the College)
- 2.2 If a student transfers from one program to another within the College in the first four teaching weeks of semester, any resulting fees in credit will be credited towards the next semester's tuition fees, or alternatively, refunded upon submission of a request for refund form

Withdrawal from Program - Partial refund of tuition fees:

- 2.3 If a student cancels enrolment, or takes a leave of absence from the program and submits written notification after commencement but within the first four weeks of semester, tuition fees paid for that semester are partially refundable. The student is liable for an amount of AUD\$600 processing charge.

Withdrawal from Course

- 2.4 If a student withdraws from a course before the end of the fourth teaching week, tuition fees will be credited towards the next semester's fees, or s/he may apply for a refund less any costs involved.
- 2.5 This agreement does not remove the right to take further action under Australia's consumer protection laws.
- 2.6 This agreement does not circumscribe the student's right to pursue other legal remedies.

3. EXCEPTIONAL CIRCUMSTANCES

If the student withdraws from a course, at any time due to exceptional

circumstances, s/he may be eligible for a partial refund provided adequate documentary evidence is supplied. The College considers the following as exceptional circumstances:

- illness or disability
- the death of a close family member (parent, grandparent, sibling, spouse or child)
- a political or civil event
- Natural disaster which prevents payment of fees.

4. NO REFUND

If a student withdraws or takes leave of absence from the course after the fourth teaching week of semester, s/he will not be eligible for a refund unless s/he withdraws from a course for which s/he obtains credit approval. This agreement does not remove the right to take further action under Australia's consumer protection laws.

5. PERMANENT RESIDENCY

- 5.1 If a student is granted Permanent Residency prior to the commencement of study in a program, tuition fees will be refunded, less a processing charge of AUD\$400. The student may then apply for a place as an Australian resident student through the normal processes.
- 5.2 If a student is granted Permanent Residency after commencing study in a program and prior to 31 March (in first semester) or 31 August (in second semester), tuition fees will be refunded less a processing charge of AUD\$400. Documentary evidence of the change of visa status and all required forms will need to be submitted and all required fees and charges applicable to Australian students, paid.
- 5.3 Refunds are not granted to students who are granted Permanent residency after these dates. Students will be enrolled in the following semester as an Australian student.

6. PAYMENT OF REFUNDS

- 6.1 To seek a refund students must complete the Request for Refund Form. Approved refunds will be forwarded to students by cheque only, or forwarded to another Australian education institution.
- 6.2 All refunds will be paid in the currency in which they were received.
- 6.3 All refunds will be paid to the student who enters into the contract with Australian Institute of Early Childhood Studies. Only in special circumstances will the college consider written direction from this student to pay the refund to someone else. Please note that legislation does not allow for a refund to be paid to an agent).

7. This does not remove the student's right to take further action under Australia's consumer protection laws.

8. The College grievance policies and procedures do not circumscribe the student's rights to pursue other legal remedies.

GRIEVANCE POLICY

This policy is to confirm that any complaint and/or grievance are dealt with in a timely manner.

Australian Institute of Early Childhood Studies have processes in place for course participants to lodge complaints and /or grievances in relation to any matter other than academic decisions in relation to a Australian Institute of Early Childhood Studies course or service.

The grievance procedure allows for:

- An informal approach to the person with whom the participant has the complaint/grievance.
- An opportunity for the person to formally present his or her case.
- An International Student Liaison Officer will be involved to review the complaint/grievance.
- A facilitator who has not been involved in the grievance to review the complaint/grievance.
- An independent review by an external grievance consultant or appropriate body.

All complaints and / or grievances are recorded and reviewed at Management Review Meetings. Results of all grievances are communicated in writing to the participant. All International students of Australian Institute of Early Childhood Studies will receive a copy of this policy during orientation week of each term (in addition to being provided with this information as a part of our International Student Handbook prior to enrolment).

GRIEVANCE PROCEDURE

A participant enrolled in a course who has a grievance, on any matter, other than academic decisions, should undertake the following steps

In the first instance, an informal approach is to be made to the person with whom the participant has the grievance, in order to see if the matter can be resolved in a mutually satisfactory way.

If the matter is not resolved to the satisfaction of both parties, a formal request must be made to Australian Institute of Early Childhood Studies, in writing, for an opportunity to formally present the case, and for a facilitator who has not been involved in the grievance, to review the complaint and have the matter resolved.

A student may nominate a support person to accompany them at any stage of the grievance procedure.

If it is not possible to resolve the dispute within Australian Institute of Early Childhood Studies then further assistance is available to overseas student through the following actions:

- (a) Written notice of appeal may be lodged with Australian Institute of Early Childhood Studies requesting an independent review by an external grievance consultant, or appropriate body. Free independent mediation is available through the Dispute Resolution Branch, Department of Justice and Attorney-General.
- (b) Students may also contact this service by phoning the toll free number: 1800 017 288 or 3239 6269 or fax 3239 6284. The Brisbane Centre is located at:

13th Floor
Central Courts Building
170 North Quay
QLD 4000

(c) Students concerned about the conduct of Australian Institute of Early Childhood Studies may contact the Queensland Department of Education. Complaints must be in writing and addressed to:

The Senior Education Officer
Office of Non-State Education
Queensland Department of Education
PO Box 15033
City East Qld 4002

The Director General of the Department has the power to suspend or cancel the registration of a provider or course.

