



THE PERFORMANCE
— COLLEGE —

**CHC33021 – CERTIFICATE III IN INDIVIDUAL SUPPORT (AGEING AND
DISABILITY)**

Introduction

This Training and Assessment Strategy (TAS) document has been developed to clearly advise the trainers and assessors involved in the delivery of training and collection of assessment evidence. This TAS provides a top-down perspective of CHC33021 Certificate III in Individual Support (Ageing and Disability) course and the training and assessment that will be applied. This is a working document and will change over time as CHC33021 Certificate III in Individual Support (Ageing and Disability) course is subject to continuous improvement. This TAS document should be read in conjunction with supporting learning and assessment documentation.

Summary:

Mode:	Fulltime campus based
Duration:	1 year (52 Weeks)
Unit Structure:	Single units
Training Method:	<p><u>Face – to – Face mode of delivery:</u></p> <p>Trainer led, face-to-face in a classroom setting combined with in-class experiential activities. Students can submit their assessments in person or online through The Performance College e- learning portal where trainers will mark and provide assessment feedback to students according to the college assessment policy.</p> <p>Students can submit their assessments online through The Performance College e- learning portal where trainers will mark and provide assessment feedback to students according to the college assessment policy.</p>
Assessment Method:	Knowledge Questions, Simulation that may include assessment activities such as case study, role-play, presentation, report writing, creating templates, analysing and presenting selective information to stakeholders etc.
Target Client:	<p>Target groups for the CHC33021 Certificate III in Individual Support (Ageing and Disability) are international students who are:</p> <p>Seeking to pursue a career in providing individual support.</p> <ul style="list-style-type: none"> • Seeking to enter a new industry sector. • Seeking a pathway to higher-level qualifications <p>Characteristics of the target group are as follows:</p> <p>International students from various countries who are seeking to develop their skills and knowledge in ageing support to further their career prospects or study pathways.</p> <p>Students will usually be new entrants. However, credit and/or RPL can be provided</p>

	<p>for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.</p> <p>It is generally observed that an international student when they go back to their home country will benefit a great deal when they attain required skills and knowledge that are needed to complete this course.</p> <p>Potential students typically are: -</p> <ul style="list-style-type: none"> • Typically, student in this qualification will be from no work or study experience and are between 18 – 45. • from varied cultural backgrounds. • usually educated to at least year 12. • has IELTS band score of 6 or equivalent in line with regulations.
<p>Contact time:</p>	<p>Classroom based – minimum 20 hours of face-to-face training and 4 hrs. of self-study per week.</p>

General:

Introduction	<p>This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability, or some other reason.</p> <p>These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical, and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.</p> <p>The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards, and industry codes of practice. To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.</p>		
Name of RTO	The Performance College (TPC)		
Training Package	CHC Community Services Training Package (Release 1)		
Qualification	CHC33021 Certificate III in Individual Support (Ageing and Disability)		
Delivery Period	1 year (39 weeks of study period, 5 weeks of work placement and 8 weeks holiday)		
Method	<p>TPC uses a range of techniques during face-to-face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations, and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.</p> <p>This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability, or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical, and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.</p>		
Authorisation	Rekha Lohan (Chief Executive Officer)		
	CHCCCS031	Provide individualized support	Core
	CHCDIV001	Work with diverse people.	Core
	CHCCCS038	Facilitate the empowerment of people receiving support.	Core

	CHCCCS040	Support independence and wellbeing.	Core
	CHCCCS041	Recognise healthy body systems	Core
	CHCCOM005	Communicate and work in health or community services	Core
	CHCLEG001	Work legally and ethically	Core
	HLTINF006	Apply basic principles and practices of infection prevention and control	Core
	HLTWHS002	Follow safe work practices for direct client care	Core
	The following elective units are completed from the ageing specialisations		
	CHCAGE011	Provide support to people living with dementia	Elective
	CHCAGE013	Work effectively in aged care	Elective
	CHCPAL003	Deliver care services using a palliative approach	Elective
	The following elective units are completed from the disability specialisation		
	CHCDIS011	Contribute to ongoing skills development using a strength-based approach	Elective
	CHCDIS012	Support community participation and social inclusion	Elective
	CHCDIS020	Work effectively in disability support	Elective
	Packaging Rules	<p>Total number of units = 15</p> <p>9 core units plus.</p> <p>6 elective units</p> <ul style="list-style-type: none"> at least 3 units from those units listed under Group A or B the remaining units from any of the Groups A, B or C below. <p>Any combination of electives that meets the rules above can be selected for the award of the <i>Certificate III in Individual Support</i>.</p> <p>Where appropriate, electives may be packaged to provide a qualification with a specialisation as outlined below.</p> <p>Packaging for each specialisation:</p> <p>All Group A electives must be selected for award of the <i>Certificate III in Individual Support (Ageing)</i>.</p>	

	<p>All Group B electives must be selected for award of the <i>Certificate III in Individual Support (Disability)</i>.</p> <p>All Group A and all Group B electives must be selected for award of the <i>Certificate III in Individual Support (Ageing and Disability)</i>.</p> <p>All electives chosen must contribute to a valid, industry-supported vocational outcome.</p> <p>The latest release of the qualification and packaging rules can be found at the following link: https://training.gov.au/Training/Details/CHC33021</p>
Pre-requisite requirements	There are no pre-requisites or entry requirements for this qualification in the training package.
Pathway	<p>Potential employment options are as a personal care assistant, nursing assistant, personal care worker, disability, or other direct care work in the community services industry.</p> <p>Students who complete this course may wish to continue their education into the CHC43121 Certificate IV in Disability Support and other Certificate IV qualifications in community services.</p>
Licensing, Legislative, Regulatory or Certification Considerations	No licensing, legislative or certification requirements apply to this qualification at the time of publication.
Fees	<p>Tuition Fee: \$ 15,000</p> <p>Non-Tuition Fee: \$250 Enrolment + \$1,000 Material</p>
Target Occupation	<ul style="list-style-type: none"> • Personal Care Assistant • Disability Support Worker • Care Workers

