Course Handbook

MENZIES
INSTITUTE OF TECHNOLOGY

CHC52021 DIPLOMA OF COMMUNITY SERVICES

DELIVERY MODE: CLASSROOM BLENDED

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1. Training Package Information

Training Package Code	CHC
Training Package Name	Community Services
Version (Release) of Training Package	9.3
Date (Release) of Training Package	01/07/2023
Endorsement Date of Training Package	01/07/2013
Qualification Code/Name	CHC52021 Diploma of Community Services
CRICOS Code	114210J
Version (Release) of the qualification	1.0
Date (Release) of the qualification	08/12/2022
AQF Level	Level 5
Qualification Description	This qualification reflects the role of community services workers involved in the delivery, management and coordination of person-centred services to individuals, groups, and communities.
	At this level, workers have specialised skills in community services and work autonomously within their scope of practice under broad directions from senior management.
	Workers support people to make change in their lives to improve personal and social wellbeing and may also have responsibility for the supervision of other workers and volunteers. They may also undertake case management and program coordination.
	To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.
	The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
Licensing / Regulatory Information	No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.
Entry requirements	**Nil**
	(this qualification does not have mandatory entry requirements at the time of publication on training.gov.au)

2. Packaging Rules

Packaging Rules	Total number of units = 20
	▪ 12 core units
	▪ 8 elective units, consisting of:
	▪ at least 6 units from the electives listed in Group A, B, C, D or E in https://training.gov.au/Training/Details/CHC52021
	▪ up to 2 units from the electives listed below, any endorsed Training Package or accredited course.
	For more information on the packaging rules, please visit
	https://training.gov.au/Training/Details/CHC52021
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	Core	nil	nil	nil
2	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core	nil	nil	nil
3	HLTWHS003	Maintain work health and safety	Core	nil	nil	nil
4	CHCDEV004	Confirm developmental status	Elective	nil	nil	nil
5	CHCADV002	Provide advocacy and representation services	Elective	nil	nil	nil
6	CHCCCS033	Identify and report abuse	Elective	nil	nil	nil
7	CHCCCS004	Assess co-existing needs	Core	nil	nil	nil
8	CHCLEG003	Manage legal and ethical compliance	Core	nil	nil	nil
9	CHCPRP003	Reflect on and improve own professional practice	Core	nil	nil	nil
10	CHCCCS007	Develop and implement service programs	Core	nil	nil	nil
11	CHCMGT005	Facilitate workplace debriefing and support processes	Core	nil	nil	nil
12	CHCCCS009	Facilitate responsible behaviour	Elective	nil	nil	nil
13	CHCCSL003	Facilitate the counselling relationship and process	Elective	nil	nil	nil
14	CHCCSM013	Facilitate and review case management	Core	nil	nil	nil
15	CHCCCS019	Recognise and respond to crisis situations	Core	nil	nil	nil

16	CHCDEV005	Analyse impacts of sociological factors on people in community work and services	Core	nil	nil	nil
17	CHCDFV001	Recognise and respond appropriately to domestic and family violence	Core	nil	nil	nil
18	CHCCSM014	Provide case management supervision	Elective	nil	nil	nil
19	CHCCSM016	Undertake advanced assessments	Elective	nil	nil	nil
20	CHCCSL001	Establish and confirm the counselling relationship	Elective	nil	nil	nil

No prerequisite and/or corequisite units in this qualification.

3. Educational Pathways

Pathways into the qualification	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: • CHC42015 Certificate IV in Community Services; or • CHC43015 Certificate IV in Ageing Support
Pathways from the qualification	Learners who successfully complete this qualification may progress into further studies such as: • CHC62015 – Advanced Diploma of Community Sector Management • Other similar or equivalent qualifications as above
Employment Pathways	Graduates may find employment as a: • Community Care Manager/Coordinator of Volunteer Work • Family Services Coordinator • Support Facilitator (Community Services) • Community Housing Resources Worker • Community Recreation Coordinator • Housing Assistant/Manager • Assistant/Community Worker • Community Services Coordinator • Community Access Coordinator *It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.

4. Learner Characteristics

Key characteristics of target learner cohort	The key characteristics of target learner cohort are: Individuals who have little or no prior knowledge or experience in this industry and are: • planning to pursue a career specific to the community services work and gain a qualification.

	• able to attend regular face-to-face classes • Individual who are 18 years or older

5. RTO's admission requirements

The CHC52021 – Diploma of Community Services 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	▪ Minimum age of 18 years and above ▪ Satisfactory completion of the equivalent of Australian Year 12 or higher ▪ Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients. Additionally, the learner is required to: ▪ 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 and Digital Literacy Skills (LLND) test 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. The learner must also provide prior to commencement of Work Placement allocation for the following: • 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	▪ Minimum age of 18 years and above ▪ Satisfactory completion of the equivalent of Australian Year 12 or higher ▪ Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients. English Language Requirements **1.**

IELTS (General or Academic)	**PTE Academic**	**TOEFL**	**Cambridge C1 Advanced Test**	**Occupational English Test (OET)**	**ELICOS (General English or equivalent)**
6.0 each band	50 each component	12 (Listening), 13 (Reading), 21 (Writing),	169 each component	B each component	Upper Intermediate level completion

		18 (Speaking)			

Note: Results older than two years are not acceptable (for offshore applicants)
OR
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
OR
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.
OR
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 www.homeaffairs.gov.au.

Additionally, the learner is required to:
Onshore International Students
o   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.

Offshore International Students
o   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.

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.

The learner must also provide prior to commencement of Work Placement allocation for the following:
•   Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC.
•   Provide a Working with Children Check.

Other Conditions	o Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test prior to the commencement of the course o 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.

6. 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	453

	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	• 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	• 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	• Some assessment tasks need to be completed outside the classroom environment especially theory assessments.

7. Course Duration

Course Duration	Full time: Over a period of 78 weeks o Supervised Classroom Sessions of 20 hours per week on campus (61 weeks) o Work Placement hours totalling 200 hours (5 weeks at 40 hours per week) o 12 weeks of term break o 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. o 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. Note: No classes on public holidays. If any class days fall on a public holiday then the session with be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday Refer to the Delivery Structure and Delivery Hours table below for the breakdown of delivery hours.

8. Delivery Details/Strategies

Delivery methods	The range of delivery methods may include, but not limited to the following: • 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
Delivery Structure	• 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). • There are 2 clustering of units delivery and assessment. CHCCCS007 Develop and implement service programs & CHCDEV005 Analyse impacts of sociological factors on people in community work and services CHCCSL003 Facilitate the counselling relationship and process & CHCCSL001 Establish and confirm the counselling relationship The other remaining units of competency are delivered and assessed as stand-alone units.
Units of Competency	• All units to be delivered and assessed based on the individual timetable.

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.

Assessments	• 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 Health Simulation Laboratories as supervised hours.
	• Work Placement Assessments are completed by the student during their allocated Work Placement Hours which are supervised hours.
	Note: Please refer to the Individual Assessment Task information for Students and Assessor for the further information.
	• Assessments will address:
	  • Application of the Unit statement
	  • Elements
	  • Performance Criteria
	  • Performance Evidence
	  • Assessment Conditions
	  • Knowledge Evidence
	  • Foundation Skills
	  • Dimensions of competency

	• 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. • Specific assessment conditions relevant to each unit are detailed in the Assessment Tasks information for Students and Assessors. • Learners are provided with Assessment Task and instructions as to how the assessment will be conducted and by whom. • 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). • All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence (https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12) Assessment methods to be used for each unit of competency are outlined in Section 13 – Assessment Methods Matrix below.
Establish the Assessment Context	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: • The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues • Opportunities for gathering evidence in several situations • The purpose of assessment • Who carries out the assessment • The period during which the assessment takes place • Apportioned costs or fees (if applicable) Ensuring that regardless of location or modality, the assessment would be consistent
Submission of Assessments and Feedback	• Schedule of submission of assessments are usually indicated on the timetables/unit outline. Adjustments can be made on discretion of the trainer/assessor. • 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. • Completed and submitted work will be assessed within fifteen (15) working days from the date of submission by the Assessor. • Feedback is provided to the learner as soon as practicable.
Marking and Recording of Assessments	1. The Trainer/Assessor must: • Record the assessment outcomes for each completed assessment task and mark either 'Satisfactory' or 'Not Satisfactory'. • On completion of all assessment tasks, the overall assessment decision is to be recorded as either 'Competent' or 'Not Yet Competent'. • Submit evidence of student's assessments and outcome records on a Student Unit Competency File. 2. The Student Administration Department must: • Record the results into the Student Management System • File the original assessments into the Student Unit Competency File.

10. Assessment Requirements

Requirements for assessments	• 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	RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components:
	• 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.
	Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.

11. Assessment Methods Matrix

Unit Code	Unit Name	Written Questions	Simulated Project	Workplace Project and Portfolio	Research Project	Workplace Observation	Case studies, Journal	Role Play
CHCDIV001	Work with diverse people	X	x		x		x	x
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	x	x		x	x	x	x
HLTWHS003	Maintain work health and safety	x	x	x		x		x

Code	Unit						
CHCDEV004	Confirm developmental status	x		X	x	X	X	X
CHCADV002	Provide advocacy and representation services	x	x				x	x
CHCCCS033	Identify and report abuse	x			x		x	x
CHCCCS004	Assess co-existing needs	x					x	x
CHCLEG003	Manage legal and ethical compliance	x	x				x	x
CHCPRP003	Reflect on and improve own professional practice	x		x			x	x
CHCCCS007	Develop and implement service programs (CLUSTERED)	x		x	x	x	x	x
CHCDEV005	Analyse impacts of sociological factors on people in community work and services (CLUSTERED)	x		x	x	x	x	x
CHCMGT005	Facilitate workplace debriefing and support processes	x					x	x
CHCCCS009	Facilitate responsible behaviour	x					x	x
CHCCSL003	Facilitate the counselling relationship and process (CLUSTERED)	x			x	x	x	x
CHCCSL001	Establish and confirm the counselling relationship (CLUSTERED)	x			x	x	x	x
CHCCSM013	Facilitate and review case management	x		x			x	x
CHCCCS019	Recognise and respond to crisis situations	x					x	x
CHCDFV001	Recognise and respond appropriately to domestic and family violence	x					x	x
CHCCSM014	Provide case management supervision	x	x				x	x
CHCCSM016	Undertake advanced assessments	x	x	x		x	x	x

12. Assessment Feedback

Assessment Feedback	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.
	Feedback will be sought through the following process:
	Feedback from learners:
	• 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
	Trainer feedback and comments:
	• Feedback from trainers/assessor are formally sought during the scheduled validation activities.

13. Complaints and Appeals

Complaints and Appeals	**Complaints**
	• 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.
	Refer to the following documents for further details of Complaints:
	• MITP07 Complaints and Appeals policy and procedure
	• MFS04 Complaints and Appeals Form
	Assessment decision appeal
	• 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.
	For more information, please refer to **MITP07 Complaints and Appeal Policy and Procedure.**

14. Monitoring Attendance and Course Progress

Course Completion and monitoring course progress	Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by: • 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. 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.

15. Performance and knowledge evidence

Performance and knowledge evidence	During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:
	• **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:
	    ○ a written assessment piece responding to specific knowledge questions
	    ○ any documentation prepared as part of this training program

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 with 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	Core	40	0	10	50	4	4	8	58
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core	52	8	0	60	6	6	12	72
HLTWHS003	Maintain work health and safety	Core	20	20	10	50	4	4	8	58
CHCDEV004	Confirm developmental status	Elective	44	16	10	70	6	6	12	82
CHCADV002	Provide advocacy and representation services	Elective	44	16	10	70	6	6	12	82
CHCCCS033	Identify and report abuse	Elective	44	16	10	70	6	6	12	82
CHCCCS004	Assess co-existing needs	Core	64	16	10	90	8	8	16	106
CHCLEG003	Manage legal and ethical compliance	Core	44	16	10	70	6	6	12	82
CHCPRP003	Reflect on and improve own professional practice	Core	44	16	10	70	6	6	12	82
CHCCCS007	Develop and implement service programs (Cluster)	Core	44	16	10	70	6	6	12	82
CHCDEV005	Analyse impacts of sociological factors on people in community work and services (Cluster)	Core	40	20	10	70	6	6	12	82
CHCMGT005	Facilitate workplace debriefing and support processes	Core	64	16	15	95	8	8	16	111
CHCCCS009	Facilitate responsible behaviour	Elective	44	16	10	70	6	6	12	82

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	
CHCCSL003	Facilitate the counselling relationship and process (Cluster)	Elective	64	16	15	95	8	8	16	111
CHCCSL001	Establish and confirm the counselling relationship (Cluster)	Elective	40	20	10	70	6	6	12	82
CHCCSM013	Facilitate and review case management	Core	60	20	10	90	8	8	16	106
CHCCCS019	Recognise and respond to crisis situations	Core	40	20	10	70	6	6	12	82
CHCDFV001	Recognise and respond appropriately to domestic and family violence	Core	24	16	10	50	4	4	8	58
CHCCSM014	Provide case management supervision	Elective	40	20	10	70	6	6	12	82
CHCCSM016	Undertake advanced assessments	Elective	40	20	10	70	6	6	12	82
	Work Placement (200 hours)									
	TOTAL		896	324	200	1420	122	122	244	1664

17. Workplace Experience Placement

| Workplace Experience Placement | As part of this course, students will also be required to undertake practical placement for a minimum of 200 hours over 5 weeks (40 hours per week). During this placement, learners will be involved in providing support for people and to participate in group activities or 1:1 client support as well as to gain community access, and social inclusion. Access to organisational policies and procedures will be arranged by workplace supervisor. The trainer will contact the student and the workplace supervisor from time to time (as agreed in the work placement agreement) to check progress. Students cannot progress into the practical work placement of the course until they have successfully completed all assessment requirements for the theoretical component and have demonstrated appropriate skills required for practical work placement.

Menzies Institute will assist the learner in finding the suitable workplace. Menzies Institute will liaise with the workplace to ensure that the participant is suitably supervised at the centre. During the practical placement, the learner will be assessed in the practical skills. The work placement will be unpaid (however can be negotiated) and the daily working hours will be negotiated between students and the centre.

The time spent by the student in work placement in this course is critical to ensure that the student participates in regular work over the course duration. This is necessary to allow for a workplace context in the assessment and workplace observation which is a requirement for every unit. All students are required to maintain a work placement logbook to record their worked hours and the age groups care was provided for.

Student who are already working in the individual support sector in an approved centre-based care are encouraged to use their existing workplace to complete these practical placement hours providing it meets the requirement's necessary to conduct assessment. It is a requirement that students must obtain a negative covid-19 test result and National Police Check certificate with no past or current criminal record. These are to be provided by students at their own cost. workplace centres and learners will be required to enter into an agreement with Menzies Institute which will clearly identify the rights and obligations of all parties.

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 Work Placement period is allocated at the end of the student's timetable when all the units of competencies have been delivered.

The following work placement providers are a small sample for provision of the work placement

• Millennial Care |
|---|---|

- Estia Health Altona Meadows

- Community First Choice NDIS

Note: Work placement provider information are subject to change.

Please refer the following documents related to work placement for further information:
- 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

Work placement agreement must sign prior to starting the placement by the student, workplace provider and RTO representative.

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.

Students required to complete the work placement task booklet during the placement and submit to the Placement Facilitator and Assessor / Supervisor.

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.

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 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

Training Resources	**Learning & Assessment Resources provided by the Institute to Students**
	☑ **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.
	Formative assessment may include:
	• Quizzes
	• Short answer questions
	• Practical demonstration checklists
	☑ **Other handouts**
	For each unit of competency, there are additional handouts and supplementary resources available. Refer to the *Student Unit Guide* and *Session Plan* of each unit of competency for information.
	☑ **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.
	☑ **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.
	☑ **Uniform**
	Each student will be provided with 2 pieces of uniform shirts that the students must wear during simulation practical sessions and also during Work Placement.
	Learning & Physical Resources that the students must provide
	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.
	• General stationery for study (e.g. pens, notebooks)
	• Computer or tablets with stable internet connection
	Appropriate clothing requirements for practical sessions:
	Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:
	o Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder
	o Wear closed toe shoes (no runners, ugg boots or sandals) and dental laboratory appropriate clothes (no jeans or denim).
	o Hair is neatly presented and is off your face and above your collar.
	o Remove all rings and wrist jewellery including watches during practical sessions. The only jewellery permitted is ear studs/nose studs.
	o Fingernails must be short and filed.
	o No fingernail extensions ('acrylics') are allowed and no nail polish allowed.

	Physical Resources & Equipment for each unit of competency
	The following physical resources will be provided:
	▪ Theory classrooms
	▪ AV Equipment
	▪ Whiteboard
	▪ Internet access
	▪ Simulation Practical Skills laboratory
	▪ Printer at 355 Spencer Street Campus
	▪ Student common areas (lunch, study, recreation)
	Consumable Resources and Equipment required for each unit of competency
	The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency.

19. Access and Equity

| Access and Equity | 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.

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. |
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20. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	• The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLND 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:
	  o Taking into account language, literacy and numeracy requirements.
	  o Making adjustments to the physical environment or venue.
	  o Considering age, gender; cultural beliefs and background, traditional practices, religious observances.
	  o Considering learners with disability(ies).
	  o Deferment of study.
	  o Help with a Special Consideration application.
	  o Assistance with study skills through practical advice.
	  o Monitoring course progress
	
	In addition, support on assessment arrangements are provided as follows, but not limited to:
	  o Scheduling flexible assessment sessions.

	o Providing assessment materials in a variety of formats (large fonts, electronic, symbols). o Providing LLND support. o Arranging for or allowing a member of their community to be present at the assessment, if required. o 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. o 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. o Learners are given adequate time to work on assessments and projects. o When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility. o Additional training and tutorials, if required. o Referral to further learner support service or external counsellors. • 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. The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.

21. Recognition of Prior Learning (RPL) and Credit Transfers

Demonstration of Competence through **Recognition of Prior Learning (RPL)**	Applicant's existing skills, knowledge and experience can help to attain a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL). The process could suit the applicant if they have: • paid or unpaid work experience • prior formal training • skills and knowledge gained on the job • community work experience • short course and work-based learning • trade skills • other life experience. **Evidence you might need to supply** The RPL assessor will discuss with the applicant the most appropriate evidence the applicant can provide to support the application, this may include: • work appraisals • job descriptions

	- photos or actual work samples - relevant formal qualifications - resume and references - in-house training certificates - eye witness testimonies - observation at the applicant's workplace or a simulated workplace - informal RPL interviews. Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.
Credit Transfers (CT)	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. Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.

22. Certification Issuance and Statement of Attainments

Professional Recognition	- At the successful completion of the program, the learner will be awarded with the CHC52021 Diploma of Community Services 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.

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	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Simulation – Cultural diversity in classroom and workplace
Week 2	CHCDIV001 Work with diverse people	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment Assessment Task 4 – Role Play on communication skills.
Week 3	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Simulation – ATSI cultural safety and sensitivity in classroom and workplace
Week 4	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 4 – Case Studies for knowledge evidence assessment Assessment Task 5 – Role Play on communication skills.
Week 5	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	W3 - Learning activity and discussion regarding theory assessment and practical assessment.

