

Training and Assessment Strategy (TAS)



MENZIES
INSTITUTE OF TECHNOLOGY

CHC43015 CERTIFICATE IV IN AGEING SUPPORT

DELIVERY MODE: CLASSROOM BLENDED

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1. Packaging Rules

Packaging Rules	<p>Total number of units = 18</p> <ul style="list-style-type: none"> ▪ 15 core units ▪ 3 elective units, consisting of: <ul style="list-style-type: none"> ▪ at least 2 units from the electives listed in https://training.gov.au/Training/Details/CHC43015 ▪ up to 1 unit from the electives listed in https://training.gov.au/Training/Details/CHC43015, any endorsed Training Package or accredited course – these units must be relevant to the work outcome. <p>For more information on the packaging rules, please visit https://training.gov.au/Training/Details/CHC43015</p>																																																																																																		
Units of Competency	<p>Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on conversations with employers and/or industry consultants regarding skills gaps or areas of increased pressure on service delivery.</p> <table border="1" data-bbox="339 965 1442 1975"> <thead> <tr> <th>No</th> <th>Unit Code</th> <th>Unit Name</th> <th>Core / Elective</th> <th>Pre-requisite</th> <th>Co-requisite</th> <th>Licensing Requirements</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CHCDIV001</td> <td>Work with diverse people</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>2</td> <td>HLTWHS002</td> <td>Follow safe work practices for direct client care</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>3</td> <td>HLTAAP001</td> <td>Recognise healthy body systems</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>4</td> <td>CHCCCS023</td> <td>Support independence and wellbeing</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>5</td> <td>CHCAGE005</td> <td>Provide support to people living with dementia</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>6</td> <td>CHCCCS011</td> <td>Meet personal support needs</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>7</td> <td>CHCAGE001</td> <td>Facilitate the empowerment of older people</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>8</td> <td>CHCCCS025</td> <td>Support relationships with carers and families</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>9</td> <td>CHCHCS001</td> <td>Provide home and community support services</td> <td>E</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>10</td> <td>CHCCCS006</td> <td>Facilitate individual service planning and delivery</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>11</td> <td>CHCLEG003</td> <td>Manage legal and ethical compliance</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>12</td> <td>CHCAGE003</td> <td>Coordinate services for older people</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>13</td> <td>HLTINF006</td> <td>Apply basic principles and practices of</td> <td>E</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> </tbody> </table>	No	Unit Code	Unit Name	Core / Elective	Pre-requisite	Co-requisite	Licensing Requirements	1	CHCDIV001	Work with diverse people	C	nil	nil	nil	2	HLTWHS002	Follow safe work practices for direct client care	C	nil	nil	nil	3	HLTAAP001	Recognise healthy body systems	C	nil	nil	nil	4	CHCCCS023	Support independence and wellbeing	C	nil	nil	nil	5	CHCAGE005	Provide support to people living with dementia	C	nil	nil	nil	6	CHCCCS011	Meet personal support needs	C	nil	nil	nil	7	CHCAGE001	Facilitate the empowerment of older people	C	nil	nil	nil	8	CHCCCS025	Support relationships with carers and families	C	nil	nil	nil	9	CHCHCS001	Provide home and community support services	E	nil	nil	nil	10	CHCCCS006	Facilitate individual service planning and delivery	C	nil	nil	nil	11	CHCLEG003	Manage legal and ethical compliance	C	nil	nil	nil	12	CHCAGE003	Coordinate services for older people	C	nil	nil	nil	13	HLTINF006	Apply basic principles and practices of	E	nil	nil	nil
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			infection prevention and control				
14	CHCAGE004		Implement interventions with older people at risk	C	nil	nil	nil
15	CHCADV001		Facilitate the interests and rights of clients	C	nil	nil	nil
16	CHCPRP001		Develop and maintain networks and collaborative partnerships	C	nil	nil	nil
17	HLTWHS003		Maintain work health and safety	E	nil	nil	nil
18	CHCPAL001		Deliver care services using a palliative approach	C	nil	nil	nil
No prerequisite and/or corequisite units in this qualification.							