Recognition of Prior Learning	An RPL kit is available for the course
The Learner	
Target Student and Entry Requirements	<p>Target groups for the CHC33021 Certificate III in Individual Support (Ageing and Disability) are international students who are:</p> <ul style="list-style-type: none"> • Seeking to pursue a career in providing individual support. • Seeking to enter a new industry sector. • Seeking a pathway to higher-level qualifications <p>Characteristics of the target group are as follows:</p> <p>International students from various countries who are seeking to develop their skills and knowledge in ageing support to further their career prospects or study pathways.</p> <p>Students will usually be new entrants. However, credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.</p> <p>Students may be onshore students currently based in Australia or offshore students applying from overseas. Most students speak English as a second language and must satisfy English language proficiency to successfully enroll into the course.</p> <p><u>College level entry requirements for prospective students is as follows:</u></p> <ol style="list-style-type: none"> 1. All students must of the age of 18 years or over at the time of applying for admission. 2. Participate in a course entry interview to determine suitability for the course and student needs. This will also include an LLND assessment, and you must achieve ACSF 3 for reading, writing, numeracy, and oral communication to enter the course. 3. English requirement: <ol style="list-style-type: none"> a. An International English Language Testing System (IELTS) score of 6 or equivalent is required. b. Test results must be no more than 2 years old. c. Alternatively, English language competence can be demonstrated through documented evidence of any of the following: <ol style="list-style-type: none"> i. Education for a minimum of 5 years in an English-speaking country. ii. Completion of at least 6 months of a Certificate IV level course at an Australian Registered Training Organization (RTO). iii. Successful completion of an English Placement Test. d. Other English language tests such as PTE and TOEFL may be accepted, provided the results are equivalent to IELTS 6 You are required to provide your test results for verification. 4. Academic requirements: <ol style="list-style-type: none"> a. Satisfactory completion of studies in applicant’s home country equivalent to an Australian Year 12 qualification b. OR c. Successful completion of a qualification from an Institute where mode of instructions was English and where the course duration was no less than 12 months.

Target Student Characteristics	<ul style="list-style-type: none"> • Often of a mid-age range (18-35) from varied cultural backgrounds • Educated to at least Year 12 or equivalent. • IELTS band score of 6 or equivalent in line with regulations
Technology Literacy Requirements for this Qualification	<p>To successfully undertake Certificate III in Individual Support course, the student should have:</p> <ul style="list-style-type: none"> • Use of keyboard, mouse/touchpad, and navigation of operating systems (Windows/Mac). • Create, edit, format, and save documents using MS Word or Google Docs, including tables, images, and references. • Enter and manage data in spreadsheets (Excel/Google Sheets), use formulas for calculations, and create simple charts/graphs. • Send, receive, and organize emails professionally, attach files, and use correct email etiquette. • Participate in video conferencing through Zoom, Microsoft Teams, or Google Meet. • Conduct effective online research, evaluate source credibility, and reference appropriately. • Access and use Learning Management Systems (LMS) study materials, discussions, and assessment submissions. • Maintain confidentiality and data security, create strong passwords, and identify phishing or online scams. • Collaborate digitally using shared documents and project tools such as Google Drive, OneDrive, Trello, or MS Teams. • Create and deliver presentations using PowerPoint or Google Slides with appropriate design features. • Use assistive and accessibility tools such as spell-check, grammar check, and text-to-speech to support learning. <p>In addition, all students who are undertaking the CHC33021 Certificate III in Individual Support will bring their own laptop installed with Microsoft Office or similar.</p> <p><u>Computing</u></p> <p>You will need access to a computer and the internet, and you must have basic computing skills. Students need to bring their own laptop and they can use College Internet. Printer, scanner and photocopier facilities will be provided by college.</p> <p>The minimum specifications for your computer are:</p> <ul style="list-style-type: none"> • Microsoft Office 2019 or higher • Broadband internet connection • 8GB of RAM or higher • CD-ROM or DVD drive • Adobe Reader DC or higher

	<ul style="list-style-type: none"> • Access to software such as Microsoft Word, Microsoft PowerPoint, Microsoft Excel for producing GANTT charts, or software such as @task, FastTrack Schedule 9, Primavera P6, Zoho Projects, • You will also need access to a phone, printer, photocopier, and scanner • Adobe Flash Player 10 or higher. <p>Mac OS users:</p> <ul style="list-style-type: none"> • Mac OS X v 12 or higher (Mac OS X v 14 or higher is recommended) • 2.4 gigahertz (GHz) or faster Intel processor (3GHz or faster recommended) • Apple M1 CPU or higher. <p>Windows users:</p> <ul style="list-style-type: none"> • Microsoft Windows 10 or higher (Windows 11 or higher is recommended) • 2.4 gigahertz (GHz) or faster processor (3GHz or faster recommended)
<p>Student Support, Welfare and Guidance</p>	<p>The Performance College assists all students in their efforts to complete their training program. If a student is experiencing any difficulties with his/her studies the student is to contact the trainer as the first line of support. If the matter requires more attention, then the student will be referred to the Academic Manager to assess the nature of the underlying problem and they will develop an appropriate action plan. At this point an analysis of the nature of the problem will be undertaken to identify the key issue(s) such as language problems, time management problems, conceptual understanding etc.</p> <p>Once a mutually agreed upon plan of action has been set out, this will be documented in the student file with feedback to the trainer including timelines for the actions to be undertaken and assessed for success or re-evaluation. The Performance College will make available its full resources to ensure the student achieves the required level of competency in the qualification.</p> <p>Where the student is experiencing any personal difficulties s/he should be referred to the CEO who will arrange appropriate support for the student in need. If the student's needs exceed the college's support capacity, it will refer the student to an appropriate external agency. The Performance College will refer student to relevant agency for further assessment and recommendations.</p> <p>There are no fees charged for referral, although fees may apply for the accessed service.</p>
<p>Academic Intervention</p>	<p>Identifying a student as being 'at risk' of making unsatisfactory academic progress prior to the submission of their assessments can be subjective. However, indicators are typically that, the student:</p> <ul style="list-style-type: none"> • is not attending class regularly and/or not participating actively in class. • is not completing formative assessment tasks. • is not completing their self-study. • is experiencing some personal issues or difficulties. <p>Where these situations arise, the trainer advises the Academic Manager of their concerns. The Academic Manager will contact the student and individually tailor an academic skills program</p>

	<p>and/or a program to support a student with personal difficulties to improve their academic performance and/or attendance.</p> <p>If a student is failing to make academic progress The Performance College has a strategy to address the issue. The student may be asked to:</p> <ul style="list-style-type: none"> • Meet with the Academic Manager to develop a plan which may include attending 'catch up' classes • Being provided with additional material • One-on-one lessons with their Trainer • Undertaking a supervised re-assessment. • Repeating the Unit. 													
<p>Nature of Guarantee to Students</p>	<p>The Performance College is committed to completing the outlined training and assessment upon students' commencement of their study and while they are meeting all their student responsibilities.</p> <p>In the event of being unable to commence or complete the course, the college will, if possible, arrange for agreed training and assessment to be completed through another RTO (Fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, The Performance College will provide a refund of any unused portion of the fee.</p>													
<p>Training Strategy</p>														
<p>Organisation of Training Program</p>	<p>This course is delivered as a sequence of single stand-alone units.</p> <table border="1" data-bbox="352 1265 1477 2016"> <thead> <tr> <th data-bbox="352 1265 1477 1339">Delivery Sequence</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 1341 1477 1395">CHCCCS031 Provide individualised support*</td> </tr> <tr> <td data-bbox="352 1397 1477 1451">CHCDIV001 Work with diverse people.</td> </tr> <tr> <td data-bbox="352 1453 1477 1507">CHCCCS038 Facilitate the empowerment of people receiving support*</td> </tr> <tr> <td data-bbox="352 1509 1477 1563">CHCCOM005 Communicate and work in health or community services</td> </tr> <tr> <td data-bbox="352 1565 1477 1619">CHCCCS041 Recognise healthy body systems</td> </tr> <tr> <td data-bbox="352 1621 1477 1675">CHCLEG001 Work legally and ethically</td> </tr> <tr> <td data-bbox="352 1677 1477 1731">HLTINF006 Apply basic principles and practices of infection prevention and control</td> </tr> <tr> <td data-bbox="352 1733 1477 1787">CHCAGE011 Provide support to people living with dementia*</td> </tr> <tr> <td data-bbox="352 1789 1477 1843">HLTWS002 Follow safe work practices for direct client care*</td> </tr> <tr> <td data-bbox="352 1845 1477 1899">CHCAGE013 Work effectively in aged care</td> </tr> <tr> <td data-bbox="352 1901 1477 1955">CHCPAL003 Deliver care services using a palliative approach*</td> </tr> <tr> <td data-bbox="352 1957 1477 2011">CHCDIS011 Contribute to ongoing skills development using a strengths-based approach*</td> </tr> </tbody> </table>	Delivery Sequence	CHCCCS031 Provide individualised support*	CHCDIV001 Work with diverse people.	CHCCCS038 Facilitate the empowerment of people receiving support*	CHCCOM005 Communicate and work in health or community services	CHCCCS041 Recognise healthy body systems	CHCLEG001 Work legally and ethically	HLTINF006 Apply basic principles and practices of infection prevention and control	CHCAGE011 Provide support to people living with dementia*	HLTWS002 Follow safe work practices for direct client care*	CHCAGE013 Work effectively in aged care	CHCPAL003 Deliver care services using a palliative approach*	CHCDIS011 Contribute to ongoing skills development using a strengths-based approach*
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CHCDIS012 Support community participation and social inclusion

CHCDIS020 Work effectively in disability support

CHCCCS040 Support independence and wellbeing**

Delivery and Assessment Details:

Training and assessment services are focused on a classroom-based training model of 20 hours per week spread over 2.5 days. Student will also have to commit to 4 hours of self – study per week.

Group 1:	Monday and Tuesday - 8:00am to 05:00pm and Wednesday - 8:00am to 12:15pm and (Room 2)
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Day Break Up

<u>Time Duration</u>	<u>Session / Break</u>	<u>Total Time</u>
8:00 am - 10:00 am	Session	2 hrs
10:00 am - 10:15 am	Break	15 mins
10:15 am - 12:15 pm	Session	2 hrs
12:15 pm- 12:45 pm	Break	30 mins
12:45 pm - 02:45 pm	Session	2 hrs
2:45 pm - 03:00 pm	Break	15 mins
03:00 pm - 05:00 pm	Session	2 hrs

Total Session **8 hrs**

Total Break **1 hr**

Delivery arrangements:

The qualification is delivered over 52 weeks comprising of:

- Three (3) terms of 10 weeks each and One (1) term of 9 weeks and Five (5) weeks for work placement (44 weeks total)
- Holiday breaks amounting to 8 weeks (as specified in the timetable)

Students are required to attend 20 hours of classroom-based training per week and complete structured self-study of 4 hours per week.

Class sessions include a mix of theory and practical activities with a focus on creating a real-life

workplace.

A face-to-face training mode is employed for this qualification. All classroom-based training will take place at the TPC.

The structured self-study component of this course amounts to 4 hours a week. Students are provided with access to self-study guide for completion of a range of activities. The estimated time to complete activities is documented in the guide for each unit. This is a mandatory component of a student's study and student's attendance, and participation will be monitored.

Units of competency are delivered individually.

A timetable will be supplied to each student prior to course commencement. Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that TPC provides to students.

Students are provided with Student Guides that they will use to develop their knowledge and understanding. Students are also provided with details of further reading (i.e., a textbook) within each Student Guide. Copies of these textbooks are available onsite.

All students will be provided with a range of learning support options and resources to help them achieve competency.

Students can also be supported outside of face to face through e-mail and telephone contact with their trainer. Students are provided with their trainer's contact details at their orientation. Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required, including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.

TPC uses a range of techniques during face-to-face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations, and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.

Workplace Training for Specific Units in CHC33021 Certificate III in Individual Support Qualification

The Performance College (TPC) emphasizes the importance of practical training and assessment in real workplace settings for the following units:

- 1. CHCCS031 Provide Individualised Support**

2. **CHCCCS038 Facilitate the Empowerment of People Receiving Support**
3. **CHCAGE011 Provide Support to People Living with Dementia**
4. **HLTWHS002 Follow Safe Work Practices for Direct Client Care**
5. **CHCPAL003 Deliver Care Services Using a Palliative Approach**
6. **CHCDIS011 Contribute to Ongoing Skills Development Using a Strengths-Based Approach**

Training and Assessment Process

Training in Simulation Environment:

- TPC Trainers and Assessors will train students in a simulation environment available at the Mornington House SRS. This initial training will cover theoretical knowledge and simulated practical skills relevant to the units of competency.

Assessment in Real Workplace:

- Students will be assessed in real workplace environments where TPC has secured a Memorandum of Understanding (MoU) with service providers. The assessment will align with the allocated hours specified in the delivery schedule provided at the end of the Training and Assessment Strategy document.

Coordination and Planning

Informing Service Providers:

- TPC Trainers and Assessors will inform the relevant service providers about the requirements of each unit at least 8 weeks prior to the start of the unit. This early notification ensures that service providers are well-prepared to support the assessment process.

Facility Check:

- Once the service provider confirms their participation, TPC Trainers and Assessors will conduct a facility check to ensure the assigned facility is suitable for assessment. This check includes evaluating the environment, equipment, and overall suitability for the specific unit's assessment requirements.

Explaining Assessment Requirements:

- At the start of the unit, the TPC Trainer and Assessor will explain the assessment requirements to the students in the classroom. This includes detailing the tasks they will perform, the competencies they need to demonstrate, and the criteria for successful assessment.

Service Provider Confirmation:

- The service provider will confirm the assessment location at least 4 weeks before the unit of competency starts. If there are any changes to the assessment location, the

service provider will inform TPC at the earliest opportunity and arrange a new location as a priority.

Student Notification:

- TPC Trainers and Assessors will inform students about the confirmed assessment location at least 2 weeks before the unit starts. This notification allows students ample time to prepare for their practical assessment in the real workplace setting.

Assessment and Results

Finalizing Results:

- After the completion of the assessment, TPC Trainers and Assessors will finalize the results of the unit. This includes reviewing students' performance against the assessment criteria and determining whether they have successfully demonstrated the required competencies.

Reassessment Process:

- If a student fails to pass the assessment task, TPC will arrange with the service provider for reassessment. This reassessment ensures that students have another opportunity to demonstrate their competencies and meet the unit requirements.

Key Responsibilities

Service Providers:

- Confirm the suitability and readiness of the assessment location.
- Inform TPC about any changes to the assessment location promptly.
- Support students in completing their assessment tasks by providing a conducive environment.

TPC Trainers and Assessors:

- Train students in a simulated environment on campus.
- Inform service providers about assessment requirements 8 weeks in advance.
- Conduct facility checks to ensure suitability for assessment.
- Explain assessment requirements to students at the start of the unit.
- Notify students about the assessment location 2 weeks in advance.
- Finalize assessment results and arrange for reassessment if needed.

By following this structured process, TPC ensures that students receive comprehensive training and assessment that integrates theoretical knowledge with practical skills, preparing them for successful careers in the community services sector.

Work placement:

For the unit **CHCCCS040 Support Independence and Wellbeing**, work placements play a crucial role in providing students with real-world experience and practical skills relevant to their field

of study. Here's a detailed explanation of the work placement requirements:

1. Duration and Setting:

- CHCCCS040 (Support Independence and Wellbeing) requires 120 hours of work placement in a residential care or in-house care facility with an approved NDIS provider.

2. Arranging Work Placement:

- Students have the option to find their own work placement or seek assistance from TPC in arranging one.
- If students opt to arrange their own placement, they must inform the college at least 8 weeks before the commencement of the work placement unit.

3. Preparation and Briefing:

- Before the start of the work placement, a designated work placement coordinator or trainer and assessor assigned by the RTO manager will provide a detailed briefing to the student regarding the work placement.
- The briefing will include information about the expectations, responsibilities, and safety guidelines for the placement.

4. Workplace Suitability Check:

- The assigned supervisor or trainer and assessor will conduct a workplace suitability check to ensure the relevance of the workplace and the safety measures in place for the student.
- A detailed checklist included in the Work Placement Agreement will be filled out by the workplace coordinator to assess the suitability of the workplace.

5. Equipment Check:

- The workplace coordinator will also conduct a check of the necessary equipment at the facility and assess whether it meets the capacity requirements for student use.
- An equipment checklist included in the Work Placement Agreement will be completed by the workplace coordinator before the student commences their placement.

6. Arrangement Confirmation:

- Prior to any visit to the workplace, a Supervision Guide, general information about Work Placement, and a Work Placement Agreement will be sent to the host employer for review and agreement.
- Once all arrangements are agreed upon by both TPC and the host employer, the student can commence their work placement.

7. Timely Arrangement:

- TPC will ensure that all work placement arrangements are completed at least 4 weeks before the start of the work placement unit to allow sufficient time for preparation.

8. Orientation and Information:

- All information regarding the work placement, including expectations, guidelines, and contact details, will be provided to the student during orientation.
- Students will be informed about each aspect of the work placement to ensure clarity and preparedness.

9. Preparation and Training within TPC:

- Prior to practical placements, students will undergo training within the college covering all theory components of units to be assessed during the work placement.

10. Workplace Induction:

- Upon commencement of work placements, students will undertake a workplace induction facilitated by the host employer as indicated within the 'Work Placement Agreement.'
- The induction aims to familiarize students with the workplace environment, introduce them to host employers and colleagues, and outline workplace procedures and expectations.

11. Attendance and Recording:

- Student attendance throughout the work placement will be recorded by both the host employer and the student using the 'Work Placement Log.'
- The log will meticulously document all dates and times during which the student completes work placement hours for the host employer.

12. Support and Guidance from Host Employer:

- Students will receive support and guidance from the host employer to complete required workplace tasks, further enhancing their skills and knowledge as specified in relevant Units of Competency.

13. Monitoring by TPC Coordinator:

- TPC Work Placement Coordinator will monitor the work placement through regular contact visits with the student at the host employer's premises, seeking feedback on the placement during normal classes.
- Trainers and assessors will conduct site visits to assess the workplace

environment, ensuring adequate support and compliance with WHS standards.

- Both the employer and the student will sign a declaration in the logbook indicating the hours completed, which will be monitored by trainers/assessors.
- If the workplace has any gaps, the student is informed to seek another workplace to complete required work placement hours.

14. Assessments and Validation:

- Assessment of practical skills will be undertaken by qualified trainers and assessors, with the possibility of the host employer participating in the assessment process by observing students in the workplace.
- All assessments will be signed off by a qualified assessor from TPC.

15. Recording of Practical Placements:

- Each student undertaking a practical placement will have a copy of their 'Work Placement Agreement' kept on file.
- All hours completed within the workplace will be recorded in the student's 'Work Placement Log,' signed by both the student and the employer, and monitored on a weekly basis by TPC trainers/assessors.
- The 'Work Placement Log' will serve as evidence for the specified unit(s) and will be included as an assessment requirement for those units.

16. Extension of Work Placement and Intervention Strategy:

- If a student requires additional time to complete the work placement, they must inform the Admission Manager about their situation.
- Extending the work placement may necessitate an extension of the Confirmation of Enrolment (CoE) since the work placement is a part of the course duration and must be completed within the specified period.
- Failure to complete the work placement within the course duration period may require intervention from the Academic Manager of TPC.
- The Academic Manager will intervene and provide possible support to the student for the completion of their course, implementing appropriate intervention strategies to ensure the student's success and compliance with course requirements.

17. Completion of Work Placement:

- Upon the conclusion of the work placement, the student is required to submit documentation such as assessment records, supervisor evaluations, and any additional reports or reflections as per the course requirements.
- Once all assessment requirements are met and documentation is submitted,

the student's work placement will be verified and signed off by the relevant authorities, including the Workplace Coordinator, Trainers, and Assessors.

Simulated training environment:

The Performance College (TPC) has established a Memorandum of Understanding for simulated training and assessment environment Mornington House SRS to support the Certificate III in Individual Support qualification. This facility is designed to provide learners with a controlled and secure space to develop the essential skills and knowledge required in the community services sectors. The simulated environment is detailed in the Training and Assessment Schedule and is integral to the delivery of various units within the CHC course.

Key Features of the Simulated Training Environment

1. Realistic Care Facilities:

- The simulated environment includes care facilities that closely resemble real-world settings. These facilities are equipped with the same tools and equipment commonly used in the aged care and disability support industries, ensuring that learners become familiar with the practical aspects of their future workplaces.

2. Interactive Learning Scenarios:

- Learners engage in realistic scenarios that mirror actual caregiving situations. These scenarios include aiding residents with daily tasks, using assistive devices, and responding to emergencies. Through role play and interactive software, learners practice and refine their skills in a safe and supportive environment.

3. Hands-on Exercises:

- Practical lessons allocate sufficient time for students to perform required tasks, practice their skills, and reinforce their knowledge. This hands-on approach helps bridge the gap between theoretical learning and practical application, preparing students to address real-world challenges confidently.

4. Feedback and Skill Development:

- Trainers and Assessors provide valuable feedback during simulated interactions. The scenarios are designed to progressively increase in complexity, fostering comprehensive skill development and ensuring that learners are well-prepared for real-world situations.

5. Assessment in Simulated Environment:

- For units that require simulated environments, training and assessment are conducted within the TPC simulated training and assessment facility. This approach ensures that students can demonstrate their competencies in a controlled setting before applying them in actual workplace environments.

Units Requiring Simulated Environment

Trainers and Assessors will conduct training and assessment for all the unit of competencies selected for this qualification in the simulated training and assessment facility.

The detailed process for conducting classes and assessments in the simulated environment is clearly outlined in the Training and Assessment Schedule. This schedule specifies the weeks during which training is delivered and assessment is conducted for each unit, ensuring a structured and systematic approach to skill development.

Coordination and Planning for Simulated Training

Training Schedule:

- The Training and Assessment Schedule provides a comprehensive timeline, showing when each unit will be taught and assessed in the simulated environment. This ensures that both students and trainers have a clear understanding of the training timeline and assessment expectations.

Preparation and Briefing:

- At the start of each unit, TPC Trainers and Assessors will brief students on the assessment requirements and the use of the simulated environment. This preparation ensures that students are well-informed and ready to engage fully in the training activities.

Progressive Learning:

- The simulated training environment allows for progressive learning, where scenarios and tasks increase in complexity as students advance through their course. This method ensures that learners develop a deep and comprehensive understanding of the skills required in their field.

Amount of Training and Volume of Learning:

Students are required to attend 20 hours of classroom training per week and complete structured self-study of 4 hours per week.

The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.

The total amount of training provided being structured classroom sessions is 436 hours and for structured self-study is 156 hours. Time scheduled for assessment in class is 344 hours. Homework which is unsupervised and may include research for assessments and general reading is expected up to 12 hours a week.

A work placement of 120 hours is also required which students will complete during Week 48 - 52.

Total delivery and assessment hours therefore amount to 780 hours, and the volume of learning (i.e., including supervised (39wk x 4hrs = 156hrs) and unsupervised learning (39wk x 12hrs = 468 hrs for homework) and work placement of 120 hrs is 1,524 hours. A detail breakdown of hours

is provided in the Training and Assessment Schedule.

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

The volume of learning includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study and research.

The amount of training provided by TPC is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as self-study.

TPC Training and Assessment strategies contain volume of learning as listed out in **Australian Qualifications Framework** volume of learning indicators which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge. TPC has developed and implement strategies for training and assessment that are consistent with the AQF.

Table 1—Australian Qualifications Framework volume of learning: Certificate level

Certificate I	Certificate II	Certificate III*	Certificate IV^
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 2400 hours	600 – 2400 hours

Table 2—Australian Qualifications Framework volume of learning: Diploma level

Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
1 – 2 years	1.5 – 2 years	0.5 – 1 year	1 – 2 years
1200 – 2400 hours	1800 – 2400 hours	600 – 1200 hours	1200 – 2400 hours

Rationale for amount of training and Volume of learning

The unit selection and course accounts for the student cohort who have little or no experience or skills and knowledge. As such this course can be delivered over 12 months as outlined in this plan with guided self-study for students. The Mode of learning and assessment has a very strong practical component. Training is happening at campus classroom, simulated environment and some of its tasks will be completed at community centers like in house care facility. This exposure to the real time scenarios helps cement all learning for the student. The Mode of delivery is individual unit’s delivery independently to help assimilate each individual competency and build upon them. Students are being given the opportunity to improve and build upon their knowledge progressively.

The amount of training is also informed by the industry as is clear from the industry consultation as well as guided by similar courses offered to this cohort of students in Australia over many years with successful completions.

The students are international students whose primary objectives and commitment is to undertake this course while in Australia and are bound the Student Visa conditions. This ensures a continuous and uninterrupted delivery and as such better accumulation of knowledge.

The training timeframe has been developed considering:

The Volume of learning as outlined in the accredited training package;

- Modes of delivery.
- The learners existing skills, knowledge and experience.
- Industry consultation to ensure the course content is relevant and upto date and can be taught in 1 year timeframe.
- The characteristics of each learner.
- Balanced pace to prevents cognitive overload.
- Comprehensive coverage so that all units are covered thoroughly.

The duration may vary for individual Learner if credit towards the qualification is given in the form of recognition of prior learning or credit transfer.

Physical Resources:

The major resources required for training and assessment include;

- Venue
- Suitable training room with adequate space for students
- Projector & Laptop with relevant presentations
- Whiteboard

Student resources:

- Learning material for each unit
- Assessment booklet for each unit
- Unit Guide for self-study and activity planning

Trainer resources:

- Assessment booklet and Marking Guide for each unit.
- A range of workplace policies and procedures

Work placement equipment and resources (not limited to)

- Workplace policies and procedures
- PPE relevant to the workplace and job role of the worker
- Wheelchairs
- Bed
- Appropriate patient lifting/transferring equipment.
- Access to a safe space to undertake simulation of transferring a person in and out of a car.
- Access to a range of client documentation (individualised support plans, behaviour

	<p>management plans etc.)</p> <ul style="list-style-type: none"> • Access to range of real client with varying needs • Access to clients in their home care setting • Interaction with colleagues, family, and carers of clients • Access to workplace software and programs <p>A detailed list of workplace resources is attached as an Annexure A with this document</p> <p>Work placement facilities will be checked to ensure they students will be able to access the above.</p> <p>In addition, all students who are undertaking the CHC33021 Certificate III in Individual Support must have a laptop that is installed with Microsoft Office or similar while in class.</p> <p>Recommended text for Students and Trainers:</p> <p>The college has purchased a suite of learning and assessment resources for this course from RTO Specialist and will be implementing them as per the college Training and Assessment Policy and Procedure.</p>
<p>ACSF Specifications and Foundation Skills</p>	<p>Foundation skills encompass the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF) and the Employability Skills/Core Skills for Work, identified by employers as critical for effective performance in the workplace such as problem solving, teamwork and digital literacy. Those skills exist on a continuum from very basic skills to highly developed and specialist skills. The foundation skills have been addressed in the assessment as part of the performance criteria for this unit.</p> <p>Each unit contains ACSF Levels essential to performance.</p>
<p>Arrangements with Other Providers</p>	<p>There are no arrangements with other providers.</p>
<p>Training and Assessment Staff Requirements</p>	<p>A qualified Trainer and Assessor must possess the following:</p> <ul style="list-style-type: none"> • TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor or • TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> ○ TAELLN411 (or its successor) or TAELLN401A, and ○ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or • a diploma or higher-level qualification in adult education. • a credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials: <ul style="list-style-type: none"> ○ TAESS00011/TAESS00019 Assessor Skill Set or ○ TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set • Vocational competencies at least to the level being trained, delivered and assessed or higher; • Current VET Knowledge and Skills

	<ul style="list-style-type: none"> • Current industry skills directly relevant to the training and assessment being provided. <p>Specific details of the trainers and their delivery/assessment capabilities can be found in a separate document namely Trainer Matrix.</p>
Assessment Strategy	
Assessment Overview	<p>Participants of Certificate III in Individual Support course will be advised of the assessment requirements at the beginning of training of each unit.</p> <p>Certificate III in Individual Support course has purpose designed assessments that will collect evidence to make judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.</p> <p>Assessments are carried out in accordance with:</p> <ul style="list-style-type: none"> ▪ Identified industry benchmarks and available best practice relevant for particular assessment; ▪ specific industry requirements; ▪ specific principles of assessment; ▪ rules of evidence. <p>Assessments will usually commence in the session following delivery and will require students to manage their workload and schedule assessment tasks accordingly. As this is a competency-based course, assessments continue throughout the course until the participant either achieves competency in their assessment tasks or a further training need is identified and addressed.</p> <p>The assessment process for all participants in CHC33021 Certificate III in Individual Support course will include theory, projects and practical assessments that mostly will take place in the College Campus Simulated Environment.</p> <p>Each unit has an individual assessment tool and a mapping document which establishes the details of the assessment methodology including:</p> <ul style="list-style-type: none"> ▪ Outlining the assessment methods; ▪ Providing instructions for the assessor; ▪ Providing instructions for the students; ▪ Being mapped to the unit of competency; ▪ Ensuring assessment is summative. <p>All activities and projects are assessed by the assigned assessor and then returned to the student with feedback. Assessor’s feedback to student allows them to monitor their progress before progressing onto new activities so they may apply lessons learned in their previous assessments. The assessment process may include theory, projects and practical assessments.</p> <p>As specified above each unit is assessed as a single unit. Assessment activities will comprise</p>

	<p>of:</p> <p>Written Tasks: The student is required to respond to a range of questions contained in the Assessment Booklet. Written tasks may include written answers, case studies, written project tasks, research activities. The student may research their answers from the learning materials, available references, libraries/data bases and the internet with proper referencing techniques.</p> <p>Demonstration Assessment Tasks: The student is required to undertake practical assessments in keeping with training package requirements. These assessments may encompass projects, portfolios, and a variety of specific practical activities relevant to strategies designing and implementation. Students will perform these tasks using appropriate methods and techniques while under the observation of assessors. These practical assessments may include simulations, role plays, scenarios, and participation in team meetings. The nature of the practical activities and task demonstrations will vary depending on the requirements of each unit of competency within the qualification."</p> <p>Some assessment tasks required students to work as a team/team member fulfilling responsibilities and expectations of the typical job and workplace.</p> <p>TPC maintains policies and procedures relating to assessment, re-assessment and plagiarism. For further information, see The Performance College policies and procedures.</p>
<p>Assessment Validation Process</p>	<p>The Performance College has a plan for, and implements, systematic validation of assessment practices and judgments. The Validation Plan ensures that each unit or module on The Performance College scope of registration is validated at least once every five years, with at least 50% of all units or modules validated within the first three years of each five-year cycle.</p> <p>The Validation Plan includes:</p> <ul style="list-style-type: none"> • When assessment validation will occur • Which training products will be the focus of the validation • Who will lead and participate in the validation activities. <p>Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2025 (Standard 1.5). Collectively, those involved in validation must have:</p> <ul style="list-style-type: none"> • Vocational competencies and current industry skills • Current knowledge and skills in vocational teaching and learning • The training and assessment qualification or assessor skill set

Monitoring and Evaluation

Student feedback is collected and analysed. The data will be collected through student evaluation.

Completion rates will be monitored during the implementation of the program to identify problem areas.

Assessment results are monitored to ensure no assessment task is causing problems across the target audience.

Other methods used to monitor and evaluate the delivery and assessment of this qualification include:

- Feedback from industry interviews, Associations and industry groups.
- Staff feedback.
- External and internal audits.
- Quality Indicators.
- Student engagement data.
- Employer satisfaction data.
- Completion rates.

Learning and Assessment Matrix

Unit of competency	Learning Methodologies			Assessment Activities	
	Classroom	Online	Self-directed study	Written activities	Practical tasks
CHCCCS031 Provide individualise support	X	X	X	X	X
CHCDIV001 Work with diverse people	X	X	X	X	X
CHCCCS038 Facilitate the empowerment of people receiving support	X	X	X	X	X
CHCCCS040 Support independence and wellbeing	X	X	X	X	X
CHCCCS041 Recognise healthy body systems	X	X	X	X	X
CHCCOM005 Communicate and work in health or community services	X	X	X	X	X

CHCLEG001 Work legally and ethically	X	X	X	X	X
HLTINF006 Apply basic principles and practices of infection prevention and control	X	X	X	X	X
HLTWHS002 Follow safe work practices for direct client care	X	X	X	X	X
CHCAGE011 Provide support to people living with dementia	X	X	X	X	X
CHCAGE013 Work effectively in aged care	X	X	X	X	X
CHCPAL003 Deliver care services using a palliative approach	X	X	X	X	X
CHCDIS011 Contribute to ongoing skills development using a strengths-based approach	X	X	X	X	X
CHCDIS012 Support community participation and social inclusion	X	X	X	X	X
CHCDIS020 Work effectively in disability support	X	X	X	X	X

**Recording
Assessment
Evidence and
Student
Feedback**

It is mandatory that assessors record detailed evidence of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student. The Final Assessment Summary & Feedback Report is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.

The completed assessment records will be retained by The Performance College in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by The Performance College relating to a particular unit of competency or as part of a general audit of The Performance College assessment strategy.

Students will be given a chance to comment on their performance prior to getting feedback from the assessor. Students will receive a copy of all written comments and the evidence summary.

At the conclusion of an assessment, the assessor will complete Final Assessment Summary & Feedback Report for each student and indicate whether the student is competent or not competent. The student will sign that document and add any relevant comments. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record in Student Database Management System and

	electronically on MS One Drive.
Re-assessment	<p>Students who are assessed as Not Competent will be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training and re-assessment (where applicable). Those students will be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.</p> <p>It is the policy of The Performance College to provide two (2) opportunities for additional training and re-assessment at no additional cost to the student. Students who require additional training and re-assessment after they have exhausted their two opportunities will be required to pay a fee for additional training and re-assessment.</p> <p>Student’s requiring additional learning support are to be brought to the attention of the Academic Manager who may trigger an intervention process so that the progress of the student can be monitored closely, and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment.</p>
Meeting Individual Needs	<p>In Certificate III in Individual Support course, the student’s individual needs must be determined during the preparation for each assessment. If the student has individual needs, the assessor in coordination with the Academic Manager will make suitable adjustment to the assessment to allow for these whilst maintaining the integrity of the evidence gathering process. The student’s individual needs and the adjustment applied are to be recorded within the assessment record.</p> <p>The assessment instructions outline the recommended way to allow students to demonstrate their competence. Student’s individual needs may require reasonable adjustment to the assessment tasks to accommodate a student’s needs.</p> <p>At TPC, flexibility is encouraged, ensuring that students get adequate opportunity to demonstrate their ability to meet the competency. Assessors should use the evidence-gathering tool to ensure alternative scenarios are comprehensive.</p>
Student Assessment Brief	<p>In accordance with the assessment process in Certificate III in Individual Support course, students will be fully briefed about their assessments. Prior to commencement of each assessment, the student will be provided with a detailed briefing on all aspects of assessment activity.</p> <p>The assessor will meet with the student to:</p> <ul style="list-style-type: none"> ▪ Explain the purpose of the assessment and the assessment process. ▪ Explain the consequence of not meeting the requirements of the assessment. ▪ Explain the units of competency to be assessed and the evidence to be collected. ▪ Outline the specific tasks (in detail) listed within the benchmark of performance tasks listed within the observation/demonstration record and how these will be facilitated

	<p>within their simulated workspace.</p> <ul style="list-style-type: none"> ▪ Identify individual needs of the student and, where applicable, negotiate reasonable adjustment for individual needs without compromising the competency outcomes. ▪ Reasonable adjustments may include the use of adaptive technology, educational support, alternative methods of assessment such as oral assessment. While reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions should not be altered in any way. The standards expected should be the same irrespective of the group and/or individual being assessed; otherwise, comparability of standards will be compromised. Assessors will note any specific adjustment made and this will also be recorded in the student’s file. ▪ Seek feedback regarding the student’s understanding of the units of competency, evidence requirements and assessment process; and ▪ Determine if the student is ready for assessment and, in consultation with the student, agree on the schedule for assessment as outlined in the course Academic Timetable.
<p>Contextualising</p>	<p>The aim of contextualising is to ensure training and assessment practices and resources are responsive to current industry needs and to show how the RTO’s equipment, simulations, procedures, infrastructure, etc. meet current industry practice.</p> <p>Contextualising is the activity undertaken to make units of competency relevant and meaningful to students. It is about training in a specific context with a specific group of students. According to adult learning principles, people learn best when learning is seen as immediately relevant.</p> <p>The training program has been contextualised by using:</p> <ul style="list-style-type: none"> • Trainers with an appreciation and experience in the role • Typical operational work tasks to develop meaningful, relevant skills and understanding. • Trainers sharing their own workplace experience and stories. • Using typical workplace policies and procedures
<p>Consultation Contributing to Development of Training and Assessment Strategy</p>	<p>The industry consultation process assists by confirming that approach to delivery and assessment is consistent, as well as resources used are consistent with industry expectations and current practices.</p> <p>Industry experts have been consulted to input into the development of the course. Experts were provided with the Training and Assessment Strategy, plus samples of the training and assessment materials. Experts were also asked to comment on the industry skills required of trainers and assessors.</p> <p>Feedback from the consultation has been reviewed and incorporated into this Strategy. An industry consultation registers also records outcomes and actions.</p>
<p>Industry Consultation Representatives</p>	<p>In the design of this course, The Performance College consulted with the following industry reps in August 2025. Their details are as follows:</p> <p><u>Industry Representative No 1:</u></p> <p>Name: Ripanjit Kaur (Rea)</p>

