



ENTRY REQUIREMENTS  
REVIEW

# Diploma of Early Childhood Education and Care



## Table of Contents

Table of Contents .....	2
Project Background.....	3
About the project.....	3
Purpose of the consultation.....	3
Confidentiality .....	4
Contacts .....	4
Proposed revised entry requirements .....	5
Focus of the consultation.....	5
Revised Entry Requirements .....	5
Questions regarding Revised Entry Requirements.....	5
Verifiable Evidence.....	5
Questions regarding the Verifiable Evidence .....	6
Mapping.....	6
Rationale regarding the Mapping .....	6
Methodology .....	6
Results regarding the Mapping .....	7
Questions regarding the Mapping .....	7
Proposed Skill Set.....	7
Questions regarding the Skill Set .....	8
DEWR-funded RPL Kit .....	9
Rationale .....	9
Questions regarding the RPL Kit .....	9
Questions regarding the Self-Evaluation Guide .....	9
Questions regarding the Assessor Guide .....	9
Questions regarding the RPL kit Mapping Guide .....	9
Companion Volume Implementation Guide .....	9
Questions regarding the Companion Volume .....	10

## Project background

In July 2021, the *CHC50121 Diploma of Early Childhood Education and Care* was released. An important change to the release of this qualification, which superseded and is not equivalent to the *CHC50113 Diploma of Early Childhood Education and Care*, was the introduction of mandatory entry requirements specifying an individual must have either the *CHC30121 Certificate III in Early Childhood Education and Care* or *CHC30113 Certificate III in Early Childhood Education and Care*.

The entry requirement does not recognise any previous versions of the Certificate III and/or equivalent qualifications. It also does not recognise the experience a person may have in addition to holding a previous version of the Certificate III. This has resulted in a barrier to entry to the sector at a time when the sector is suffering skills and workforce shortages. Potential workers who hold similar qualifications, such as previous versions of the Certificate III or bachelor's degrees, are not able to meet the new entry requirements and cannot directly enter the diploma level qualification.

The consequence is that an individual who has completed the pre-2013 Certificate III will need to enrol in the current *CHC30121 Certificate III in Early Childhood Education and Care* to either complete the qualification or seek RPL to recognise the combination of their qualification and relevant work experience.

In 2022, enrolments in the *CHC50121 Diploma of Early Childhood Education and Care* continued to follow a downtrend, following the previous release of the qualification. Sector and RTO stakeholders advised that the low enrolment rate was partly due to the introduction of restrictive entry requirements for the diploma qualification. It is essential that this barrier is addressed as the sector is concerned that workforce supply issues may worsen.

## About the project

The Diploma of Early Childhood Education and Care - Entry Requirements Review aims to broaden the entry requirements of the *CHC50121 Diploma of Early Childhood Education and Care*. The most recent release of the qualification, in 2021, stipulated that individuals entering the *CHC50121 Diploma of Early Childhood Education and Care* must hold either the *CHC30121 Certificate III in Early Childhood Education and Care* or *CHC30113 Certificate III in Early Childhood Education and Care*.

This current review, in consultation with key stakeholders, seeks to remove a barrier for individuals with previous qualifications and current experience whereby they would have to undertake the *CHC30121 Certificate III in Early Childhood Education and Care* to gain entry to the Diploma. The proposal is to amend the entry requirements so that educators with previous Certificate III qualifications in either Early Childhood Education and Care or Children's Services can undertake the Diploma.

No other review of or revisions to the Diploma will be undertaken in this project.

## Purpose of the consultation

The public consultation provides opportunities for the public to submit feedback on the revised entry requirements and the direct entry pathway to the *CHC50XXX Diploma of Early Childhood Education and Care*.

## Confidentiality

These public consultations form part of a project funded by the Commonwealth Government. HumanAbility is required to share details of the public consultation with the funding body, including organisation names, comments, and the actions that we take in response to consultation feedback.

We are also required to publish a consultation log to our website. The published information will not identify the stakeholder's name linked to specific feedback. For further information, please refer to our [Privacy Policy](#) and [Data Collection Notice](#).

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## Proposed revised entry requirements

The following wording is suggested as the amended wording to the entry requirements.

Entry to this qualification is open to individuals who:

- Hold CHC30121 Certificate III in Early Childhood Education and Care  
OR
- Hold CHC30113 Certificate III in Early Childhood Education and Care  
OR
- Hold an Australian Certificate III qualification in Children's Services  
AND
  - Demonstrate at least 12 months' employment (full-time equivalent) within the last 3 years in a regulated education and care service in Australia, supported by verifiable evidence.
- OR
  - Hold the CHCSS00XXX Diploma of Early Childhood Education and Care Bridging Skill Set

The highlighted section reflects a substantive change to the requirements, and results in the creation of a direct entry pathway to the diploma qualification for experienced educators.

The Skill Set will be developed as part of this project, and the proposed Skill Set is outlined below.

## Focus of the consultation

The pre-entry assessment pathway offers experienced, qualified individuals an expedited pathway that does not require them to undertake the unit-by-unit RPL process.

