



# EDFE40002 *Early Childhood Education and Care* **Placement** Term 3 - 2020

Profile information current as at 28/04/2024 07:45 am

All details in this unit profile for EDFE40002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Early Childhood Education and Care Placement focuses on the legislative and regulatory environment for provision of high quality education and care in early childhood settings. The unit specifically addresses competency elements from the Early Childhood Education and Care Diploma that have not been embedded into the nine core first year units of the Bachelor of Education (Early Childhood) and the Bachelor of Education (Primary). In this unit you will navigate National laws and National Regulations related to workplace settings to describe and explain the implications of these regulations on the performance of work roles. You will apply this knowledge to scenarios and simulations and demonstrate competence in providing high quality education and care for children from birth to five years in authentic settings during a vocational placement.

### Details

Career Level: *Non-award*

Credit Points: *0*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0*

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 3 - 2020

- Mixed Mode

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 0-credit Non-award unit at CQUniversity requires an overall time commitment of an average of 0 hours of study per week, making a total of 0 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: Pass/Fail

#### 3. **Professional Practice Placement**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Explain the legislative and regulatory framework for early childhood education and care settings
2. Navigate national laws and regulations to identify and explain policy implications for early childhood education and care services
3. Interpret the National Quality Standard (NQS) for the purposes of reflection on practice, policy development and planning for continuous improvement in early childhood education and care
4. Describe health, safety and hygiene practices in childcare with reference to national regulations
5. Perform workplace tasks to industry standard in an early childhood education and care service
6. Apply knowledge of the quality areas of the National Quality Standard (NQS) to provide education and care for children from birth to five years of age.

Demonstration of the learning outcomes for this unit provides knowledge evidence and performance evidence of the elements of competence and performance criteria for selected units of competency within the Early Childhood Education and Care Diploma in accordance with the rules of the training package.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Written Assessment - 0%</b>	•	•	•	•		•
<b>2 - Portfolio - 0%</b>		•	•			•
<b>3 - Professional Practice Placement - 0%</b>					•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Self Management</b>						
<b>2 - Communication</b>	—	—	—	—	—	—
<b>3 - Information Literacy</b>	—	—	—	—		—
<b>4 - Information Technology Competence</b>			—	—		
<b>5 - Problem Solving</b>			—		—	—
<b>6 - Critical Thinking</b>			—		—	—
<b>7 - Cross-Cultural Competence</b>			—		—	—

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>8 - Ethical Practice</b>			—		—	—
<b>9 - Aboriginal and Torres Strait Islander Cultures</b>						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes								
	1	2	3	4	5	6	7	8	9
<b>1 - Written Assessment - 0%</b>		—	—	—	—	—	—	—	
<b>2 - Portfolio - 0%</b>		—	—	—	—	—	—	—	
<b>3 - Professional Practice Placement - 0%</b>		—	—		—	—	—	—	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Walker, L. (2018). The early childhood educator for diploma (2 ed.). Australia: McGraw-Hill Education. An online version is available

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Gillian Busch** Unit Coordinator

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## Schedule

**Week 1 - 09 Nov 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site.

**Week 2 - 16 Nov 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site.

**Week 3 - 23 Nov 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site.

**Week 4 - 30 Nov 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site.

**Vacation Week - 07 Dec 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 5 - 14 Dec 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site.

**Week 6 - 21 Dec 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site.

**Vacation Week - 28 Dec 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 7 - 04 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site. Possibly commence placement

**Week 8 - 11 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Dates for the Zoom Sessions will be on the Moodle site. Possibly commence placement

**Week 9 - 18 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Placement continues <b>Pre-Placement tasks</b> Due: Week 9 Friday (22 Jan 2021) 12:45 pm AEST

**Week 10 - 25 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Placement continues

**Week 11 - 01 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Placement continues

**Week 12 - 08 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Policy, legislation and procedures in Early Childhood Education and Care settings.	Detailed links are provided in the Moodle books.	Placement continues

**Exam Week - 15 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Pre-Placement tasks

**Assessment Type**

Written Assessment

**Task Description**

This task consists of completing a booklet of short answer questions related to policy, procedures and legislative requirements for work in early childhood education and care settings. The booklet will be completed using the course materials provided on the Moodle site. You will receive guidance during the online Zoom sessions. The short answer questions respond to National Quality Standards and specific sections of the set textbook or links provided on Moodle. The answers provide evidence of knowledge components associated with the units of competence for the qualification CHC50113 that are not embedded in coursework and must be completed to satisfy the requirements for the award of the qualification.