(d) International students also have the right to see assistance through other legal remedies, including Australia's consumer protection laws.

APPEAL POLICY

This policy is to confirm any appeal is dealt with in a timely manner.

Australian Institute of Early Childhood Studies have processes in place for course participants enrolled in a course seeking to appeal against an academic decision or other procedural matter in relation to a Australian Institute of Early Childhood Studies course.

The appeal procedure allows for:

- An informal approach to the course facilitator.
- An opportunity for the person to formally present his or her case.

- A facilitator who has not been involved in the original decision.
- An independent review by an external appeal consultant.

All appeals are recorded and reviewed at Management Review Meetings. Results of all appeals decisions and the reason for the decision will be communicated in writing to the participant.

APPEAL PROCEDURE

A participant enrolled in a course who is seeking to appeal against an academic decision or other

procedural matter should undertake the following steps:

1. In the first instance an informal approach is to be made to the course facilitator with any new evidence or clarification of existing evidence.
2. Assessment will be reviewed having due regard to submissions made by the participant.
3. Where the participant is still dissatisfied with the decision a formal request must be made to Australian Institute of Early Childhood Studies, in writing, for an opportunity to formally present the case, and/or for a facilitator who has not been involved in the original decision, to review the decision.
4. If the participant is dissatisfied with the decision of the reviewing independent facilitators a written notice of appeal may be lodged to Australian Institute of Early Childhood Studies requesting an independent review by an external appeal consultant. A meeting with the Appeals Committee will take place with the Student for the purpose of this review.

Appeals will be accepted up to fourteen (14) days from the date an assessment result was received.

Results of all appeals decisions and the reason for the decision will be communicated in writing to the participant within 21 days of receipt unless awaiting a result from an independent consultant. Independent external appeal consultant decisions will be communicated to the student within 5 working days of a hearing with the student and the Appeals Committee.

EXTERNAL CONSULTANT APPEALS

Mutual agreement is to be reached between Australian Institute of Early Childhood Studies and the relevant participant regarding the external consultant to be engaged for use in the external appeal process. Consultants engaged to conduct the appeal process are to hold recognised qualifications that meet the human resource requirements for the relevant course.

Where participants wish to use an external consultant who is not approved by Australian

Institute of Early Childhood Studies they are responsible for the payment of all costs associated with the use of the external consultant in the appeal process.

APPEAL DECISIONS

All assessment action will be suspended pending determination of the appeal process. All decisions will be immediately communicated to participants and, subject to the provisions of the Judicial Review Act 1991, the decision of an external consultant conducting an appeal will be final.

INTERNATIONAL STUDENT SUPPORT SERVICES

Australian Institute of Early Childhood Studies offers a caring and supportive learning environment for all International Students. All students will benefit from the range of outstanding services we provide.

STUDENT SUPPORT SERVICES POLICY

This policy is to confirm that Australian Institute of Early Childhood Studies has a commitment to providing equity for students and to eliminating discrimination against students in vocational education and training. People with Language, Literacy and Numeracy problems, a disability and people from a non-English speaking background are encouraged to pursue their vocational education and training goals through participation in the range of programs offered by Australian Institute of Early Childhood Studies

Australian Institute of Early Childhood Studies will access appropriate participant support services, and ensure the necessary support services are provided for participants as required. Students requiring counselling or support should discuss the matter with their trainer. The trainer will assist where possible, and in the event that further action is required, refer the student to the appropriate personnel or alternatively, the student may wish to contact the relevant organisation themselves from the following the information.

TRANSFER OF PROVIDER POLICY

Students applying for transfer from the AIECS to another provider

The AIECS will formally release students from study with our organization after completing no less than 6 months of study in their principal course of enrolment. Students applying for transfer of provider before this six month period are encouraged to consult the AIECS appeals and grievances policy to determine whether any issues can be resolved initially through this process before applying for a transfer of provider. The AIECS will not accept applications for transfer if the transfer is considered detrimental to the student.

Students wishing to transfer providers must submit a formal application to the AIECS which must include:

1. A letter from a registered provider confirming that a valid enrolment offer has been made to the student.

2. Students under the age of 18 will be required to provide written confirmation that their parent or legal guardian supports the transfer, or where the student is not being cared for in Australia by a parent or suitable nominated relative the AIECS will accept written
3. confirmation of support from the person responsible for approving the student's accommodation, support and general welfare arrangements whilst in Australia.

Students wishing to apply for a letter of release prior to their six months of study elapsing must apply formally in writing and the AIECS will consider applications on an individual basis based on the applicants' ability to meet the following conditions and also by determining that the transfer will not be detrimental to the student:

1. The AIECS has ceased to be registered or the course in which the student is enrolled has ceased to be registered.
2. The AIECS has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing his or her principal course.
3. Any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.