2. Educational Pathways

Pathways into the qualification	<p>Individuals may enter into this qualification with limited or no vocational experience and without a lower level qualification. However individuals may have completed one or more of the following and wish to increase their knowledge further:</p> <ul style="list-style-type: none"> • CHC33105 Certificate III in Individual Support; or • other similar qualifications
Pathways from the qualification	<p>Learners who successfully complete this qualification may progress into further studies such as:</p> <ul style="list-style-type: none"> • CHC52015 - Diploma of Community Services • Other similar or equivalent qualifications as above
Employment Pathways	<p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> • Care Team Leader in Aged Care • Senior Community Care Worker • Assistant Aged Care Coordinator • Personal Care Worker <p>*It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p>

3. Learner Characteristics

Key characteristics of target learner cohort	<p>The key characteristics of target learner cohort are:</p> <p>Individuals who have little or no prior knowledge or experience in this industry and are:</p> <ul style="list-style-type: none"> • planning to pursue a career specific to the ageing support and gain a qualification. • able to attend regular face-to-face classes • Individual who are 18 years or older • Have a valid visa to study in Australia
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4. RTO's admission requirements

The CHC43015 – Certificate IV in Ageing Support allows direct entry into this qualification at the time of publication in training.gov.au. However, the RTO requires candidates to meet its admission requirements prior to enrolling into this qualification to ensure that they have the required skills and knowledge to successfully complete the qualification at this AQF level. This consists of:

Domestic Students	<ul style="list-style-type: none"> ▪ Minimum age of 18 years and above ▪ Satisfactory completion of the equivalent of Australian Year 11 or higher ▪ Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients. <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> ▪ Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. ▪ Complete the Language, Literacy and Numeracy (LLN) test <p>If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment, then it is not required.</p> <p>The learner must also provide prior to commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> • Provide proof of up to date immunisation • Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC. • Provide a Working with Children Check. 																								
International Students	<ul style="list-style-type: none"> ▪ Minimum age of 18 years and above ▪ Satisfactory completion of the equivalent of Australian Year 11 or higher ▪ Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients. <p>English Language Requirements</p> <p>1.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">IELTS (General or Academic) overall</th> <th style="padding: 5px;">PTE Academic</th> <th style="padding: 5px;">TOEFL PB</th> <th style="padding: 5px;">TOEFL IBT</th> <th style="padding: 5px;">CAE Scale</th> <th style="padding: 5px;">ELICOS (General English)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">5.5</td> <td style="padding: 5px;">46</td> <td style="padding: 5px;">506</td> <td style="padding: 5px;">62</td> <td style="padding: 5px;">162</td> <td style="padding: 5px;">n/a</td> </tr> <tr> <td style="padding: 5px;">5.0</td> <td style="padding: 5px;">38</td> <td style="padding: 5px;">478</td> <td style="padding: 5px;">51</td> <td style="padding: 5px;">154</td> <td style="padding: 5px;">+ 15 weeks</td> </tr> <tr> <td style="padding: 5px;">4.5</td> <td style="padding: 5px;">30</td> <td style="padding: 5px;">450</td> <td style="padding: 5px;">40</td> <td style="padding: 5px;">146</td> <td style="padding: 5px;">+ 30 weeks</td> </tr> </tbody> </table> <p>Note: Results older than two years are not acceptable (for offshore applicants)</p> <p>OR</p> <p>2. Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States</p> <p>OR</p> <p>3. Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a Certificate III or higher level qualification, from the Australian Qualifications Framework.</p>	IELTS (General or Academic) overall	PTE Academic	TOEFL PB	TOEFL IBT	CAE Scale	ELICOS (General English)	5.5	46	506	62	162	n/a	5.0	38	478	51	154	+ 15 weeks	4.5	30	450	40	146	+ 30 weeks
IELTS (General or Academic) overall	PTE Academic	TOEFL PB	TOEFL IBT	CAE Scale	ELICOS (General English)																				
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	<p>OR</p> <p>4. Applicants originating from students visa assessment levels 1 and 2 countries without the required IELTS or equivalent score must undertake the Language, Literacy and Numeracy (LLN) test. For further information on student visa assessment levels visit Department of Home Affairs' website at www.homeaffairs.gov.au.</p> <p>Additionally, the learner is required to:</p> <p><u>Onshore International Students</u></p> <ul style="list-style-type: none"> ○ Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. <p><u>Offshore International Students</u></p> <ul style="list-style-type: none"> ○ Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. This will be conducted either via video call (e.g. Skype) or phone call to the prospective learner. <p>If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment then it is not required.</p> <p>The learner must also provide prior to commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> ● Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC. ● Provide a Working with Children Check.
Other Conditions	<ul style="list-style-type: none"> ○ Complete the Language, Literacy and Numeracy (LLN) test prior to the commencement of the course ○ Students required to invest approximately 4 hours a week of self-directed learning to complete self-study and assessments during the training weeks and does not include term breaks and work placement.

