

# Course Handbook



**MENZIES**  
INSTITUTE OF TECHNOLOGY

**CHC43015 CERTIFICATE IV IN AGEING SUPPORT**

**DELIVERY MODE: CLASSROOM BLENDED**

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## 1. Training Package Information

|   |   |
|---|---|
| <b>Training Package Code</b>                  | CHC   |
| <b>Training Package Name</b>                  | Community Services  |
| <b>Version (Release) of Training Package</b>  | 9.3   |
| <b>Date (Release) of Training Package</b>     | 01/07/2023  |
| <b>Endorsement Date of Training Package</b>   | 01/07/2013  |
| <b>Qualification Code/Name</b>                | CHC43015 Certificate IV in Ageing Support   |
| <b>CRICOS Code</b>                            | 106553H   |
| <b>Version (Release) of the qualification</b> | 3.0   |
| <b>Date (Release) of the qualification</b>    | 07/12/2021  |
| <b>AQF Level</b>                              | Level 4   |
| <b>Qualification Description</b>              | <p>This qualification reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community-based environments. Workers will take responsibility for their own outputs within defined organisation guidelines and maintain quality service delivery through the development, facilitation and review of individualised service planning and delivery.</p> <p>Workers may be required to demonstrate leadership and have limited responsibility for the organisation and the quantity and quality of outputs of others within limited parameters.</p> <p>To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.</p> |
| <b>Licensing / Regulatory Information</b>     | No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.   |
| <b>Entry requirements</b>                     | <p><b>Nil</b></p> <p><i>(this qualification does not have mandatory entry requirements at the time of publication on training.gov.au)</i></p>   |

## 2. Packaging Rules

|                        |                            |
|------------------------|----------------------------|
| <b>Packaging Rules</b> | Total number of units = 18 |
|------------------------|----------------------------|

- 15 core units
- 3 elective units, consisting of:
  - 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.

For more information on the packaging rules, please visit <https://training.gov.au/Training/Details/CHC43015>

**Units of Competency**

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.

| 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  | CHCAGE002 | Implement falls prevention strategies                                    | 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 infection prevention and control | E               | nil           | nil          | nil                    |
| 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. |    |           |  |   |     |     |     |

### 3. Educational Pathways

|  |   |
|--|---|
| <b>Pathways into the qualification</b> | <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"> <li>• CHC33105 Certificate III in Individual Support; or</li> <li>• other similar qualifications</li> </ul> |
| <b>Pathways from the qualification</b> | <p>Learners who successfully complete this qualification may progress into further studies such as:</p> <ul style="list-style-type: none"> <li>• CHC52015 - Diploma of Community Services</li> <li>• Other similar or equivalent qualifications as above</li> </ul>   |
| <b>Employment Pathways</b>             | <p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> <li>• Care Team Leader in Aged Care</li> <li>• Senior Community Care Worker</li> <li>• Assistant Aged Care Coordinator</li> <li>• Personal Care Worker</li> </ul> <p>*It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p>                 |

### 4. Learner Characteristics

|   |   |
|---|---|
| <b>Key characteristics of target learner cohort</b> | <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"> <li>• planning to pursue a career specific to the ageing support and gain a qualification.</li> <li>• able to attend regular face-to-face classes</li> <li>• Individual who are 18 years or older</li> </ul> |
|---|---|