A letter of release incurs no cost to the student. Successful applicants must also contact the Department of Immigration And Citizenship (DIAC) to seek advice on whether a new student visa is required.

Students applying for transfer from another provider to the AIECS

The AIECS will not accept enrolments from students wishing to transfer from another registered provider prior to the six months of study lapsing. Prior to this six month period, the AIECS will only consider applications due to exceptional circumstances on an individual basis, based on the applicants' ability to meet the following conditions:

1. The original registered provider has ceased to be registered or the course in which the student is enrolled has ceased to be registered.
2. The original registered provider has provided a written letter of release.
3. The original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing his or her principal course.
4. Any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.
5. The AIECS will provide formal written acknowledgement of the outcome of the students application within 10 working days from the date of the application. Students who are not permitted release are entitled to lodge an appeal of the decision. This application must be made formally in writing within 10 working days of the issuing of the outcome of the original application. This appeal will be lodged to the Appeals committee and students will be notified within 5 working days from the date of the submission of the appeal of the outcome. The result of the appeals committee is final.

Deferring, Suspending, or Cancellation of enrolment

The AIECS will grant course deferment, suspension and cancellation in limited circumstances. Students must apply formally in writing under the following circumstances:

1. Compassionate or compelling circumstances. If the reason for deferral or suspension is due to medical reasons, the student will be required to produce a written medical certificate stating that the student is unable to attend class for a certain period of time.
2. Misbehavior by the student. This will include previous documented misbehavior and counseling sessions which have occurred between the student and the AIECS.

The AIECS will provide formal written acknowledgement of the outcome of the students application within 10 working days from the date of the application. Students who are not permitted release are entitled to lodge an appeal of the decision. This application must be made formally in writing within 20 working days of the issuing of the outcome of the original application. This appeal will be lodged to the Appeals committee and students will be notified within 5 working days from the date of the appeal of the outcome.

Where the student remains dissatisfied with the outcome of the Appeals committee, the student is entitled to request a review by an external consultant. Independent external appeal consultant decisions will be communicated to the student within 5 working days of the request. Mutual agreement is to be reached between Australian Institute of Early Childhood Studies and the relevant participant regarding the external consultant to be engaged for use in the external appeal process. Consultants engaged to conduct the appeal process are to hold recognised qualifications that meet the human resource requirements for the relevant course. Where participants wish to use an external consultant who is not approved by the Australian Institute of Early Childhood Studies they are responsible for the payment of all costs associated with the use of the external consultant in the appeal process.

All assessment action will be suspended pending determination of the appeal process. All decisions will be immediately communicated to participants and, subject to the provisions of the Judicial Review Act 1991, the decision of an external consultant conducting an appeal will be final.

Students will be informed in written notification that deferring, suspending or cancelling enrolment may affect their student visa and the Secretary of DEST will be notified that the student's enrolment is deferred, temporarily suspended or cancelled.

International Student Liaison Officer

AIECS has two International Student Liaison Officer's whose role is to represent you within the college. They will assist you in ensuring that you understand all that is involved in regards to the administration aspect of your course. This service includes:

- Blue Card Enquiries
- Student Visa Enquiries
- Insurance Enquiries
- All Enrolment Enquiries

The International Student Liaison Officers will assist students with queries regarding:

- Orientation
- Academic Progress
- Further Study

The International Student Liaison Officers' are also involved in assisting you when you may be experiencing any difficulties while attending Australian Institute of Early Childhood Studies. Our Officer's can assist you with accommodation, local bus timetables, local facilities and network support services.

Course Progression policy

The AIECS monitors students course progress on an ongoing basis and systematically at the end of each teaching period as outlined in the student handbook.

The AIECS expects all students to meet the course progression and module completion rates as outlined in the timeframes provided in the course outline section of the student handbook for both the Certificate III and Diploma of Children's Services.

Intervention & Reporting of failure to progress

Progression will be monitored on an ongoing basis through the generation of student status update reports which indicate the students' unit completion history. This will be conducted in conjunction with discussions with the students Trainer Assessor. Students who fail to maintain competent outcomes for any of the units of competency within any of the timeframes outlined in the handbook will be notified in writing and where possible also verbally of the need for the AIECS to report the students unsatisfactory progression and the students rights to the AIECS complaints and appeals process within 20 days of the receipt of the original written notification.

Following the issuing of the written fail to progress notification, the student will be required to attend a counselling session with the Business Manager and the students Trainer Assessor within 5 working days to determine an appropriate course of action for the students future progression. The student will be reminded of the available support and mentoring services available at the AIECS as listed in the student handbook and discussed with them upon induction and enrolment. Appropriate action will then be determined to ensure the student can catch up with their studies. This may include but not be limited to: additional study time with a Trainer Assessor, the students' participation in allocated study groups, workshops, the students utilization of the available support and mentoring mechanisms and an allocated extension.