5. Training/Delivery Arrangements and Strategies

Delivery Location	Melbourne, Victoria.	
	Location	Student Capacity
	Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions and Practical demonstration/Simulation practical sessions	400
	This course will only be delivered and assessed in Victoria and not offered for interstate students.	
Delivery Mode	Classroom Blended including classroom sessions, self-study and theory assessments at home and simulated workplace environment.	
Training support after the classroom training sessions	<ul style="list-style-type: none"> ● Training support is provided following the training session; or ● Learners may make individual appointments for training support if required. ● Training support can be provided via face-to-face, phone, skype or email. 	

Individual Learning & Reflection / Self-paced	<ul style="list-style-type: none"> • All the student receives Canvas LMS login so they can refer to a range of videos, links, interactive training materials, E-Books in their own time. • Trainer will provide quizzes to the students to complete in their own time and discuss the quizzes in the next session/s. These quizzes are not recorded and main purpose is to prompt student on self-paced learning. Please refer the session plan for the further information. • Completion of self-study will be checked by the trainer to guide student’s progress in the unit but not recorded. Trainers will ask students questions related to their self-study each week to make sure that students have gained the knowledge related to the quiz.
Assessment	<ul style="list-style-type: none"> • Some assessment tasks need to be completed outside the classroom environment especially theory assessments.

6. Course Duration

Course Duration	<p>Full time: Over a period of 36 weeks</p> <ul style="list-style-type: none"> ○ 36 weeks of delivery is inclusive of 3 weeks of Work Placement (120 hours) and 3 weeks of holiday breaks. The Work Placement is allocated as 40 hours per week. ○ Supervised Classroom Sessions of 20 hours per week on campus. ○ Work Placement hours totalling 120 hours. ○ Additional Training Support hours including any learning assistance provided to students after the classroom sessions or on additional request by learners outside of supervised classroom session hours either via face-to-face or phone, skype or email to support learners to undertake their individual self-learning activities and assessments outside of classroom hours. ○ Completion of Individual Learning and Reflection/Self-Paced learning hours are not monitored by the Trainers/Assessors and form part of “unsupervised hours”. Trainers will ask students questions related to their Individual Learning after each week’s class session to ensure and verify that students have gained the knowledge related to the quizzes. <p>Note: No classes on public holidays. If any class days fall on a public holiday then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday</p> <p>Refer to the Delivery Structure and Delivery Hours table below for the breakdown of delivery hours.</p>
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7. Delivery Details/Strategies

Delivery methods	<p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none"> • lectures / Instructions • pre-reading • demonstrations and modelling • practice opportunities • brainstorming activities • group discussions • guided facilitation of individual or group learning activities, group work or project-based case studies
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Delivery Structure	<ul style="list-style-type: none"> • Delivery structure is comprised of classroom training sessions, structured learning such as training support, learning activities, self-paced (to allow the learners to absorb and reflect on their learning). • The unit of competency will be delivered and assessed as stand-alone units.
Units of Competency	<ul style="list-style-type: none"> • All units to be delivered and assessed based on the individual timetable.

8. Assessment Requirements

Requirements for assessments	<ul style="list-style-type: none"> • The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner. • Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc. • Templates are provided, if required, with each skill test/ assessment task. • Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA. • Benchmarks are set, detailed and clearly set out on the assessor resources (marking guide consist of all expected accurate or variable response that is 'nearly', ' closely' or 'exactly' expected for the task) • Evidence requirements in the marking guide are measurable. • The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence. • The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit. • Assessment Conditions are specified in the assessment tasks. • Foundation skills are addressed and mapped adequately in the mapping document. • Trainer/Assessor's feedback are recorded to inform learners on the outcomes of each assessment they undertake. • Cumulative assessment records are kept to monitor learner progression.
Assessment Tools	<p>RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> • Assessment type and assessment task description • The context and conditions for the assessment • Resubmissions and reattempts • Location (where assessment is conducted) • The tasks to be administered to the candidate • Information regarding how trainers/assessors will assess the work • An outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). • The relevant administration, recording and reporting requirements. <p>Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.</p>