### 5. 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:

| <p><b>Domestic Students</b></p>      | <ul style="list-style-type: none"> <li>▪ Minimum age of 18 years and above</li> <li>▪ Satisfactory completion of the equivalent of Australian Year 11 or higher</li> <li>▪ Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients.</li> </ul> <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test</li> </ul> <p>If the learner has done the Pre-Training Review and LLND 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"> <li>• Provide proof of up to date immunisation</li> <li>• Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC.</li> <li>• Provide a Working with Children Check.</li> </ul>  |   |                                  |                                       |   |                                       |   |                  |                      |   |                       |                     |  |
|--------------------------------------|---|---|----------------------------------|---------------------------------------|---|---------------------------------------|---|------------------|----------------------|---|-----------------------|---------------------|--|
| <p><b>International Students</b></p> | <ul style="list-style-type: none"> <li>▪ Minimum age of 18 years and above</li> <li>▪ Satisfactory completion of the equivalent of Australian Year 11 or higher</li> <li>▪ Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients.</li> </ul> <p>English Language Requirements</p> <p><b>1.</b></p> <table border="1" data-bbox="352 1330 1501 1727"> <thead> <tr> <th data-bbox="352 1330 536 1473">IELTS<br/>(General or Academic)</th> <th data-bbox="536 1330 707 1473">PTE<br/>Academic</th> <th data-bbox="707 1330 895 1473">TOEFL</th> <th data-bbox="895 1330 1094 1473">Cambridge C1<br/>Advanced<br/>Test</th> <th data-bbox="1094 1330 1299 1473">Occupational<br/>English Test<br/>(OET)</th> <th data-bbox="1299 1330 1501 1473">ELICOS<br/>(General<br/>English or<br/>equivalent)</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 1473 536 1727">6.0 each<br/>band</td> <td data-bbox="536 1473 707 1727">50 each<br/>component</td> <td data-bbox="707 1473 895 1727">12<br/>(Listening),<br/>13<br/>(Reading),<br/>21 (Writing),<br/>18<br/>(Speaking)</td> <td data-bbox="895 1473 1094 1727">169 each<br/>component</td> <td data-bbox="1094 1473 1299 1727">B each<br/>component</td> <td data-bbox="1299 1473 1501 1727">Upper<br/>Intermediate<br/>level<br/>completion</td> </tr> </tbody> </table> <p><b>Note: Results older than two years are not acceptable (for offshore applicants)</b></p> <p><b>OR</b></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><b>OR</b></p> | IELTS<br>(General or Academic)  | PTE<br>Academic                  | TOEFL                                 | Cambridge C1<br>Advanced<br>Test                | Occupational<br>English Test<br>(OET) | ELICOS<br>(General<br>English or<br>equivalent) | 6.0 each<br>band | 50 each<br>component | 12<br>(Listening),<br>13<br>(Reading),<br>21 (Writing),<br>18<br>(Speaking) | 169 each<br>component | B each<br>component | Upper<br>Intermediate<br>level<br>completion |
| IELTS<br>(General or Academic)       | PTE<br>Academic   | TOEFL   | Cambridge C1<br>Advanced<br>Test | Occupational<br>English Test<br>(OET) | ELICOS<br>(General<br>English or<br>equivalent) |                                       |   |                  |                      |   |                       |                     |  |
| 6.0 each<br>band                     | 50 each<br>component  | 12<br>(Listening),<br>13<br>(Reading),<br>21 (Writing),<br>18<br>(Speaking) | 169 each<br>component            | B each<br>component                   | Upper<br>Intermediate<br>level<br>completion    |                                       |   |                  |                      |   |                       |                     |  |

|                         |   |
|-------------------------|---|
|                         | <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> <p><b>OR</b></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 and Digital Literacy Skills (LLND) test. For further information on student visa assessment levels visit Department of Home Affairs' website at <a href="http://www.homeaffairs.gov.au">www.homeaffairs.gov.au</a>.</p> <p>Additionally, the learner is required to:</p> <p><u>Onshore International Students</u></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><u>Offshore International Students</u></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p>If the learner has done the Pre-Training Review and LLND 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"> <li>● Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC.</li> <li>● Provide a Working with Children Check.</li> </ul> |
| <b>Other Conditions</b> | <ul style="list-style-type: none"> <li>○ Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test prior to the commencement of the course</li> <li>○ 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.</li> </ul>  |

## 6. Training/Delivery Arrangements and Strategies

|                                   |   |                         |
|-----------------------------------|---|-------------------------|
| <b>Delivery Location</b>          | Melbourne, Victoria.  |                         |
|                                   | <b>Location</b>   | <b>Student Capacity</b> |
|                                   | Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions and Practical demonstration/Simulation practical sessions   | 453                     |
|                                   | This course will only be delivered and assessed in Victoria and not offered for interstate students.  |                         |
| <b>Delivery Mode</b>              | Classroom Blended including classroom sessions, self-study and theory assessments at home and simulated workplace environment.  |                         |
| <b>Training support after the</b> | <ul style="list-style-type: none"> <li>● Training support is provided following the training session; or</li> <li>● Learners may make individual appointments for training support if required.</li> <li>● Training support can be provided via face-to-face, phone, skype or email.</li> </ul> |                         |

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| <b>classroom training sessions</b>                       |  |
| <b>Individual Learning &amp; Reflection / Self-paced</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| <b>Assessment</b>  | <ul style="list-style-type: none"> <li>• Some assessment tasks need to be completed outside the classroom environment especially theory assessments.</li> </ul>  |

## 7. Course Duration

|                        |  |
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| <b>Course Duration</b> | <p>Full time: Over a period of 36 weeks</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Supervised Classroom Sessions of 20 hours per week on campus.</li> <li>○ Work Placement hours totalling 120 hours.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> <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> |
|------------------------|--|

## 8. Delivery Details/Strategies

|                         |   |
|-------------------------|---|
| <b>Delivery methods</b> | <p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• lectures / Instructions</li> <li>• pre-reading</li> <li>• demonstrations and modelling</li> <li>• practice opportunities</li> <li>• brainstorming activities</li> <li>• group discussions</li> <li>• guided facilitation of individual or group learning activities, group work or project-based case studies</li> </ul> |
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|                            |   |
|----------------------------|---|
|                            |   |
| <b>Delivery Structure</b>  | <ul style="list-style-type: none"> <li>• 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).</li> <li>• The unit of competency will be delivered and assessed as stand-alone units.</li> </ul> |
| <b>Units of Competency</b> | <ul style="list-style-type: none"> <li>• All units to be delivered and assessed based on the individual timetable.</li> </ul>   |

## 9. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. For further information on protocols and policies on assessments and re-assessments, please refer to the MITP13 Assessment and Reassessment Policy and Procedure.

|                    |   |
|--------------------|---|
| <b>Assessments</b> | <ul style="list-style-type: none"> <li>• Theory Assessment Tasks will be completed by the students outside the Menzies Campus and on the student's own time as unsupervised hours. All Simulated Practical assessment tasks will be conducted and completed on Menzies Campus at Menzies Aged Care Laboratories as supervised hours.</li> <li>• Work Placement Assessments are completed by the student during their allocated Work Placement Hours which are supervised hours.<br/>Note: Please refer to the Individual Assessment Task information for Students and Assessor for the further information.</li> <li>• Assessments will address: <ul style="list-style-type: none"> <li>• Application of the Unit statement</li> <li>• Elements</li> <li>• Performance Criteria</li> <li>• Performance Evidence</li> <li>• Assessment Conditions</li> <li>• Knowledge Evidence</li> <li>• Foundation Skills</li> <li>• Dimensions of competency</li> </ul> </li> <li>• Where a learner's work is assessed to be 'not satisfactory', the learner will be provided with additional support, coaching or tutoring and the opportunity to re-submit the work.</li> <li>• Specific assessment conditions relevant to each unit are detailed in the Assessment Tasks information for Students and Assessors.</li> <li>• Learners are provided with Assessment Task and instructions as to how the assessment will be conducted and by whom.</li> <li>• Assessors have flexibility (according to the requirements of the Training Package, including the Performance Evidence and Assessment Conditions for each unit of competency) to accept other forms of evidence from individual learners (e.g. oral questioning, observations).</li> <li>• All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence</li> </ul> |
|--------------------|---|

|   |   |
|---|---|
|   | <p>(<a href="https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12">https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12</a>)</p> <p>Assessment methods to be used for each unit of competency are outlined in Section 13 – Assessment Methods Matrix below.</p>   |
| <b>Establish the Assessment Context</b>       | <p>The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and identifies the training and assessment materials that have been developed to facilitate the learning and assessment process. It is, therefore, important to establish some of the most common assessment contexts, such as:</p> <ul style="list-style-type: none"> <li>• The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues</li> <li>• Opportunities for gathering evidence in several situations</li> <li>• The purpose of assessment</li> <li>• Who carries out the assessment</li> <li>• The period during which the assessment takes place</li> <li>• Apportioned costs or fees (if applicable)</li> <li>• Ensuring that regardless of location or modality, the assessment would be consistent</li> </ul> |
| <b>Submission of Assessments and Feedback</b> | <ul style="list-style-type: none"> <li>• Schedule of submission of assessments are usually indicated on the timetables/unit outline. Adjustments can be made on discretion of the trainer/assessor.</li> <li>• Learners must submit all Theory Assessments via the CANVAS LMS system. All Simulation Practical Assessments are observed by the Assessor directly and completed on paper. All Work Placement Assessment Tasks are to be completed on paper by Learners and submitted to the Assessor and Assessors complete their observation notes for assessment tasks on paper.</li> <li>• Completed and submitted work will be assessed within fifteen (15) working days from the date of submission by the Assessor.</li> <li>• Feedback is provided to the learner as soon as practicable.</li> </ul>  |
| <b>Marking and Recording of Assessments</b>   | <ol style="list-style-type: none"> <li>1. The Trainer/Assessor must: <ul style="list-style-type: none"> <li>• Record the assessment outcomes for each completed assessment task and mark either ‘Satisfactory’ or ‘Not Satisfactory’.</li> <li>• On completion of all assessment tasks, the overall assessment decision is to be recorded as either ‘Competent’ or ‘Not Yet Competent’.</li> <li>• Submit evidence of student’s assessments and outcome records on a Student Unit Competency File.</li> </ul> </li> <li>2. The Student Administration Department must: <ul style="list-style-type: none"> <li>• Record the results into the Student Management System</li> <li>• File the original assessments into the Student Unit Competency File.</li> </ul> </li> </ol>  |

## 10. Assessment Requirements

|                                     |  |
|-------------------------------------|--|
| <b>Requirements for assessments</b> | <ul style="list-style-type: none"> <li>• The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner.</li> <li>• Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc.</li> <li>• Templates are provided, if required, with each skill test/ assessment task.</li> <li>• Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA.</li> </ul> |
|-------------------------------------|--|

|                         |   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>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)</li> <li>Evidence requirements in the marking guide are measurable.</li> <li>The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence.</li> <li>The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit.</li> <li>Assessment Conditions are specified in the assessment tasks.</li> <li>Foundation skills are addressed and mapped adequately in the mapping document.</li> <li>Trainer/Assessor's feedback are recorded to inform learners on the outcomes of each assessment they undertake.</li> <li>Cumulative assessment records are kept to monitor learner progression.</li> </ul> |
| <b>Assessment Tools</b> | <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"> <li>Assessment type and assessment task description</li> <li>The context and conditions for the assessment</li> <li>Resubmissions and reattempts</li> <li>Location (where assessment is conducted)</li> <li>The tasks to be administered to the candidate</li> <li>Information regarding how trainers/assessors will assess the work</li> <li>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).</li> <li>The relevant administration, recording and reporting requirements.</li> </ul> <p>Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.</p>   |

## 11. 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       |                      |                             |
| 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  | CHCAGE002 | Implement falls prevention strategies                                    | 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 |

## 12. Assessment Feedback

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| <b>Assessment Feedback</b> | <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><b>Feedback from learners:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>They are also given a satisfaction survey at the completion of the course</li> </ul> <p><b>Trainer feedback and comments:</b></p> <ul style="list-style-type: none"> <li>Feedback from trainers/assessor are formally sought during the scheduled validation activities.</li> </ul> |
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## 13. Complaints and Appeals

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| <b>Complaints and Appeals</b> | <p><b>Complaints</b></p> <ul style="list-style-type: none"> <li>Learners are informed of RTO's Complaints and Appeals Policies via the RTO's website and during the Orientation Session.</li> <li>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</li> </ul> |
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|  | <p>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> <p>Refer to the following documents for further details of Complaints:</p> <ul style="list-style-type: none"> <li>• MITP07 Complaints and Appeals policy and procedure</li> <li>• MFS04 Complaints and Appeals Form</li> </ul> <p><b>Assessment decision appeal</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Fees may apply if learner is to repeat the unit or further re-assessment required. Please refer to <b>MITP13 Assessment and Reassessment Policy and Procedure</b></li> <li>• 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.</li> </ul> <p>For more information, please refer to <b>MITP07 Complaints and Appeal Policy and Procedure</b>.</p> |
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#### 14. Monitoring Attendance and Course Progress

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| <p><b>Course Completion and monitoring course progress</b></p> | <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"> <li>• early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and</li> <li>• identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification.</li> <li>• 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.</li> </ul> <p>For more information, refer to the <b>MITP01 Vocational Attendance Recording, Monitoring and Reporting Policy and Procedure</b> and <b>MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure</b> for further information.</p> |
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#### 15. Performance and knowledge evidence

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| <p><b>Performance and knowledge evidence</b></p> | <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"> <li>• <b>Direct</b><br/>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'.</li> <li>• <b>Indirect</b><br/>This involves evidence which supports the learner being able to complete a task. For example: <ul style="list-style-type: none"> <li>○ a written assessment piece responding to specific knowledge questions</li> <li>○ any documentation prepared as part of this training program</li> </ul> </li> </ul> |
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## 16. 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  |
|           | <b>TOTAL</b>   |                 | <b>368</b>                            | <b>232</b>  | <b>120</b>   | <b>720</b>             | <b>74</b>   | <b>74</b>   | <b>148</b>               | <b>868</b>  |



## 17. Workplace Experience Placement

|                                       |  |
|---------------------------------------|--|
| <b>Workplace Experience Placement</b> | <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"><li>• Abberfield Aged Care</li><li>• Benetas Aged Care</li><li>• Freemasons Aged Care</li></ul> <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"><li>• MFA50 Work placement agreement</li><li>• MITP78 Work placement agreement policy and procedure</li><li>• MITP13 Assessment and reassessment policy and procedure</li><li>• Work Placement Tasks booklet for Work Placement</li><li>• Work Placement Observation booklet for Work Placement</li></ul> <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.

## 18. Facilities and Resources

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| <b>Training Resources</b> | <p><b><u>Learning &amp; Assessment Resources provided by the Institute to Students</u></b></p> <p><input checked="" type="checkbox"/> <b>Learner Workbook, Learner Guide and Powerpoints</b><br/>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"> <li>• Quizzes</li> <li>• Short answer questions</li> <li>• Practical demonstration checklists</li> </ul> <p><input checked="" type="checkbox"/> <b>Other handouts</b><br/>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"/> <b>Access to Office365 Student Email Accounts and Office Software</b><br/>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"/> <b>Learning Management System - CANVAS</b><br/>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"/> <b>Ageing Support Uniform</b><br/>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><b><u>Learning &amp; Physical Resources that the students must provide</u></b><br/>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"> <li>• General stationery for study (e.g. pens, notebooks)</li> <li>• Computer or tablets with stable internet connection</li> </ul> <p><b>Appropriate clothing requirements for practical sessions:</b></p> <p>Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:</p> |
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|  | <ul style="list-style-type: none"> <li>○ Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder</li> <li>○ Wear closed toe shoes (no runners, ugg boots or sandals) and dental laboratory appropriate clothes (no jeans or denim).</li> <li>○ Hair is neatly presented and is off your face and above your collar.</li> <li>○ Remove all rings and wrist jewellery including watches during practical sessions. The only jewellery permitted is ear studs/nose studs.</li> <li>○ Fingernails must be short and filed.</li> <li>○ No fingernail extensions ('acrylics') are allowed and no nail polish allowed.</li> </ul> <p><b><u>Physical Resources &amp; Equipment for each unit of competency</u></b></p> <p>The following physical resources will be provided:</p> <ul style="list-style-type: none"> <li>▪ Theory classrooms</li> <li>▪ AV Equipment</li> <li>▪ Whiteboard</li> <li>▪ Internet access</li> <li>▪ Simulation Practical Skills laboratory</li> <li>▪ Printer at 355 Spencer Street Campus</li> <li>▪ Student common areas (lunch, study, recreation)</li> </ul> <p><b><u>Consumable Resources and Equipment required for each unit of competency</u></b></p> <p>The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency.</p> |
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## 19. Access and Equity

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| <b>Access and Equity</b> | <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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## 20. Reasonable Adjustments and Learner Support

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

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| <p><b>Demonstration of Competence through Recognition of Prior Learning (RPL)</b></p> | <p>Applicant’s existing skills, knowledge and experience can help to attain a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL).</p> <p>The process could suit the applicant if they have:</p> <ul style="list-style-type: none"> <li>● paid or unpaid work experience</li> <li>● prior formal training</li> <li>● skills and knowledge gained on the job</li> </ul> |
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|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• community work experience</li> <li>• short course and work-based learning</li> <li>• trade skills</li> <li>• other life experience.</li> </ul> <p><b>Evidence you might need to supply</b></p> <p>The RPL assessor will discuss with the applicant the most appropriate evidence the applicant can provide to support the application, this may include:</p> <ul style="list-style-type: none"> <li>• work appraisals</li> <li>• job descriptions</li> <li>• photos or actual work samples</li> <li>• relevant formal qualifications</li> <li>• resume and references</li> <li>• in-house training certificates</li> <li>• eye witness testimonies</li> <li>• observation at the applicant’s workplace or a simulated workplace</li> <li>• informal RPL interviews.</li> </ul> <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.</p> |
| <p><b>Credit Transfers (CT)</b></p> | <p>Credit Transfer is a process of recognising the applicant’s previous formal studies that are equivalent to one or more units that form part of the qualification. The applicant will need to provide verified copies of Statements of Attainments or formal academic transcripts that list the units for which the applicant is seeking Credit Transfer.</p> <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.</p>   |

**22. Certification Issuance and Statement of Attainments**

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| <p><b>Professional Recognition</b></p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |
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### Appendix 1 Delivery Schedule (sample)

Menzies Institute provides rolling intake so students can enrol after the unit completion. We follow intake dates and students will be enrolled according to the intake dates. Intake dates can be found on Menzies website.