The public consultation covers:

- The pre-entry assessment pathway and related wording,
- Processes and evidence to support the direct entry pathway,
- The need for a balance between simplicity and accessibility, and the need for rigour and authenticity, and
- The gaps that need to be covered in the Skill Set.

## Revised entry requirements

The revised entry requirements will enable experienced, qualified early childhood education and care educators to progress to the Diploma. The revised wording recognises their previous qualifications and sector experience without requiring them to undertake the *CHC30121 Certificate III in Early Childhood Education and Care*.

### Questions regarding Revised Entry Requirements

Looking at the wording of the entry requirements:

- Are the entry requirements clear and easy to understand?
- Do you support the revised entry requirements? Why or why not?
- What are the key benefits and risks of the new entry pathway?

### Verifiable Evidence

The *Employer's Report* has been developed to assist Educators in demonstrating that they have been employed for least 12 months (full-time equivalent) within the last 3 years in a regulated children's education and care service in Australia. It is designed to recognise the educator's workplace experience and verify they are ready to progress to the *CHC50XXX Diploma of Early Childhood Education and Care*.

The report also addresses identified gaps in core skills and competencies between the previous Certificate III qualifications in Children’s Services and the current *CHC30121 Certificate III in Early Childhood and Care*. It covers areas such as managing children’s daily care routines, supporting children to connect with the natural environment, developing learning experiences, supporting children’s diverse needs, and encouraging the understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures.

Candidates are not required to use this report to gain entry to the Diploma. They can choose to submit other forms of verifiable evidence of their qualification and experience.

If used, the supervisor and the educator must complete the report, with the supervisor verifying that the candidate has performed the listed activities within their work. The structured nature of the report makes it user-friendly for both educators and supervisors. The inclusion of the supervisor’s feedback, with step-by-step guidance for observations and feedback, provides a clear pathway for both parties to follow by reducing confusion, promoting consistency, and ensuring that the report is not used in a ‘flick and tick’ manner.

## Questions regarding the verifiable evidence

Looking at the Employer’s Report:

- Is it clear what information needs to be provided in each section?
- Should any sections be added or removed from the report?
- Does the report promote rigour and authenticity of verifiable evidence?
- Does the report ask too much or too little of the employer?

## Mapping

### Rationale regarding the Mapping

Mapping was undertaken to support a pathway into the Diploma for workers who hold a specified previous qualification but who don’t have at least 12 months cumulative relevant working experience within the past three years. This cohort will be able to undertake the *CHCSS00XXX Diploma of Early Childhood Education and Care Bridging Skill Set* that covers critical skills gaps based on the mapping.

### Methodology

We conducted mapping of the *CHC30708* and *CHC30712 Certificate III in Children’s Services* qualifications to determine what critical skills gaps exist between these previous qualifications and the *CHC30121 Certificate III in Early Childhood Education and Care*.

The mapping started with a review of the Performance Criteria in the core units of the *CHC30121*. The core units of *CHC30708* and *CHC30712* were then examined to determine whether their Performance Criteria aligned with those in the *CHC30121*.

Any Performance Criteria in core units in *CHC30121* not fulfilled by Performance Criteria in core units in *CHC30708* and *CHC30712* were then mapped to core units in *CHC50121 Diploma of Early Childhood Education and Care* to determine whether students would achieve the required skills once they hold the *CHC50XXX Diploma of Early Childhood Education and Care*.

The similarity of the Performance Criteria was determined through a review of the exactness or similarity of the wording used in the previous Certificate III qualifications, as well as an analysis of their meanings and themes. This process allowed for variations in terminology where the essence of the requirement was covered.

The identified skills gaps form the basis of the Skill Set that educators who lack recent experience must complete to gain entry to the *CHC50XXX Diploma of Early Childhood and Care*.

The mapping is provided in the document *24-003\_CHC\_Diploma\_Entry\_ECEC\_Mapping.pdf*.

### Results regarding the mapping

Results of the mapping were then summarised by each core unit to outline the following:

- The percentage of the Performance Criteria that were covered within each core unit
- The Performance Criteria gaps
- The core units from CHC30708, CHC30712, and CHC50121, which contained Performance Criteria mapped to each core unit of *CHC30121 Certificate III in Early Education and Care*.

Action to address gaps:

- Nil action was deemed necessary for CHC30121 core units that were covered 90% or greater
  - Three units that were covered less than 90% form the proposed *CHCSS00XXX Diploma of Early Childhood Education and Care Bridging Skill Set*.

### Questions regarding the mapping

- Does the mapping clearly identify the gaps that exist between the CHC30121 and previous Certificate III (CHC30708/CHC30712) qualifications in Children's Services?
- Are there any aspects of the mapping that you feel are very useful for identifying the gaps?
- Are there any areas of the mapping with which you have concerns? If so, which parts?