Students who choose not to lodge an appeal of the failure to progress notification within 20 working days automatically withdraws from the appeals process and/or the result is considered to support the AIECS. Unsuccessful appeals or students who fail to lodge an appeal will be forwarded to the Secretary of the Department of Education Science and Training (DEST) regarding the student not achieving satisfactory course progress as soon as practicable.

Mentor Program

We have established a Mentor Program, where new students can be paired with existing students who will offer support and informal advice in the transitioning into studying

within Australian Institute of Early Childhood Studies. This is an ideal chance to share your future goals, concerns and frustrations, and ideas and dreams as a student with your Mentor.

Student Counselling

Australian Institute of Early Childhood Studies recommends students seeking counselling contact: **Lifeline's 24-Hour Telephone Counselling Service 13 11 14**. This service is available to anyone, at anytime, from anywhere in Australia, for the cost of a local call.

Lifeline volunteer counsellors are trained to deal with a wide range of counselling themes including:

- Relationship and family issues
- Mental health concerns (e.g. anxiety and depression etc.)
- Coping with loss, change and traumatic experiences
- Dealing with violence and abuse
- Addictive behaviours
- Disability and illness
- Suicide prevention and support
- ... and many more.

If you need to speak with someone, contact Lifeline on 13 11 14.

This following is a list of support services and organizations for student's reference. Please remember this is a selection only; please do not hesitate to discuss any matters with Australian Institute of Early Childhood Studies Student Liaison Officer's if you have any special needs or questions.

Adult English Language, Literacy and Numeracy:

**TAFE Queensland
Language & Literacy Services**

Phone: 3234 1666

Or contact your nearest TAFE Institute.

TAFE Literacy & Numeracy Support Centres:

Bremer Institute of TAFE	Telephone: 38173000
Inala Language Centre	Telephone: 33728046
Brisbane Institute of TAFE	Telephone: 32599065 (LL & N)
TAFE Queensland Language & Literacy Services	Telephone: 32341666
Logan Institute of TAFE	Telephone: 38267777 (LL&N)

South bank Institute of TAFE

Telephone: 32445000

Relevant Government Departments:

CRICOS Commonwealth Register of Institutions and Courses for Overseas Students
www.dest.gov.au

The Department of Immigration & Multicultural & Indigenous Affairs
www.immi.gov.au

Australian Diplomatic Missions www.dfat.gov.au/missions

Medibank Private:

Overseas Student Department
<http://www.medibank.com.au/productandservices/overseas/students/default>

Learning Disability:

SPELD
Phone: 3262 9844

The Independent Living Centre
Phone: 3397 1224

Dyslexia Association of Brisbane
Phone: 3846 1559

Deaf and Hearing Impaired:

Queensland Deaf Society.
Phone: 3356 8255 or
Sign On Phone: 3391 5677

Vision Impairment:

Queensland Blind Association
Phone: 3848 8888

Queensland Foundation for the Blind

Phone: 3391 0277

Vision Queensland
Phone: 3391 3686

Physical Impairment:

The Independent Living Centre
Phone: 3397 1224



Headway;

Australian Quadriplegic Association (AQA);
Queensland Spastic Welfare League –
Equipment Technology Services
Phone: 3865 4377

Intellectual Impairment:

The Independent Living Centre
Phone: 3397 1224

Psychiatric Difficulty:

Mental Health Information and Support
Phone: 3358 4988

**Queensland Health
Mental Health Unit**
Phone: 3234 0680

Medical Venues Close to College Campus: Hyperdome Medical Centre
Phone: 3801 3444

Shailer Park Medical Centre
Phone: 3209 6699

Logan Private Hospital
Phone: 3804 4500

Dr Lan, Dr Lin & Dr Cheng Dental Clinic
Phone: 3801 3499

Shailer Park Dental
Phone: 3209 7097

Queensland's South East Information: Queensland Coast Tourism Directories

http://www.coastshop.com.au/tourist/qld_tourism_directories.htm

Australian Tourism Net – The Great Divide South Queensland

<http://www.atn.com.au/qld/south/south-b.htm>

Our Brisbane

<http://www.ourbrisbane.com/visitors/>

Gold Coast Towns

http://www.coastshop.com.au/tourist/gold_coast.htm

LEARNING OUTCOMES FOR EACH UNIT OF THE CERTIFICATE III in CHILDREN'S SERVICES (CHC30708)