	<p>Occupation: Manager</p> <p>Company: Mornington House SRS</p> <p>Areas of Expertise: Ripanjit Kaur (Rea), Manager at Mornington House SRS, brings extensive experience in managing residential services and supporting diverse client needs. Her practical knowledge of community services operations ensures valuable insights into current industry practices. She understands workforce expectations, compliance requirements, and client-centred approaches essential for the CHC qualifications. Her expertise makes her well-positioned to provide meaningful advice as part of our industry consultation for the Training and Assessment Strategy.</p> <p>Email: ripan.kaur@yahoo.com.au</p> <p>Contact No: 0433 916 792</p> <p><u>Industry Representative No 2:</u></p> <p>Name: Shaher Shaik</p> <p>Occupation: NDIS Consultant</p> <p>Company: Two Edge Consulting Pty Ltd</p> <p>Areas of Expertise: Shaher Shaik, an NDIS Consultant at Two Edge Consulting Pty Ltd, has extensive expertise in supporting individuals and organisations within the disability services sector. His experience with NDIS frameworks, client engagement, and compliance provides strong insights into current industry needs. He brings a deep understanding of service delivery challenges and opportunities for improvement in the community services field. His knowledge is highly valuable in providing advice for industry consultation to strengthen our Training and Assessment Strategy for CHC qualifications.</p> <p>Email: info@consulty.com.au</p> <p>Contact No: 0490 808 060</p> <p><u>Industry Representative No 3:</u></p> <p>Name: Misha Sadhwani</p> <p>Occupation: NDIS Consultant</p> <p>Company: Key Worker / Intervention Therapist</p> <p>Areas of Expertise: Misha Sadhwani, an NDIS Consultant and Intervention Therapist at Key Worker, has strong experience in supporting clients with diverse needs in the disability sector. Her work involves direct client engagement, therapeutic interventions, and coordination of support services. She possesses a sound understanding of NDIS processes, compliance, and person-centred care approaches. Her expertise provides valuable input for industry consultation to ensure our Training and Assessment Strategy for CHC qualifications reflects current practices and industry standards</p>
<p>Transition Arrangements</p>	<p>Advice is given to existing and potential students regarding new or revised Training Packages via email and/or by the trainers. See the separate policy and procedure for Training Package Transitions/ Revisions.</p>

Records Management	Records are maintained according to standards for RTOs 2015 and The Performance College reporting requirements	
Quality Control		
TAS Monitoring and Improvement	Improvements to this TAS document are version controlled and significant improvements entered into the Continuous Improvements Register. The TAS may be customised to suit the needs of a specific cohort of student (target students). The TAS is systematically reviewed by the Industry Advisory Committee at least annually. Furthermore, assessments are validated and moderated as per our Assessment Validation Policy and Procedure.	
Approval	Chief Executive Officer	<u>Signature:</u>
		<u>Date:</u> 18-Aug-2025
	Academic Manager	<u>Signature:</u>
		<u>Date:</u>
TAS Review Date	Dec 2025	

Training and Assessment Schedule

Term	Week	Unit Code & Title	Core / Elective	Training Hours		Assessment		Volume of Learning			Total hours
				Classroom	Simulation / Workplace	Classroom	Simulation / Workplace	Training and Assessment Hours	Self-Study	Un-supervised Study	
Term 1	1 - 2	CHCCCS031 Provide individualised support*	Core	12	8	12	8	40	8	24	72
	3 - 4	CHCDIV001 Work with diverse people.	Core	12	8	12	8	40	8	24	72
	5 - 7	CHCCCS038 Facilitate the empowerment of people receiving support*	Core	20	20	12	8	60	12	36	108
	8 - 10	CHCCOM005 Communicate and work in health or community services	Core	20	20	12	8	60	12	36	108
	11 - 13	Term Break for 3 weeks									
Term 2	14 - 15	CHCCCS041 Recognise healthy body systems	Core	12	8	12	8	40	8	24	72
	16 - 18	CHCLEG001 Work legally and ethically	Core	20	20	12	8	60	12	36	108
	19 - 20	HLTINF006 Apply basic principles and practices of infection prevention and control	Core	12	8	12	8	40	8	24	72
	21 - 23	CHCAGE011 Provide support to people living with dementia*	Elective	20	20	12	8	60	12	36	108
	24 - 26	Term Break for 3 weeks									
Term 3	27 - 28	HLTWHS002 Follow safe work practices for direct client care*	Core	12	8	12	8	40	8	24	72



	29 - 30	CHCAGE013 Work effectively in aged care	Elective	12	8	12	8	40	8	24	72
	31 - 33	CHCPAL003 Deliver care services using a palliative approach*	Elective	20	20	12	8	60	12	36	108
	34 - 36	CHCDIS011 Contribute to ongoing skills development using a strengths-based approach*	Elective	20	20	12	8	60	12	36	108
	37 - 38	Term Break for 2 weeks									
Term 4	39 - 41	CHCDIS012 Support community participation and social inclusion	Elective	20	20	12	8	60	12	36	108
	42 - 44	CHCDIS020 Work effectively in disability support	Elective	20	20	12	8	60	12	36	108
	45 - 47	CHCCCS040 Support independence and wellbeing**	Core	20	20	12	8	60	12	36	108
	48 - 52	CHCCCS040 Support independence and wellbeing** (Work placement)	Core	0	0	0	0	0	0	0	120
Total Volume of Learning				252	228	180	120	780	156	468	1524

*The unit with * mark represents that student need to do allocated hours of training and assessment in classroom and workplace in supervision of TPC Trainer and Assessor. Unit with ** mark represent work placement unit. Units without any mark represents that student need to do training and assessment in classroom and simulation environment at TPC Campus.*