### Proposed skill set

To ensure that educators possess current skills and knowledge, we mapped the core units of the *CHC30708 / CHC30712 Certificate III in Children's Services* to the *CHC30121 Certificate III in Early Childhood and Care*. Identified gaps were then tested and mapped to core units in the *CHC50121 Diploma of Early Childhood Education and Care*.

Many of the gaps were covered in the Diploma and, therefore, were deemed not needed for entry to the qualification.

The remaining gaps are covered within the proposed *CHCSS00XXX Diploma of Early Childhood Education and Care Bridging Skill Set* as indicated below.

<i>CHCSS00XXX</i>	<i>Entry to the CHCSS00XXX Diploma of Early Childhood Education and Care Bridging Skill Set</i>
<b>Modification history</b>	Release 1
<b>Description</b>	This skill set addresses the skills and knowledge required to gain entry to the <i>CHC50121 Diploma of Early Childhood Education and Care</i> for individuals who hold previous Certificate III qualifications in Children's Services.
<b>Pathways information</b>	The Skill Set supports a pathway into the <i>CHC50XXX Diploma of Early Childhood Education and Care</i> for the target group.
<b>Licensing/regulatory information</b>	<i>No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.</i>
<b>Skill set requirements</b>	<ul style="list-style-type: none"> <li>● CHCECE037 Support children to connect with the natural environment</li> <li>● CHCECE038 Observe children to inform practice</li> <li>● CHCECE054 Encourage understanding of Aboriginal and Torres Strait Islander peoples' cultures.</li> </ul>
<b>Target group</b>	This skill set is for individuals who hold previous Certificate III qualifications in Children's Services and want to gain entry to the <i>CHC50XXX Diploma of Early Childhood Education and Care</i> .
<b>Suggested words for Statement of Attainment</b>	These units of competency from the CHC Community Services Training Package contribute to satisfying the entry requirements of the <i>CHC50XXX Diploma of Early Childhood Education and Care</i> .

#### Questions regarding the skill set

- Does the Skill Set address the gaps that exist between the CHC30121 and previous Certificate III (CHC30708/CHC30712) qualifications in Children's Services?
- Is the purpose of the Skill Set clear?
- Are the identified Units of Competency relevant to educators' everyday responsibilities?
- Do you believe that the Skill Set assists employers and their employees to recognise the educator's readiness to undertake the Diploma?
- Are you satisfied with the structure and content of the Skill Set?



## DEWR-funded RPL Kit

### Rationale

This project involves the revision of the existing DEWR-funded RPL (Feb23) kit to ensure that it is fully aligned with the current Certificate III in Early Childhood Education and Care and the newly proposed Diploma entry requirements. The Kit aims to support experienced early childhood educators holding a pre-CHC30121 Certificate III qualification and primary teachers seeking recognition for CHC30121 Certificate III in Early Childhood Education and Care.

It includes the following guides:

- The Self-Evaluation Guide (v5 Feb23) assists candidates to identify their capacity to meet the CHC30121 requirements, before embarking on the formal RPL pathway.
- The Assessor Guide (v4 Feb23) is divided into four skill areas that help RTOs conduct RPL assessments against the CHC30121.
- The (RPL kit) Mapping Guide (v2 Jan23) contains a list of workplace observations and the RPL mapping.

### Questions regarding the RPL kit

- Is the RPL kit useful in its current format? Why? Why not?
- What revisions, if any, would make it more useful?
- If those revisions were made, on a scale of 1 to 10, how likely would you be to use the kit?

### Questions regarding the Self-Evaluation Guide

- Can the RPL kit be used by someone who is not working as an educator?
- Is this RPL kit useful for primary teachers who want to work in the Children's Education and Care sector?
- Is the Self-Evaluation Guide a useful part of the kit? If not, what can be improved?

### Questions regarding the Assessor Guide

- Should the Assessor Guide have benchmarks? Why? Why not?
- Should the HLTD012 First Aid Certificate be included in the RPL kit?
- Do you have any feedback about the knowledge questions?

### Questions regarding the RPL Kit Mapping Guide

- Is the mapping guide useful in its current format? Why? Why not?
- Do you have any feedback related to the 60 workplace observations?
- Who should receive the Mapping Guide?

## Companion Volume Implementation Guide

The CHC Community Services Release 10.0 Companion Volume Implementation Guide (CVIG) is provided for public consultation. The Companion Volume has had minor updates and clarifications to ensure it is correct and current.

This version of the CVIG reflects the changes to the *CHC50XXX Diploma of Early Childhood Education and Care* and the new *CHCSS00XXX Diploma of Early Childhood Education and Care Bridging Skill Set*.

HumanAbility is working on a broader review and redesign of Companion Volumes for its Training Packages, in parallel with the roll out of broader qualification reviews.

It is expected that the CHC Companion Volume will have significant revisions as part of that review.

There is a suite of Companion Volumes that will be redesigned and the need for specialised guides will be investigated.

**Questions regarding the Companion Volume**

- What would you add to improve the Companion Volume?
- What would you remove to improve the Companion Volume?
- What questions would you like answered in a specialised guide for Childhood Education and Care?