Unit Code	Unit Name	Learning Outcomes
CHCCHILD401A	Identify and respond to children and young people at risk	This unit applies to all those workers (including the professions) involved in delivering services to children and young people including in community services, health, policing, juvenile justice, recreation, family services, education, alcohol and other drugs work, mental health.
CHCCN301A	Ensure the health and safety of children	Outcomes in Maintaining a Healthy and Safe Environment & Travelling Safely with Children
CHCCN302A	Provide Care for Children	This unit describes the skills required by anyone working with children to ensure that their physical and emotional well being is maintained and their self-sufficiency nurtured. Workers may be under direct supervision or working autonomously.
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner	This unit describes how food should be prepared in a safe and hygienic manner in children's services. It also describes what a balanced meal is for children.
CHCCS400A	Work within a legal and ethical framework	This unit describes the knowledge and skills required by the workers to work within a legal and ethical framework that supports duty of care requirements. This unit is equivalent to SRC CRO 007A Operate in accordance with accepted



		instructional practices, styles and legal and ethical responsibilities which is a prerequisite to SRCCRO009A Conduct a recreation program for older persons.
CHCFC301A	Support the development of children in the service	This unit applies to workers who support the physical, social, emotional, psychological, language and creative development of children of the relevant age group.
CHCIC301D	Interact effectively with children	This unit describes the communication skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment. Workers may be under direct supervision or working autonomously.

HLTOHS300A	Contribute to OHS Processes	On completion of this unit, the worker will be able to identify occupational health and safety hazards, and assess risk, as well as follow instructions and procedures in the workplace with minimal supervision. The worker will also be capable of participating and contributing to OHS management issues.
CHCORG3B	Participate in the work environment	Working effectively as an individual and in work groups to contribute to achievement of organisational objectives.
CHCPR301A	Provide experiences to support children's play and learning	This unit relates to conducting a range of activities that assist in enhancing children's developmental and leisure experiences. Work will be undertaken under direct supervision and will be in accordance with appropriate health and safety requirements and programs plans.
CHCPR303D	Develop an understanding of children's interests and developmental needs	Demonstrated ability to observe and interpret children's behaviour and contribute to program planning
HLTFA301B	Apply basic First Aid	This unit of competency deals with the provision of essential First Aid in recognising and responding to an emergency using basic life support measures. The First Aider is not expected to deal with complex casualties or

		incidents, but to provide an initial response where First Aid is required. In this unit it is assumed the First Aider is working under supervision and/or according to established workplace First Aid procedures and policies.
CHCCN305A	Provide Care for babies	This unit describes the skills required by anyone working with babies/infants to ensure that their physical and emotional well being is maintained. Workers may be under direct supervision or working autonomously.
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services	This unit will expose the student to the different types of cultures in Australian and how to create an inclusive environment for Aboriginal and/or Torres Strait Islander families and how to communicate appropriately.
CHCRF301A	Work Effectively with families to care for the child	The student will be able to demonstrate ability to develop a relationship with family which enables the needs of the child to be communicated or met

LEARNING OUTCOMES FOR EACH UNIT OF THE DIPLOMA OF CHILDREN'S SERVICES (CHC50908)

CHNNC511A	Establish and maintain a safe and healthy environment for children	This unit describes the requirement for worker to establish, manage and monitor the implementation of a safe and healthy environment
CHCFC502A	Foster physical development in early childhood	This unit relates to observing children, and creating/providing experiences to foster their physical development (Gross/fine motor skills)
CHCFC503A	Foster social development in early childhood	This unit relates to observing children, and creating/providing experiences to foster their social development. How they interact and communicate with peers and others.
CHCPR502D	Organise experiences to facilitate and enhance children's development	This unit relates to the delivery of activities that are appropriate to children's developmental stages and needs and that foster independence and social interaction. Work would be based on programs developed for that purpose and would comply with relevant health and safety procedures.
CHCFC504A	Foster emotional and psychological development in early childhood	Demonstrated ability to evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development

CHCFC505A	Foster cognitive development in early childhood	Demonstrated ability to provide opportunities for children to think and problem solve, that give due regard to age, development, culture and needs of child/ren
CHCFC506A	Foster children's language and communication development	Demonstrate ability to stimulate language development taking into account special language needs. Ability to develop strategies to access specialist language services
CHCIC510A	Establish and implement plans for developing cooperative behaviour	This unit relates to the establishment, monitoring and implementation of both individual and group plans for behaviour modification
CHCIC512A	Plan and implement the inclusion of children with additional needs	Demonstrated ability to assess for and meet additional needs in consultation with the child where appropriate and others

CHCPR502D	Organise experiences to facilitate and enhance children's development	This unit relates to the planning undertaken to ensure activities are defined, and the environment and resources developmentally appropriate to enhance children's leisure and play.
CHCPR509A	Gather, interpret and use information about children	This unit relates to the collection of high quality information on children to assist in program planning
CHCPR1510A	Design, implement and evaluate programs and care routines for children	<p>Demonstrated capacity to apply a defined philosophical approach to delivery of services to children and to continuously improve services through reflecting on effectiveness of practices</p> <p>Demonstrated capacity to state and outline a personal philosophy about children's development through programming which considers theories of child development and learning and social justice and equity</p> <p>Capacity to organise and coordinate a range of activities at once and to undertake appropriate evaluation of effectiveness of programs</p> <p>Demonstrated capacity to apply criteria to evaluate programs in relation to:</p> <ul style="list-style-type: none"> - Short term and long term goals of the program - Progress of individual children - Progress of the group of children - Philosophy and goals of the service - Cost effectiveness - Appropriate

		<p>practice</p> <p>Daily programs, weekly programs</p> <p>Ability to create and implement a flexible daily routine to meet the needs of each child in your care.</p>
CHCRF511A	Work in partnership with families to provide appropriate care for children	<p>Parental reactions to separation from child and use of child care</p> <p>Strategies for involving family members in the service</p> <p>The value of participation by parent in children's services – for the child, parent and service</p> <p>Organisational standards, policies and procedures</p>
CHCCN520A	Advocate for the rights and needs of children and young people	<p>This unit focuses on advocating for the child with family/community members, other services/workers and the general public. This unit is not focused on advocating to children. Such issues are taken up in other units such as CHCIC11A "Implement and promote inclusive practices and policies", and CHCIC14A "Facilitate children's communication skills".</p>

CHCORG506C	Coordinate the work environment	Meeting individual responsibilities within a work group.
CHCIC511A	Implement and promote inclusive policies and practices in children's services	This unit focuses on how to use and implement the policies and practices within a children's service. Why do we need these policies and why we need to follow them?
CHCFAM503B	Work with a child focused approach	This unit demonstrates how to program with a child focus, so the child receives more benefits from the program.
CHCPR515A	Development and implement a program to support sustainable practice	How to create a program that covers all areas of development and meets each child's individual requirements/needs.

The following children's services are the nominated services which will be hosting the International Students during practicum visits and assessment:

Hyperdome Early Education Centre & Preschool 1 & 2.

Welcome to Hyperdome Early Education Centre & Pre-School 1 & 2. The operating hours are 6.15am to 6.15pm, 5 days a week, 52 weeks a year; we only close for public holidays.

At the Hyperdome Early Education Centre and Pre-school, they care for children aged from new-born to school age, with both centres holding up to 150 children per day. The staff is committed to provide the highest quality care, education and service for every child and family attending our centre. All the staff (qualified and studying) are encouraged to increase their skills and knowledge base by attending in-service training and seminars. Michelle and Jade are the Directors of Hyperdome 1 & 2, both having many years of experience in Centres throughout Queensland.

The Hyperdome Early Education Centre and Pre-school has been awarded the highest quality accreditation (3) years by the National Childcare Accreditation Council and is always striving to offer the best in all areas.

We offer the following services:

- long day care
- half days (as vacancies allow)
- before and after school care
- vacation care
- perceptual motor programme
- preparatory class
- kinda dance (optional)
- free nutritious meals
- free bus service to and from the local schools from the Centre

Bethania Early Education Centre & Preschool

Bethania Early Education Centre caters for children from new-born to 12 years. Operation hours are from 6am-6pm, 5 days a week, and 52 weeks a year (Excludes Public Holidays).

Each age group offers an age appropriate programme based on the individual needs and interest of each child and focus on all areas of Early Childhood Development. We have Kinder Dance and fun sports on a weekly occurrence.

Bethania Early Education Centre and Pre-school have been accredited by the N.C.A.C. as a high quality centre.

They offer free nutritious meals, Morning tea, and Lunch and Afternoon tea. Before and After School Care and Vacation Care are also available, servicing Bethania Lutheran, Waterford and Eden's Landing Schools.

The Director Bernadette Missen holds an Advance Diploma of Community Services. Debra has had many years experience in the industry and leads a team of professional, motivated and CARING staff, committed to providing the highest quality care and education to your family.

Springwood Early Education Centre & Preschool

Springwood Early Education Centre and Preschool operating hours are 6am to 6pm. They care for children from the ages of new-born to 14 years.

The staff provides high quality, age appropriate developmental and educational programmes with an emphasis on individualised learning through fun and enjoyment.

Springwood Early Education Centre and Preschool on Dennis Road is one of the most unique centres you will ever experience. An old style colonial building with timber floors and colonial style furniture throughout situated in an ideal location next door to Springwood Central State Primary School and walking distances from medical centre, chemist and gym.

With an excellent team of staff who run comprehensive and fun filled developmental programmes for children, Springwood Early Education Centre & Preschool has achieved the highest level of accreditation from the NCAC and won Queensland Childcare Services most prestigious award, "Centre of the Year", in 2001.

The centre is directed by Sharon Graham. Sharon has a Diploma in Children's Services, current First Aid Certificate, Food Handlers Certificate and Fire Safety Certificate. Bernie has been working in the Child Care industry for approximately 7 years. Bernie is open, friendly and approachable. She values the opinions of both parents and staff and is always available for a chat or an ear to listen. There is an open door policy at the centre and all are welcome.

They also provide nutritionally balanced meals, morning and afternoon teas.

Other programmes they have in their Centre are the perceptual motor programme which all children participate in and Mini Minstrels and fun sports which are optional.

Living on the Gold Coast

Themed Attractions

Australia's Gold Coast has some of the biggest, best, brightest and fastest themed attractions. With the largest range of theme parks and attractions in the southern hemisphere. Australia's premier themed attractions include Dream world, Movie world, Sea world, Wet n Wild and Ice World.

Rev up your heart rate at wild rides in Surfers Paradise with a free falling swing or get behind the wheel for some fast – supervised racing at motor sport attractions. At a different pace, visit a honey or tropical fruit exhibit or take your chance by playing some mini golf.

Shopping

See some of Australia's largest shopping complexes and duty free stores. Key shopping precincts are located at northern suburbs (Biggera Waters, Sanctuary Cove, Runaway Bay), Main Beach, Southport, Surfers Paradise, Broadbeach, Bundall, Burleigh Heads, Robina, Tweed and Coolangatta.

More than 20 markets including Surfers Paradise's night markets Fridays, Broadbeach's lantern lit markets September to May, and more than 500 stalls at Carrara Markets weekends. There's also the Parklands Produce and Craft Markets and a range of markets with fresh fruit, vegetables and preserves in delightful towns and villages.

Tamborine's Gallery Walk is a centre for antiques, paintings and pottery; Tweed rural townships offer hand-made crafts. Pick up something to remind you of Gold Coast – surf clothing, fine art, quality Australian jewellery or authentic Aboriginal art.

Tours

A wide choice of tour operators gives you freedom to explore Australia's Gold Coast any way you want. Wine tours to make sure you enjoy your tastings without worry.

Four-wheel-drive and ecotours which get you back to nature with ease.

Sightseeing tours – via water-and-land based aqua vehicle, via double decker sightseeing buses, via personalised limousine tours or on the back of a Harley Davidson.

Shopping tours to get you around to the best bargains.

Night tours with a focus on nightclubs or nocturnal nature tours to see glow-worms or shy Australian native animals.

Cruises – by catamaran, by sailing vessel, by luxury cruiser. Take a peaceful sunset cruise, head off for the day to explore an exclusive island, view prestigious million-dollar canal homes.

Nightlife

The sun doesn't set on Australia's Gold Coast. The end of the day just means the start of a new program of entertainment. Central precincts such as Surfers Paradise, Broadbeach and Coolangatta-Tweed offer bars, nightclubs, dining and performances. There's always a party feel to Surfers Paradise – particularly during major events – the Lexmark Indy 300 and New Year.

View a spectacular stage show Midnight Magic at Conrad Jupiter's then try your hand at blackjack. Three animal stars can be viewed during the day at Tigers' Den. Gold Coast Convention and Exhibition Centre features big-name artists. Cabaret dinner performances include out-of-space experiences and gothic characters. Gold Coast events keep up the party pace throughout the year.

Dining Out and Cuisines

The Gold Coast is home to many award winning restaurants serving up a diverse mix of culinary delights that will satisfy the most discerning palates.

There are over 500 restaurants on the Gold Coast giving you the opportunity to sample food from around the world with specialties including Seafood, Modern Australian, Japanese, French and Italian.

Whatever style of cuisine or eating out experience you're looking for, from world renown family restaurants, surf clubs, pubs, smorgasbords and international standard a la carte restaurants, you're sure to find one that suits your tastes and budget on the Gold Coast.

Accommodation

Australia's Gold Coast is one of the nation's favourite leisure destinations. There are thousands of spaces to stay - it is just a matter of finding your own space. Accommodation costs are anywhere from \$250.00 to thousand of dollars.

Luxuriate in opulence with penthouses or six-star resorts, nestle amongst nature with eco-tourism cabins, view the rolling ocean to the horizon at a beachfront apartment or be independent with a self-contained unit. Then there's camping, caravans, backpacking hostels, farm stays ... see for yourself.

Living in Brisbane

Brisbane is a multicultural city with over 1.5 million people, many of whom were born in other countries.

The greater Brisbane area includes the Gold and Sunshine Coasts and is one of Australia's most beautiful regions. Brisbane offers an interesting blend of cosmopolitan lifestyles, a rich culture of the arts, a pleasant, subtropical climate and easy access to some of Australia's most beautiful natural features. These include unspoiled rainforests, world-famous beaches, and breathtaking rural and bush landscapes.

Brisbane is the State capital and the largest city in Queensland. It boasts a rich and diverse cultural life, including art, theatre and cultural festivals.

Because of its subtropical climate - the temperatures range from 18-29C in summer and 9-22C in winter - Brisbane enjoys an outdoor lifestyle throughout the year with many sporting activities including water sports such as sailing, rowing, water-skiing, swimming, surfing and fishing. Brisbane has more than 1000 parks and gardens, and many kilometres of bikeways and walking paths, providing recreational opportunities for all.

The city is full of lovely parks. Many of them lay on free burners for you to barbecue food. The beaches are clean and beautiful and, with a sub-tropical climate, are there for year-round enjoyment. Brisbane must also be one of the few cities anywhere to have a beach right in the middle of its city centre. South Bank is man-made, and sits beside the Brisbane River. The sub-tropical climate here is fantastic. Brisbane doesn't have winter - just a dry, "cool" season. This season is certainly cooler than the steamy summer, but is found to be enjoyable.

Dining Out and Cuisines:

Adelaide Street (Eastern end)

In Adelaide Street there is many chefs and restaurants receiving notable awards for their original and innovative culinary concoctions.

Chinatown

Chinatown offers a burgeoning of flavours and styles of all regional Chinese cooking that are found in great abundance in this cultural centre.

Dining on or by the river

The Brisbane River is a focal point of the city. Why not make the most of it by eating out at one of the many world class riverside restaurants or enjoying a superb meal while catching the summer breeze and captivating river vistas.

Eagle Street Pier

Eagle Street Pier is Queensland's most frequently awarded restaurant strip. It's refined, classy and has amazing service.

Queen Street Mall

Queen Street Mall offers the most diverse cluster of restaurants that offer modern Asian, Australian and European menus. The Mall's eateries are open very late and are licensed. The large indoor/outdoor dining areas promote a vibrant cosmopolitan vibe having everyday prices and niche bars and pubs.

South Bank

South Bank is home to various restaurants, cafés, and pubs. The riverside pathway is always active with cyclists, inline skaters, runners and people who just want to soak in the entire atmosphere.

The Valley

The valley is host to a contrast of both cheap and expensive dining alternatives. Wine and tapas bars are big business. A significant amount of eateries are open late and with some nice locations for breakfast and brunch.

Nightlife

There are so many pubs and clubs in Brisbane it's impossible to give a good overview of them all, but there are some watering holes definitely worth checking out if you're new in town or just visiting and want to get an idea of where the locals go. Below are some pubs which are the busiest pubs in which suit all age groups.

The Royal Exchange Hotel (The 'RE') in Toowong is probably the busiest Brisbane pub, and also one of the most popular

The Regatta Hotel is Brisbane's other busiest pub, just down the road in the same suburb. They have games to play - it's amazing what a little competition can do!

On the other side of town in Kangaroo Point, the Story Bridge Hotel has been quenching thirsts since 1886, and the view across the river to the city is amazing and the history of the place is amazing.

The Breakfast Creek Hotel is also a classic, if not over-commercialized establishment dating back to 1889.

Accommodation

Brisbane is a city on a river, by the sea, with a mountain backdrop to the northwest and coastal farmland to the south, so no matter what your taste is in real estate, you'll be able to find what you're looking for. As capital of the fastest growing and most liveable

state in the country, Brisbane has the demand investors need to see excellent returns, and a climate which keeps smiles on residents faces all year round.

Looking to rent a home in Brisbane? You'll want to know where to rent and need to know how to rent. Whether you want to live in a unit, house, and townhouse or share accommodation, we've got information for you to choose a suburb. Homes for rent start from only \$140 to thousands, depending on what you are looking for. Brisbane has it all.

Shopping

Brisbane has a variety of shopping experiences - everything from exclusive international boutiques, department stores, bustling markets and factory outlet centres. Pockets of shopping paradises are dotted all over Brisbane, (connected by public transport, of course). There are small village-like shopping strips including **Wilston, Milton & Paddington** as well as large, air-conditioned malls. **Take a look at what we've got...**

Queen Street Mall:

A half-kilometre long retail super highway.

Valley Shopping:

A shopping zone for the hip, fabulous and adventurous.

South Bank:

Night & weekend markets plus Little Stanley Street for fashion and tourist shops.

Chinatown:

Restaurants, shops, markets and venues with an Asian feel.

Suburban shopping and factory outlets:

The shopping options don't stop in the city heart. Head further a field to all corners of the city. If you hate paying full-price and love to hunt down a bargain, try factory-outlet shopping.

Accommodation

1. Rental Hotline's web based guide contains information and procedures and that you will need to follow when you are renting a property, including the following. **Applying for Tenancy, Commencing the Tenancy, What it Costs, Paying Rent, During the Tenancy, Maintenance & Repairs, Ending the Tenancy and Frequently Asked Questions.** Find below contact numbers and their website to help you find accommodation here in Brisbane (**www.rentalhotline.com.au**).



<u>BRISBANE WEST</u>	<u>BRISBANE NORTH</u>	<u>BRISBANE EAST</u>	<u>BRISBANE SOUTH</u>
Toowong	Nundah	Coorparoo	Beenleigh/ Springwood
Phone: (07) 3858 8500	Phone: (07) 3266 6988	Phone: (07) 3833 6680	Phone: (07) 3287 1199

TELEPHONE AUSTRALIA:
1300 134 174
(07) 3112 3700

2. Realestate.com.au is a wide based website that has many ways of accessing information on Brisbane's property market. This website is the most popular way of finding details and images of real estate for sale and rentals. The websites search for a home feature helps to access properties listed on the Internet. You will be asked to provide a price range and ideal property location/s. providing this information helps narrow your search, ensuring you only view properties matching your specific criteria. Also, don't forget to register with Real Estate Alert so you can be notified by email when new properties matching your needs come onto the market. This website covers all aspects of buying or renting homes in Brisbane. Find below contacts and their website address (www.realestate.com.au).