9. Assessment Methods Matrix

Sequence	Unit Code	Unit Name	Knowledge Test	Skills Test (Case Studies)	Project	Work Placement Tasks	Work Placement Observations
1	CHCDIV001	Work with diverse people	X	X	X	X	X
2	HLTWHS002	Follow safe work practices for direct client care	X	X		X	X
3	HLTAAP001	Recognise healthy body systems	X	X	X	X	
4	CHCCCS023	Support independence and wellbeing	X	X		X	X
5	CHCAGE005	Provide support to people living with dementia	X	X	X	X	X
6	CHCCCS011	Meet personal support needs	X	X		X	X
7	CHCAGE001	Facilitate the empowerment of older people	X	X	X	X	X
8	CHCCCS025	Support relationships with carers and families	X	X		X	X
9	CHCHCS001	Provide home and community support services	X	X	X	X	X
10	CHCCCS006	Facilitate individual service planning and delivery	X	X		X	X
11	CHCLEG003	Manage legal and ethical compliance	X	X	X	X	X
12	CHCAGE003	Coordinate services for older people	X	X	X	X	X
13	HLTINF006	Apply basic principles and practices of infection prevention and control	X	X		X	X
14	CHCAGE004	Implement interventions with older people at risk	X	X		X	X
15	CHCADV001	Facilitate the interests and rights of clients	X	X	X	X	X
16	CHCPRP001	Develop and maintain networks and collaborative partnerships	X	X	X	X	X
17	HLTWHS003	Maintain work health and safety	X	X	X	X	X
18	CHCPAL001	Deliver care services using a palliative approach	X	X		X	X

10. Assessment Feedback

Assessment Feedback	<p>Feedback and input from learners and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and during the validation processes.</p> <p>Feedback will be sought through the following process:</p> <p>Feedback from learners:</p> <ul style="list-style-type: none"> • To assist with continuous improvement processes, learners are given opportunities to provide feedback during the course of their study and at the end of the course. • They are also given a satisfaction survey at the completion of the course <p>Trainer feedback and comments:</p> <ul style="list-style-type: none"> • Feedback from trainers/assessor are formally sought during the scheduled validation activities.
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11. Complaints and Appeals

Complaints and Appeals	<p>Complaints</p> <ul style="list-style-type: none"> • Learners are informed of RTO’s Complaints and Appeals Policies via the RTO’s website and during the Orientation Session. • If a learner has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the learner is not satisfied and the issue has not been resolved, the learner will be asked to complete a Complaint/Appeal Form available from either the trainer or administration staff for referral to the compliance manager who will then investigate the complaint and advise the complainant of the outcome, in writing. <p>Refer to the following documents for further details of Complaints:</p> <ul style="list-style-type: none"> • MITP07 Complaints and Appeals policy and procedure • MFS04 Complaints and Appeals Form <p>Assessment decision appeal</p> <ul style="list-style-type: none"> • If a Learner was assessed as ‘Not Yet Competent’ in any performance criteria, they are to be provided the opportunity for reassessment. A time for re-assessment is to be set at a mutually agreeable time. • The learner is granted two attempts to complete each task satisfactorily without any cost to the learner. If deemed ‘Not Yet Competent’ after the second attempt, the learner will be required to do further training before reattempting the unit. • Fees may apply if learner is to repeat the unit or further re-assessment required. Please refer to MITP13 Assessment and Reassessment Policy and Procedure • In the event that a learner is again assessed ‘Not Yet Competent’ and if a learner believes that they have not received a fair and accurate assessment of the unit requirements then they should follow the appeals procedure. <p>For more information, please refer to MITP07 Complaints and Appeal Policy and Procedure.</p>
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12. Monitoring Attendance and Course Progress

Course Completion and monitoring course progress	<p>Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none">• early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and• identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification.• Contacting (by phone or email) those learners with poor attendance and have not contacted their trainer to discuss any difficulties which may be impacting their ability to participate in the course and on how the RTO can provide reasonable support that may be relevant to their situation. <p>For more information, refer to the MITP01 Vocational Attendance Recording, Monitoring and Reporting Policy and Procedure and MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure for further information.</p>
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13. Performance and knowledge evidence

Performance and knowledge evidence	<p>During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:</p> <ul style="list-style-type: none">• Direct This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.• Indirect This involves evidence which supports the learner being able to complete a task. For example:<ul style="list-style-type: none">○ a written assessment piece responding to specific knowledge questions○ any documentation prepared as part of this training program
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14. Training and Delivery Structure

Total Volume of Learning Hours = Supervised Training and Assessments Hours + Unsupervised Hours

Supervised Training and Assessment Hours explanation

Title	Explanation
Supervised Classroom Learning and Training Hours	The number of hours with Trainer supervision and delivery of learning content (i.e. lectures, discussions, reflection). Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on Campus	The number of hours with Trainer/Facilitator supervision for simulation practical demonstrations and assessments. Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Work Placement Hours and Work Placement Assessment Hours	The number of hours completed during Work Placement Experience which includes hours for assessments completion.

Unsupervised Hours explanation

Title	Explanation
Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Students to complete additional learning activities and quizzes outside of the formal training hours to build on their learning and knowledge.
Theory Assessments hours completed outside of classroom and on student's own time	Students to complete all theoretical assessments outside of classroom hours and on their own time

***Note:**

1. *If any class days fall on a public holiday then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday*
2. *Students undertake the self-directed learning to be able to complete the assessment tasks.*

Unit Code	Unit Name	Core / Elective	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS
			Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Work Placement and Work Placement Assessment Hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	
CHCDIV001	Work with diverse people	C	20	0		20	2	2	4	24
HLTINF006	Apply basic principles and practices of infection prevention and control	E	24	16		40	4	4	8	48
HLTWHS002	Follow safe work practices for direct client care	C	28	12		40	4	4	8	48
HLTWHS003	Maintain work health and safety	E	28	12		40	4	4	8	48
HLTAAP001	Recognise healthy body systems	C	32	28		60	4	4	8	68
CHCCCS023	Support independence and wellbeing	C	32	28	120	180	8	8	16	196
CHCAGE005	Provide support to people living with dementia	C	32	28		60	4	4	8	68
CHCCCS011	Meet personal support needs	C	32	28		60	4	4	8	68
CHCAGE001	Facilitate the empowerment of older people	C	32	8		40	4	4	8	48
CHCCCS025	Support relationships with carers and families	C	12	8		20	4	4	8	28
CHCAGE002	Implement falls prevention strategies	E	12	8		20	4	4	8	28

Unit Code	Unit Name	Core / Elective	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS
			Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Work Placement and Work Placement Assessment Hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	
CHCCCS006	Facilitate individual service planning and delivery	C	12	8		20	4	4	8	28
CHCLEG003	Manage legal and ethical compliance	C	12	8		20	4	4	8	28
CHCAGE003	Coordinate services for older people	C	12	8		20	4	4	8	28
CHCAGE004	Implement interventions with older people at risk	C	12	8		20	4	4	8	28
CHCADV001	Facilitate the interests and rights of clients	C	12	8		20	4	4	8	28
CHCPRP001	Develop and maintain networks and collaborative partnerships	C	12	8		20	4	4	8	28
CHCPAL001	Deliver care services using a palliative approach	C	12	8		20	4	4	8	28
	TOTAL		368	232	120	720	74	74	148	868

15. Workplace Experience Placement

Workplace Experience Placement	<p>There is compulsory Workplace Placement component in this qualification. The details of the work placement policy and procedures are outlined in MITP78 Work Placement Agreement Policy and Procedure and MFA50 Work Placement Agreement Form. The total hours for work placement in this qualification is 120 hours (40 hours per week x 3 weeks).</p> <p>The Work Placement period is allocated at the end of the student's timetable when all the units of competencies have been delivered.</p> <p>The following work placement providers are a small sample for provision of the work placement</p> <ul style="list-style-type: none">• Abberfield Aged Care• Benetas Aged Care• Freemasons Aged Care <p>Note: Work placement provider information are subject to change.</p> <p>Please refer the following documents related to work placement for further information:</p> <ul style="list-style-type: none">• MFA50 Work placement agreement• MITP78 Work placement agreement policy and procedure• MITP13 Assessment and reassessment policy and procedure• Work Placement Tasks booklet for Work Placement• Work Placement Observation booklet for Work Placement <p>Work placement agreement must sign prior to starting the placement by the student, workplace provider and RTO representative.</p> <p>Placement Facilitator and Assessor / Supervisor will be allocated to rostered group of students during the placement. Placement Facilitator and Assessor / Supervisor would provide guided learning and practical demonstrations for students and observe and assess the students' performance and provides feedback continuously. The student required to complete the work placement hours and collect the signature of the Facilitator and Assessor / Supervisor to confirm the hours completed.</p> <p>Students required to complete the work placement task booklet during the placement and submit to the Placement Facilitator and Assessor / Supervisor.</p> <p>The Placement Facilitator / Assessor will provide the final assessment outcome for the students and provide feedback accordingly. The completed Placement Tasks Booklets by students and Observation Booklets by assessor will be submitted to the Work Placement Coordinator.</p> <p>The Head of School - Health will review the submissions and finalise the sign off on completion of the placement for each student. If there are any re-assessments required, then the MITP13 Assessment and Re-assessment Policy and Procedure to be followed. Furthermore, during the Placement, necessary interventions and</p>
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adjustments for students would have to be identified prior to the final outcome. As outlined in the MITP78 Work Placement agreement policy and procedure and this will be done in collaboration with the Placement Facilitator and Assessor / Supervisor, Work Placement Coordinator and Course Coordinator