**Assessment Due Date**

Week 9 Friday (22 Jan 2021) 12:45 pm AEST

**Return Date to Students**

3 weeks after the upload of the document

**Weighting**

Pass/Fail

**Assessment Criteria**

Knowledge of the legislative and policy requirements for performing the work role of an educator in Early Childhood settings

Ability to navigate the NQS/NQF to record expectations for quality provision of early childhood education and care

Knowledge of WHS requirements for work in childcare settings

Knowledge of procedures for providing quality education and care for children and families consistent with industry requirements

Knowledge of processes and procedures for quality assurance and compliance of policy and practice in Early Childhood settings

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Explain the legislative and regulatory framework for early childhood education and care settings
- Navigate national laws and regulations to identify and explain policy implications for early childhood education and care services
- Interpret the National Quality Standard (NQS) for the purposes of reflection on practice, policy development and planning for continuous improvement in early childhood education and care
- Describe health, safety and hygiene practices in childcare with reference to national regulations
- Apply knowledge of the quality areas of the National Quality Standard (NQS) to provide education and care for children from birth to five years of age.

## Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

## 2 Portfolio

### Assessment Type

Portfolio

### Task Description

This assessment task consists of a range of learning log tasks that must be completed within the workplace during the 20 day placement. These tasks involve planning, observations, documentation of learning and reflection. In addition, the collection, annotation and response to workplace policies and procedures is also part of the required documentation for demonstrating elements and performance criteria of the units of competence.

A full outline of all learning log tasks is provided in the booklet called "Workplace tasks and planning" which is available on the course Moodle site. Evidence of completing these tasks must be uploaded to the Moodle site for verification on completion of the placement.

### Assessment Due Date

Learning log task must be submitted on completion of the workplace placement

### Return Date to Students

3 weeks after the upload of the document

### Weighting

Pass/Fail

### Assessment Criteria

Knowledge and skills for planning, documenting and responding to children's learning in authentic settings

Knowledge of policy and legislation associated with enactment of the work role Evidence of performing all aspects of the work of an educator in an early childhood education and care context

Reflection on policy and the work of educators in promoting inclusive high quality and

accountable practice

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Navigate national laws and regulations to identify and explain policy implications for early childhood education and care services
- Interpret the National Quality Standard (NQS) for the purposes of reflection on practice, policy development and planning for continuous improvement in early childhood education and care
- Apply knowledge of the quality areas of the National Quality Standard (NQS) to provide education and care for children from birth to five years of age.

### Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

## 3 Professional Practice Placement

### Assessment Type

Professional Practice Placement

### Task Description

Complete a 20 day placement in a registered early childhood education and care centre. The workplace supervisor should complete and sign the Third Party Report as evidence of demonstrated performance of the required tasks within the workplace. The Third Party Report can be found on the course Moodle site. A copy should be printed and provided to the workplace supervisor at the commencement of the placement. You are responsible for ensuring that you demonstrate the required tasks throughout the placement meeting any stipulations about the number of times performance should be observed recorded on the report. Additionally, you must upload the log sheet showing that you attended for the required time. A copy of the signed Third Party Report must be uploaded to the Moodle site on completion of the placement.

### Assessment Due Date

A copy of the signed Third Party Report must be uploaded to the Moodle site on completion of the placement. In addition, a copy of your current first aid certificate that meets the requirements for "Provide an emergency first aid response in an education and care setting"

### Return Date to Students

### Weighting

Pass/Fail

### Assessment Criteria

Perform workplace tasks to industry standard in an early childhood education and care service  
Apply knowledge of the quality areas of the National Quality Standard (NQS) to provide education and care for children from birth to five years of age

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)



## Submission

Online

## Learning Outcomes Assessed

- Perform workplace tasks to industry standard in an early childhood education and care service
- Apply knowledge of the quality areas of the National Quality Standard (NQS) to provide education and care for children from birth to five years of age.

## Graduate Attributes

- Communication
- Information Literacy
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem