



Training and Assessment Strategy

CHC52021 – DIPLOMA OF COMMUNITY SERVICES

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 CHC52021 Diploma of Community Services course and the training and assessment that will be applied. This is a working document and will change over time as CHC52021 Diploma of Community Services 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:	2 years (104 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 TPC 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 CHC52021 Diploma of Community Services are international students who are:</p> <ul style="list-style-type: none"> Seeking to pursue a career in providing community services. 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 age range 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.
Contact time:	Classroom based – minimum 20 hours of face-to-face training and 4 hrs. of self-study per week.

General:

Introduction	<p>This qualification reflects the role of community services workers involved in the delivery, management and coordination of person-centred services to individuals, groups, and communities.</p> <p>At this level, workers have specialised skills in community services and work autonomously within their scope of practice under broad directions from senior management.</p> <p>Workers support people to make change in their lives to improve personal and social wellbeing and may also have responsibility for the supervision of other workers and volunteers. They may also undertake case management and program coordination.</p> <p>To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.</p> <p>The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</p>		
Name of RTO	The Performance College (TPC)		
Training Package	CHC Community Services Training Package (Release 8.0 – 9.3)		
Qualification	CHC52021 Diploma of Community Services		
Delivery Period	2 years (88 weeks of the study period and 16 weeks of 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)		
	CHCCCS004	Assess co-existing needs	Core

	CHCCCS007	Develop and implement service program	Core
	CHCCCS019	Recognise and respond to crisis solutions	Core
	CHCCSM013	Facilitate and review case management	Core
	CHCDEV005	Analyse impacts of sociological factors on people in community work and services	Core
	CHCDFV001	Recognise and respond appropriately to domestic and family violence	Core
	CHCDIV001	Work with diverse people	Core
	CHCDIV002	Promote Aboriginal and /or Torres Strait Islander cultural safety	Core
	CHCLEG003	Manage legal and ethical compliance	Core
	CHCMGT005	Facilitate workplace debriefing and support processes	Core
	CHCPRP003	Reflect on and improve own professional practice	Core
	HLTWHS003	Maintain work health and safety	Core
	CHCCCS038	Facilitate the empowerment of people receiving support	Elective
	CHCDIS017	Facilitate community participation and social inclusion	Elective
	CHCDIS019	Provide person-centred services to people with disability with complex needs	Elective
	CHCMHS001	Work with people with mental health issues	Elective
	CHCCOM003	Develop workplace communication strategies	Elective
	CHCDIV003	Manage and promote diversity	Elective
	CHCCCS044	Follow established person-centred behaviour supports	Elective
	HLTAID011	Provide First Aid	Elective
	Packaging Rules Total number of units = 20 <ul style="list-style-type: none"> 12 core units plus. 8 elective units. Units have been selected in accordance with the packaging rules and are relevant to the work		

	<p>outcome, local industry requirements and qualification level.</p> <p>The latest release of the qualification and packaging rules can be found at the following link: https://training.gov.au/training/details/CHC52021/qualdetails</p>
Pre-requisite requirements	There are no pre-requisites or entry requirements for this qualification in the training package.
Pathway	<p><u>Pathway into the qualification</u></p> <ul style="list-style-type: none"> CHC42015 - Certificate IV in Community Services <p><u>Pathways from the qualification</u></p> <p>The primary pathway from this qualification is to study further in the Advanced Diploma of Community Sector Management course. Alternatively, the student may seek to work in an occupation/role of their choosing as is specified in the 'Target Occupation' section of this document.</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: \$ 28,000</p> <p>Non-Tuition Fee: \$250 Enrolment + \$2,000 Material</p>
Target Occupation	<ul style="list-style-type: none"> Family Support Officer Welfare Worker Community Services Worker Case Worker or Manager Early Intervention Worker Pastoral Care Counsellor
Recognition of Prior Learning	An RPL kit is available for the course
The Learner	

Target Student and Entry Requirements	<p>The target group for this qualification is international students from various countries who are seeking to develop their skills and knowledge in community services to further their career prospects or study pathways.</p> <p>Students may have had work and study experience if they have already completed a lower-level community services qualification. 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><u>College level entry requirements for prospective students is as follows:</u></p> <ol style="list-style-type: none"> 1. All students must be 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 4 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 OR b. Successful completion of a qualification from an Institute where mode of instruction was English and where the course duration was no less than 12 months.
Target Student Characteristics	<p>There is no compulsion for professional association for community services, however, the governing professional body for Community Workers is Australian Community Workers Association (ACWA).</p>
Technology Literacy Requirements for this Qualification	<p>To successfully undertake the Diploma of Community Services 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.

	<ul style="list-style-type: none"> • 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>Computing</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 • 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, ZOHIO 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 (MACTOS 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) • Digital equipment
<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</p>

	<p>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>
Academic Intervention	<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 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.
Nature of Guarantee to Students	<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</p>

	refund of any unused portion of the fee.	
Training Strategy		
Organisation of Training Program	This course is delivered as a sequence of single stand-alone units.	
	Delivery Sequence	
	CHCDIV003 Manage and promote diversity	
	CHCLEG003 Manage legal and ethical compliance*	
	CHCDIV001 Work with diverse people	
	CHCCCS044 Follow established person-centred behavior supports.	
	CHCCCS007 Develop and implement service programs	
	CHCCOM003 Develop workplace communications strategies	
	CHCDFV001 Recognise and respond appropriately to domestic and family violence	
	CHCCCS019 Recognise and respond to crisis situations	
	CHCDIS017 Facilitate community participation and social inclusion*	
	CHCPRP003 Reflect on and improve own professional practice	
	HLTWHS003 Maintain work health and safety*	
	HLTAID011 Provide first aid	
	CHCCCS004 Assess co-existing needs.	
	CHCMHS011 Assess and promote social, emotional and physical wellbeing	
	CHCDIS019 Provide person-centred services to people with disability with complex needs*	
	CHCDIV002 Promote Aboriginal and/or Torres Islander cultural safety*	
	CHCCCS038 Facilitate the empowerment of people receiving support*	
	CHCMGT005 Facilitate workplace debriefing and support processes	
	CHCCSM013 Facilitate and review case management**	
	CHCDEV005 Analyse impacts of sociological factors on people in community work and services**	
	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:	Friday 05:15 pm to 09:30 pm and Saturday to Sunday - 8:00am to 05:00pm (Room 2)
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 104 weeks comprising of:

- Eight (8) terms totalling to 88 weeks
- Holiday breaks amounting to 16 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.

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 CHC52021 Diploma of Community Services Qualification

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

1. **CHCCCS038 Facilitate the Empowerment of People Receiving Support**
2. **CHCDIS019 Provide person-centred services to people with disability with complex needs**
3. **CHCDIS017 Facilitate community participation and social inclusion**
4. **CHCLEG003 Manage legal and ethical compliance**
5. **HLTWHS003 Maintain work health and safety**
6. **CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety**

Training and Assessment Process

Training in Simulation Environment:

- TPC Trainers and Assessors will train students in a simulation environment 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.
- Confirm the availability of Aboriginal and/or Torres Strait Islander availability for the purpose of CHCDIV002 Promote Aboriginal and / or Torres Strait Islander cultural safety unit.

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 **CHCCSM013 Facilitate and review case management and CHCDEV005 Analyse impacts of sociological factors on people in community work and services**, 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:

- CHCCSM013 Facilitate and review case management (100 hours) and CHCDEV005 Analyse impacts of sociological factors on people in community work and services requires (100 hours) total 200 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:

TPC has a formal Memorandum of Understanding (MoU) with **Mornington House SRS** to provide students with access to a real workplace environment. This arrangement allows learners to complete required training and assessment activities in an authentic community services setting, ensuring compliance with the CHC Training Package workplace requirements and the Standards for RTOs 2025. 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 community and health care 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 Mornington House SRS 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 668 hours and for structured self-study is 312 hours. Time scheduled for assessment in class is 892 hours. Homework which is unsupervised and may include research for assessments and general reading is expected up to 5 hours a week.

A work placement of 200 hours is also required for the units CHCCSM013 Facilitate and review case management & CHCDEV005 Analyse impacts of sociological factors on people in community work and services which students will complete during Weeks 90 - 94, & 100 – 104 respectively for the mentioned units of competency.

Total delivery and assessment hours therefore amount to 1,560 hours, and the volume of learning including supervised learning (78 weeks x 4 hrs= 312), unsupervised learning (78 weeks x 5 hrs= 390) and work placement of 200 hours is **2,462 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 24 months as outlined in this plan with guided self-study for students. The Mode of learning and assessment has a very strong work placement component. Training is happening at campus classroom and some of its tasks will be completed at community centers. 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 up to date and can be taught in 2 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
- Training Kitchen to conduct practical classes
- 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

- Workplace policies and procedures
- PPE relevant to the workplace and job role of the worker
- Access to a range of client documentation (individualised support plans, behaviour management plans etc.)
- 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

Work placement facilities will be checked to ensure they students will be able to access the above.