The ultimate accountability and responsibility for the assessment of students during the work placement professional experience is Menzies Institute of Technology.

16. Facilities and Resources

Student Numbers and Class Locations	Class Location	Purpose	Class Size/Student Numbers
	Level 4, 355 Spencer Street (S4-8)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access 	55 sqm / 25 students
	Level 4, 355 Spencer Street (S4-9)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access 	65 sqm / 30 students
	Level 4, 355 Spencer Street (S4-10)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access 	64 sqm / 30 students
	Level 4, 355 Spencer Street (S4-11)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access 	62 sqm / 30 students
	Level 4, 355 Spencer Street (S4-L2)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio/Projector/Speaker) ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access 	94 sqm / 45 students
	Level 4, 355 Spencer Street (S4-L1)	General purpose theory classroom <ul style="list-style-type: none"> ○ AV Equipment (1 x TV/Audio/Projector/Speaker) 	90 sqm / 43 students

		<ul style="list-style-type: none"> ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Student Desks and Chairs ○ Wifi Internet access 	
	Level 4, 355 Spencer Street (Ageing Support Simulation Laboratory)	Personal Care Simulation Centre and Skills Laboratory <ul style="list-style-type: none"> ○ 4 x patient beds ○ 4 x Laerdal simulation manikins with vSIM software ○ 2 x patient lifting machine/hoists ○ 2 x patient standing chairs ○ 2 x patient walking frames ○ 1 x patient wheelchair transport ○ 4 x nursing trolleys with materials and consumables for hand washing and infection control ○ 1 x hand-washing and hygiene sink ○ AV Equipment (1 x TV / Audio) ○ 1 x Trainer Computer ○ 1 x Whiteboard ○ 1 x Trainer Desk and Chair ○ Wifi Internet access 	25 students
Training Resources	<p><u>Learning & Assessment Resources provided by the Institute to Students</u></p> <p><input checked="" type="checkbox"/> Learner Workbook, Learner Guide and Powerpoints Learner guide for each unit provided to the students and is the core learning material for students. Learner workbook has questions that students complete to check their knowledge and form formative assessments to make sure MIT provide underpinning knowledge and skills to all the students prior to summative assessments.</p> <p>Formative assessment may include:</p> <ul style="list-style-type: none"> ● Quizzes ● Short answer questions ● Practical demonstration checklists <p><input checked="" type="checkbox"/> Other handouts For each unit of competency, there are additional handouts and supplementary resources available. Refer to the <i>Student Unit Guide</i> and <i>Session Plan</i> of each unit of competency for information.</p> <p><input checked="" type="checkbox"/> Access to Office365 Student Email Accounts and Office Software Each student will be provided with Office365 student account to access Microsoft software (Word, Powerpoint, Excel etc) and also provided with dedicated Menzies Student email account.</p>		

	<p><input checked="" type="checkbox"/> Learning Management System - CANVAS Each student will have access to CANVAS Learning Management System. This is where the students can communicate and interact with trainers and assessors, interact with learning resources and materials and download resources for each unit of competency.</p> <p><input checked="" type="checkbox"/> Ageing Support Uniform Each student will be provided with 2 pieces of Ageing Support uniform shirts that the students must wear during simulation practical sessions and also during Work Placement.</p> <p><u>Learning & Physical Resources that the students must provide</u> The following is a list of learning and physical resources for students to have access to undertake the training and assessment of this training product.</p> <ul style="list-style-type: none"> • General stationery for study (e.g. pens, notebooks) • Computer or tablets with stable internet connection <p>Appropriate clothing requirements for practical sessions:</p> <p>Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:</p> <ul style="list-style-type: none"> ○ Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder ○ Wear closed toe shoes (no runners, ugg boots or sandals) and dental laboratory appropriate clothes (no jeans or denim). ○ Hair is neatly presented and is off your face and above your collar. ○ Remove all rings and wrist jewellery including watches during practical sessions. The only jewellery permitted is ear studs/nose studs. ○ Fingernails must be short and filed. ○ No fingernail extensions ('acrylics') are allowed and no nail polish allowed. <p><u>Physical Resources & Equipment for each unit of competency</u> The following physical resources will be provided:</p> <ul style="list-style-type: none"> ▪ Theory classrooms ▪ AV Equipment ▪ Whiteboard ▪ Internet access ▪ Simulation Practical Skills laboratory ▪ Printer at 355 Spencer Street Campus ▪ Student common areas (lunch, study, recreation)
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17. Access and Equity

Access and Equity	<p>Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to students' commencing programs. Customized delivery and assessment strategies, including reasonable adjustments, will be designed to meet client needs.</p> <p>The RTO has a range of student support services that students are able to access. Support services include student administration services, academic support services to assist students who may require further assistance.</p>
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18. Reasonable Adjustments and Learner Support

<p>Reasonable Adjustments and Learner Support</p>	<ul style="list-style-type: none"> • The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to commencement of training. • During the course of a learner’s study, any additional needs of learners are identified and addressed, where possible. • In responding to the learner’s needs, the RTO provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to: <ul style="list-style-type: none"> ○ Taking into account language, literacy and numeracy requirements. ○ Making adjustments to the physical environment or venue. ○ Considering age, gender; cultural beliefs and background, traditional practices, religious observances. ○ Considering learners with disability(ies). ○ Deferment of study. ○ Help with a Special Consideration application. ○ Assistance with study skills through practical advice. ○ Monitoring course progress <p>In addition, support on assessment arrangements are provided as follows, but not limited to:</p> <ul style="list-style-type: none"> ○ Scheduling flexible assessment sessions. ○ Providing assessment materials in a variety of formats (large fonts, electronic, symbols). ○ Providing LLN support. ○ Arranging for or allowing a member of their community to be present at the assessment, if required. ○ Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes. ○ Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner’s work is assessed to be ‘not satisfactory’ on a given assessment task or may have been deemed ‘Not Yet Competent’ on a unit of competency. ○ Learners are given adequate time to work on assessments and projects. ○ When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility. ○ Additional training and tutorials, if required. ○ Referral to further learner support service or external counsellors. <ul style="list-style-type: none"> • Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise. • Reasonable Adjustment requirements will be recorded on the assessments and/or learner’s file. • The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification. • Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management. • Assistance is available to learners via telephone, email and/or face-to-face.
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	The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.
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19. Recognition of Prior Learning (RPL) and Credit Transfers

<p>Demonstration of Competence through Recognition of Prior Learning (RPL)</p>	<p>Learners can demonstrate competency through formal, non-formal and informal learning:</p> <ul style="list-style-type: none"> • Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree); • Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and • Informal learning refers to learning that results through the experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative). • Learners are encouraged to apply for RPL before or immediately after formal enrolment but before the facilitated delivery of units to ensure that they do not miss any class/workshop opportunities offered should they be unsuccessful in the RPL process. • To know more about how RPL is conducted please refer to the following documents: <ul style="list-style-type: none"> ○ RPL policy and procedure ○ RPL kit for the qualification <p>How prospective learners will be made aware of RPL</p> <p>Prospective learners will be informed of the RPL policy and process before enrolment into the program, via discussions, orientation, Pre-Enrolment and Post Enrolment learner information.</p>
<p>Credit Transfers (CT)</p>	<ul style="list-style-type: none"> • RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation. • Learners must show evidence that can be verified such as a statement of results to be considered for CT. Learners should advise and provide evidence of their acquired or pending qualifications/statements of attainment before or during the enrolment process.

20. Certification Issuance and Statement of Attainments

<p>Professional Recognition</p>	<ul style="list-style-type: none"> • At the successful completion of the program, the learner will be awarded with the CHC43015 Certificate IV in Aging Support qualification along with a transcript of units showing the assessment results. • At any point before the completion of the program, a learner may request a Statement of Attainment for each unit of competency where he/she has been assessed as competent.
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