Each week – 20 hours face to face delivery/Class hours.

Please refer to the actual timetable and session plan for detailed information on how hours are distributed between training and assessments.

| Delivery and assessment schedule per qualification |  |   |
|--|--|---|
| Week   | Subject/unit/module  | Assessment schedule   |
| Week 1   | CHCDIV001 Work with diverse people   | Learning activity and discussion regarding theory assessment. |
| Week 2   | HLTINF006 Apply basic principles and practices of infection prevention and control | Learning activity and discussion regarding theory assessment. |
| Week 3   | HLTINF006 Apply basic principles and practices of infection prevention and control | Practical demonstration and Practical Assessment              |
| Week 4   | CHCAGE002 Implement falls prevention strategies                                    | Learning activity and discussion regarding theory assessment. |
| Week 5   | HLTWHS002 Follow safe work practices for direct client care                        | Learning activity and discussion regarding theory assessment. |
| Week 6   | HLTWHS002 Follow safe work practices for direct client care                        | Practical demonstration and Practical Assessment              |
| Week 7   | HLTWHS003 Maintain work health and safety  | Learning activity and discussion regarding theory assessment. |
| Week 8   | HLTWHS003 Maintain work health and safety  | Practical demonstration and Practical Assessment              |
| Week 9   | HLTAAP001 Recognise healthy body systems   | Learning activity and discussion regarding theory assessment. |
| Week 10  | HLTAAP001 Recognise healthy body systems   | Learning activity and discussion regarding theory assessment. |
| Week 11  | HLTAAP001 Recognise healthy body systems   | Learning activity and discussion regarding theory assessment. |
| Week 12  | CHCCCS023 Support independence and wellbeing                                       | Learning activity and discussion regarding theory assessment. |
| Week 13  | CHCCCS023 Support independence and wellbeing                                       | Learning activity and discussion regarding theory assessment. |

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|---------|---|---|
| Week 14 | CHCCCS023 Support independence and wellbeing                  | Practical demonstration and Practical Assessment              |
| Week 15 | Term Break  |   |
| Week 16 | CHCAGE005 Provide support to people living with dementia      | Learning activity and discussion regarding theory assessment. |
| Week 17 | CHCAGE005 Provide support to people living with dementia      | Learning activity and discussion regarding theory assessment. |
| Week 18 | CHCAGE005 Provide support to people living with dementia      | Practical demonstration and Practical Assessment              |
| Week 19 | CHCCCS011 Meet personal support needs                         | Learning activity and discussion regarding theory assessment. |
| Week 20 | CHCCCS011 Meet personal support needs                         | Learning activity and discussion regarding theory assessment. |
| Week 21 | CHCCCS011 Meet personal support needs                         | Practical demonstration and Practical Assessment              |
| Week 22 | CHCAGE001 Facilitate the empowerment of older people          | Learning activity and discussion regarding theory assessment. |
| Week 23 | CHCAGE001 Facilitate the empowerment of older people          | Practical demonstration and Practical Assessment              |
| Week 24 | CHCCCS025 Support relationships with carers and families      | Learning activity and discussion regarding theory assessment. |
| Week 25 | CHCCCS006 Facilitate individual service planning and delivery | Learning activity and discussion regarding theory assessment. |
| Week 26 | CHCLEG003 Manage legal and ethical compliance                 | Learning activity and discussion regarding theory assessment. |
| Week 27 | CHCAGE003 Coordinate services for older people                | Learning activity and discussion regarding theory assessment. |
| Week 28 | CHCAGE004 Implement interventions with older people at risk   | Learning activity and discussion regarding theory assessment. |
| Week 29 | CHCADV001 Facilitate the interests and rights of clients      | Learning activity and discussion regarding theory assessment. |

|         |  |   |
|---------|--|---|
| Week 30 | CHCPRP001 Develop and maintain networks and collaborative partnerships | Learning activity and discussion regarding theory assessment. |
| Week 31 | CHCPAL001 Deliver care services using a palliative approach            | Learning activity and discussion regarding theory assessment. |
| Week 32 | Work Placement (40 hours)  | Work placement assessment                                     |
| Week 33 | Work Placement (40 hours)  | Work placement assessment                                     |
| Week 34 | Work Placement (40 hours)  | Work placement assessment                                     |
| Week 35 | Term Break   |   |
| Week 36 | Term Break   |   |