Resource requirement for the unit HLTAID011 Provide First Aid

- Manikins- INFANT
- Manikins- ADULT
- Chamber Spacer
- Cleaning Wipes Alcohol Free
- Heart Sine Samaritan Pad

- Standard strip Plastic bandages
- Training Inhaler
- CPR Face shield
- Cotton Calico Triangular Bandage
- Non-Adherent Dressing 5cmx5cm
- Gauze Swabs
- Non-Adherent Dressing 7.5cmx10cm
- Non-Adherent Eye pad
- Combine Dressing
- Amputated Parts Bags
- Microporous Paper Tape 2.5cmx5cm
- Conforming bandage
- Nitrile examination gloves
- Wound Dressing
- Incident report-Note Pad with pen
- Register of injuries
- Thermal emergency blanket
- First Aid Spray
- Eyewash and wound irrigation
- Safety pin
- Burn gel
- Instant cold pack
- Scissors
- Hand & skin sanitiser
- Splinter probes
- Triangular bandage
- Low adherent dressing 5cmx5cm
- Low adherent dressing 10cmx10cm
- White dressing -Tape
- Dressing plastic forceps
- Resuscitation shield
- Wound wipes
- Flexible fabric bandage
- Premium first Aid -guide
- Amputated Parts module
- First-Aid Box
- Manikins' instruction Sheet

In addition, all students who are undertaking the CHC52021 Diploma of Community Services must have a laptop that is installed with Microsoft Office or similar while in class.

Recommended text for Students and Trainers:

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.
ACSF Specifications and Foundation Skills	<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>
Arrangements with Other Providers	There are no arrangements with other providers.
Training and Assessment Staff Requirements	<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"> ○ TAELN411 (or its successor) or TAELN401A, 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 • 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 Diploma of Community Services course will be advised of the assessment requirements at the beginning of training of each unit.</p> <p>Diploma of Community Services 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.

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.

Formative assessment is provided throughout the course in terms of practice. This is achieved through using the tasks outlined in the student's resources as practice. Those tasks are separate to the summative assessment process that concludes each unit of competency.

The assessment process for all participants in Diploma of Community Services course may include theory, projects, and practical assessments.

Each unit has an individual assessment tool and a mapping document which establishes the details of the assessment methodology including:

- 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.

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.

As specified above each unit is assessed as a single unit. Assessment activities will comprise of:

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.

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>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's policies and procedures.</p>
Assessment Validation Process	<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	<p>Student feedback is collected and analysed. The data will be collected through student evaluation.</p> <p>Completion rates will be monitored during the implementation of the program to identify problem areas.</p> <p>Assessment results are monitored to ensure no assessment task is causing problems across the target audience.</p> <p>Other methods used to monitor and evaluate the delivery and assessment of this qualification include:</p> <ul style="list-style-type: none"> • 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
	CHCDIV003 Manage and promote diversity	X	X	X	X	X
	CHCLEG003 Manage legal and ethical compliance*	X	X	X	X	X
	CHCDIV001 Work with diverse people	X	X	X	X	X
	CHCCCS044 Follow established person-centred behavior supports.	X	X	X	X	X
	CHCCCS007 Develop and implement service programs	X	X	X	X	X
	CHCCOM003 Develop workplace communications strategies	X	X	X	X	X
	CHCDFV001 Recognise and respond appropriately to domestic and family violence	X	X	X	X	X
	CHCCCS019 Recognise and respond to crisis situations	X	X	X	X	X
	CHCDIS017 Facilitate community participation and social inclusion*	X	X	X	X	X
	CHCPRP003 Reflect on and improve own professional practice	X	X	X	X	X
	HLTWHS003 Maintain work health and safety*	X	X	X	X	X
	HLTAID011 Provide first aid	X	X	X	X	X
	CHCCCS004 Assess co-existing needs.	X	X	X	X	X
	CHCMHS011 Assess and promote social, emotional and physical wellbeing	X	X	X	X	X

	CHCDIS019 Provide person-centred services to people with disability with complex needs*	X	X	X	X	X
	CHCDIV002 Promote Aboriginal and/or Torres Islander cultural safety*	X	X	X	X	X
	CHCCCS038 Facilitate the empowerment of people receiving support*	X	X	X	X	X
	CHCMGT005 Facilitate workplace debriefing and support processes	X	X	X	X	X
	CHCCSM013 Facilitate and review case management**	X	X	X	X	X
	CHCDEV005 Analyse impacts of sociological factors on people in community work and services**	X	X	X	X	X
Recording Assessment Evidence and Student Feedback	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 in the hardcopy Student Academic File.</p>					

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 Diploma of Community Services 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 Diploma of Community Services 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 within their simulated workspace. ▪ Identify individual needs of the student and, where applicable, negotiate reasonable adjustment for individual needs without compromising the competency outcomes.

	<ul style="list-style-type: none"> 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.
Contextualising	<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>Learning and Assessment resources for all units in this course are purchased from 'RTO Specialist'. They are pre-validated and customised by college before they are deployed and provided to students and trainers.</p>
Consultation Contributing to Development of Training and Assessment Strategy	<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>
Industry Consultation Representatives	<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>

Name: Ripanjit Kaur (Rea)

Occupation: Manager

Company: Mornington House SRS

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.

Email: ripan.kaur@yahoo.com.au

Contact No: 0433 916 792

Industry Representative No 2:

Name: Shaher Shaik

Occupation: NDIS Consultant

Company: Two Edge Consulting Pty Ltd

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.

Email: info@consulty.com.au

Contact No: 0490 808 060

Industry Representative No 3:

Name: Misha Sadhwani

Occupation: NDIS Consultant

Company: Key Worker / Intervention Therapist

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.

	Email: misha.sadhwani@gmail.com	
	Contact No: 0405 993 636	
Transition Arrangements	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.	
Records Management	Records are maintained according to standards for RTOs 2025 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 - 5	CHCDIV003 Manage and promote diversity	Elective	20	20	40	20	100	20	25	145
	6 - 7	CHCLEG003 Manage legal and ethical compliance*	Core	12	8	12	8	40	8	10	58
	8 - 9	CHCDIV001 Work with diverse people	Core	12	8	12	8	40	8	10	58
	10 - 11	CHCCCS044 Follow established person-centred behaviour supports.	Elective	12	8	12	8	40	8	10	58
	12 - 14	Term Break for 3 weeks									
Term 2	15 - 19	CHCCCS007 Develop and implement service programs	Core	20	20	40	20	100	20	25	145
	20 - 25	CHCCOM003 Develop workplace communications strategies	Elective	20	20	60	20	120	24	30	174
	26 - 28	Term Break for 3 weeks									
Term 3	29 - 33	CHCDFV001 Recognise and respond appropriately to domestic and family violence	Core	20	20	40	20	100	20	25	145
	34 - 37	CHCCCS019 Recognise and respond to crisis situations	Core	20	20	20	20	80	16	20	116
	38 - 39	CHCDIS017 Facilitate community participation and social inclusion*	Elective	12	8	12	8	40	8	10	58
	40 - 41	Term Break for 2 weeks									
Term 4	42 - 47	CHCPRP003 Reflect on and improve own professional practice	Core	20	20	60	20	120	24	30	174

	48 - 49	HLTWHS003 Maintain work health and safety*	Core	12	8	12	8	40	8	10	58
	50 - 52	HLTAID011 Provide first aid	Elective	20	20	8	12	60	12	15	87
	53 - 54	Term Break for 2 weeks									
Term 5	55 - 56	CHCCCS004 Assess co-existing needs.	Core	12	8	12	8	40	8	10	58
	57 - 62	CHCMHS011 Assess and promote social, emotional and physical wellbeing	Elective	20	20	60	20	120	24	30	174
	63 - 65	CHCDIS019 Provide person-centred services to people with disability with complex needs*	Elective	20	20	8	12	60	12	15	87
	66 - 67	Term Break for 2 weeks									
Term 6	68 - 69	CHCDIV002 Promote Aboriginal and/or Torres Islander cultural safety*	Core	12	8	12	8	40	8	10	58
	70 - 72	CHCCCS038 Facilitate the empowerment of people receiving support*	Elective	20	20	8	12	60	12	15	87
	73 - 78	CHCMGT005 Facilitate workplace debriefing and support processes	Core	20	20	60	20	120	24	30	174
	79 - 80	Term Break for 2 weeks									
Term 7	81 - 86	CHCCSM013 Facilitate and review case management**	Core	20	20	60	20	120	24	30	174
	87 - 91	Work Placement for CHCCSM013									100
	92 - 93	Term Break for 2 weeks									
Term 8	94 - 99	CHCDEV005 Analyse impacts of sociological factors on people in community work and services**	Core	20	20	60	20	120	24	30	174
	100 - 104	Work Placement for CHCDEV005									100
Total Volume of Learning				344	316	608	292	1560	312	320	2462

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.