		Assessment Task 3 – Research project on promoting Aboriginal and/or Torres Strait Islander cultural safety
Week 6	HLTWHS003 Maintain work health and safety	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Simulation – Maintaining work health and safety
Week 7	HLTWHS003 Maintain work health and safety	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment Assessment Task 4 – Role Play on WHS incident reporting, meetings, improvements.
Week 8	CHCDEV004 Confirm developmental status	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 9	CHCDEV004 Confirm developmental status	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 10	CHCDEV004 Confirm developmental status	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Maintaining work health and safety Assessment Task 4 – Role Play on confirming developmental status of clients
Week 11	Term Break	
Week 12	Term Break	
Week 13	CHCADV002 Provide advocacy and representation services	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment

Week 14	CHCADV002 Provide advocacy and representation services	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 15	CHCADV002 Provide advocacy and representation services	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Providing Advocacy and representation services Assessment Task 4 – Role Play on client and worker relationship on advocacy and representation services
Week 16	CHCCCS033 Identify and report abuse	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 17	CHCCCS033 Identify and report abuse	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 18	CHCCCS033 Identify and report abuse	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Protocols for identify and reporting abuse Assessment Task 4 – Role Play on worker and supervisor interaction for identifying and reporting abuse
Week 19	CHCCCS004 Assess co-existing needs	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 20	CHCCCS004 Assess co-existing needs	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment

Week 21	CHCCCS004 Assess co-existing needs	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Steps for Assessing co-existing needs
Week 22	CHCCCS004 Assess co-existing needs	W4 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 4 – Role Play on worker and supervisor interaction for assessing co-existing needs
Week 23	Term Break	
Week 24	Term Break	
Week 25	CHCLEG003 Manage legal and ethical compliance	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 26	CHCLEG003 Manage legal and ethical compliance	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 27	CHCLEG003 Manage legal and ethical compliance	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Informing and managing legal and ethical compliance. Assessment Task 4 – Role Play on worker and supervisor interaction for identifying and managing legal and ethical compliance on client scenarios
Week 28	CHCPRP003 Reflect on and improve own professional practice	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment

Week 29	CHCPRP003 Reflect on and improve own professional practice	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Informing and managing legal and ethical compliance. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 30	CHCPRP003 Reflect on and improve own professional practice	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 4 – Role Play on worker and supervisor interaction for identifying and managing legal and ethical compliance on client scenarios Assessment Task 5 – Research Project on self professional development portfolio
Week 31	CHCCCS007 Develop and implement service programs	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 32	CHCCCS007 Develop and implement service programs	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 33	CHCCCS007 Develop and implement service programs	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Developing and implementing services programs for clients Assessment Task 4 – Role Play on worker and supervisor interaction for developing and implementing services programs for clients
Week 34	CHCDEV005 Analyse impacts of sociological factors on people in community work and services	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment

Week 35	CHCDEV005 Analyse impacts of sociological factors on people in community work and services	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 36	CHCDEV005 Analyse impacts of sociological factors on people in community work and services	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Analysing impacts of sociological factors on people in community services Assessment Task 4 – Role Play on worker and supervisor interaction for analysing impacts of sociological factors
Week 37	CHCMGT005 Facilitate workplace debriefing and support processes	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 38	CHCMGT005 Facilitate workplace debriefing and support processes	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 39	CHCMGT005 Facilitate workplace debriefing and support processes	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Developing and implementing services programs for clients
Week 40	CHCMGT005 Facilitate workplace debriefing and support processes	W4 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 4 – Role Play on worker and supervisor interaction for developing and implementing services programs for clients
Week 41	CHCCCS009 Facilitate responsible behaviour	W1 - Learning activity and discussion regarding theory assessment and practical assessment.

		Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 42	CHCCCS009 Facilitate responsible behaviour	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 43	CHCCCS009 Facilitate responsible behaviour	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Facilitating responsible staff behaviour Assessment Task 4 – Role Play on worker and supervisor interaction for facilitating responsible staff behaviour
Week 44	CHCCSL003 Facilitate the counselling relationship and process	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 45	CHCCSL003 Facilitate the counselling relationship and process	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 46	CHCCSL003 Facilitate the counselling relationship and process	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Facilitating the counselling relationship and process
Week 47	CHCCSL003 Facilitate the counselling relationship and process	W4 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 4 – Role Play on worker and supervisor interaction for facilitating worker and client in counselling relationship
Week 48	CHCCSL001 Establish and confirm the counselling relationship	W1 - Learning activity and discussion regarding theory assessment and practical assessment.

		Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 49	CHCCSL001 Establish and confirm the counselling relationship	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 50	CHCCSL001 Establish and confirm the counselling relationship	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Processes for establishing and confirming the counselling relationship Assessment Task 4 – Role Play on worker and supervisor interaction for establishing and verifying the counselling relationship
Week 51	CHCCSM013 Facilitate and review case management	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 52	CHCCSM013 Facilitate and review case management	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 53	CHCCSM013 Facilitate and review case management	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Facilitating and reviewing case management policies
Week 54	CHCCSM013 Facilitate and review case management	W4 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 4 – Role Play on worker and supervisor interaction for facilitating and reviewing case management strategies
Week 55	Term Break	
Week 56	Term Break	

Week 57	CHCCCS019 Recognise and respond to crisis situations	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 58	CHCCCS019 Recognise and respond to crisis situations	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 59	CHCCCS019 Recognise and respond to crisis situations	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Recognising and responding to crisis situations Assessment Task 4 – Role Play on worker and supervisor interaction for recognising and responding to crisis situations
Week 60	CHCDFV001 Recognise and respond appropriately to domestic and family violence	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Simulation – Recognising and responding to domestic and family violence Assessment Task 5 – Research Project on current issues and challenges in Australian society for domestic and family violence
Week 61	CHCDFV001 Recognise and respond appropriately to domestic and family violence	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment Assessment Task 4 – Role Play on worker and supervisor interaction on recognising and responding to domestic and family violence Assessment Task 5 – Research Project on current issues and challenges in Australian society for domestic and family violence

Week 62	CHCCSM014 Provide case management supervision	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 63	CHCCSM014 Provide case management supervision	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 64	CHCCSM014 Provide case management supervision	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Case management practices Assessment Task 4 – Role Play on worker and supervisor interaction for reporting client case updates
Week 65	Term Break	
Week 66	Term Break	
Week 67	CHCCSM016 Undertake advanced assessments	W1 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment
Week 68	CHCCSM016 Undertake advanced assessments	W2 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment
Week 69	CHCCSM016 Undertake advanced assessments	W3 - Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Processes for undertaking advanced assessments Assessment Task 4 – Role Play on worker and supervisor interaction for process of undertaking advanced assessments
Week 70	Term Break	
Week 71	Term Break	

Week 72	Work Placement (40 hours)	Work placement assessment for HLTHWS003, CHCDEV004, CHCADV002, CHCCCS033, CHCCCS004, CHCLEG003
Week 73	Work Placement (40 hours)	Work placement assessment for CHCLEG003, CHCPRP003, CHCCCS007, CHCMGT005
Week 74	Work Placement (40 hours)	Work placement assessment for CHCMGT005, CHCCCS009, CHCCSL003, CHCCSM013, CHCCCS019
Week 75	Work Placement (40 hours)	Work placement assessment for CHCDEV005, CHCDFV001, CHCCSM014
Week 76	Work Placement (40 hours)	Work placement assessment for CHCCSM016, CHCCSL001
Week 77	Term Break	
Week 78	Term Break	