

Course Handbook



MENZIES
INSTITUTE OF TECHNOLOGY

CHC52021 DIPLOMA OF COMMUNITY SERVICES
DELIVERY MODE: CLASSROOM BLENDED

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1. Training Package Information

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| 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 | <p>This qualification reflects the role of community services workers involved in the delivery, management and coordination of person-centred services to individuals, groups, and communities.</p> <p>At this level, workers have specialised skills in community services and work autonomously within their scope of practice under broad directions from senior management.</p> <p>Workers support people to make change in their lives to improve personal and social wellbeing and may also have responsibility for the supervision of other workers and volunteers. They may also undertake case management and program coordination.</p> <p>To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.</p> <p>The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> |
| Licensing / Regulatory Information | No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. |
| Entry requirements | Not Applicable (<i>this qualification does not have mandatory entry requirements at the time of publication on training.gov.au</i>). |

However, the Menzies Institute of Technology requires candidates to meet its admission requirements prior to enrolling into this qualification. Please refer to **Section – Menzies Institute of Technology admission requirements**.

2. Packaging Rules

| <p>Packaging Rules</p> | <p>Packaging Rules</p> <p>20 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> • 12 core units and • 8 elective units, consisting of: <ul style="list-style-type: none"> ○ at least 6 units from the electives listed in Group A, B, C, D or E in https://training.gov.au/training/details/CHC52021/qualdetails ○ up to 2 units from the electives listed in https://training.gov.au/training/details/CHC52021/qualdetails, any endorsed Training Package or accredited course. <p>For more information on the packaging rules, please visit https://training.gov.au/training/details/CHC52021/qualdetails</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Units of Competency</p> | <p>Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on industry consultation process to meet current industry needs during development of this training and assessment strategy.</p> <table border="1" data-bbox="392 1128 1445 2060"> <thead> <tr> <th>Unit Code</th> <th>Unit Name</th> <th>Core (C) Elective (E)</th> </tr> </thead> <tbody> <tr> <td>CHCDIV001</td> <td>Work with diverse people</td> <td>C</td> </tr> <tr> <td>CHCDIV002</td> <td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td> <td>C</td> </tr> <tr> <td>HLTWHS003</td> <td>Maintain work health and safety</td> <td>C</td> </tr> <tr> <td>CHCDEV004</td> <td>Confirm developmental status</td> <td>E</td> </tr> <tr> <td>CHCADV002</td> <td>Provide advocacy and representation services</td> <td>E</td> </tr> <tr> <td>CHCCCS033</td> <td>Identify and report abuse</td> <td>E</td> </tr> <tr> <td>CHCCCS004</td> <td>Assess co-existing needs</td> <td>C</td> </tr> <tr> <td>CHCLEG003</td> <td>Manage legal and ethical compliance</td> <td>C</td> </tr> <tr> <td>CHCPRP003</td> <td>Reflect on and improve own professional practice</td> <td>C</td> </tr> <tr> <td>CHCCCS007</td> <td>Develop and implement service programs</td> <td>C</td> </tr> <tr> <td>CHCMGT005</td> <td>Facilitate workplace debriefing and support processes</td> <td>C</td> </tr> <tr> <td>CHCCCS009</td> <td>Facilitate responsible behaviour</td> <td>E</td> </tr> </tbody> </table> | Unit Code | Unit Name | Core (C) Elective (E) | CHCDIV001 | Work with diverse people | C | CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety | C | HLTWHS003 | Maintain work health and safety | C | CHCDEV004 | Confirm developmental status | E | CHCADV002 | Provide advocacy and representation services | E | CHCCCS033 | Identify and report abuse | E | CHCCCS004 | Assess co-existing needs | C | CHCLEG003 | Manage legal and ethical compliance | C | CHCPRP003 | Reflect on and improve own professional practice | C | CHCCCS007 | Develop and implement service programs | C | CHCMGT005 | Facilitate workplace debriefing and support processes | C | CHCCCS009 | Facilitate responsible behaviour | E |
| Unit Code | Unit Name | Core (C) Elective (E) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCDIV001 | Work with diverse people | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HLTWHS003 | Maintain work health and safety | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCDEV004 | Confirm developmental status | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCADV002 | Provide advocacy and representation services | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCCCS033 | Identify and report abuse | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCCCS004 | Assess co-existing needs | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCLEG003 | Manage legal and ethical compliance | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCPRP003 | Reflect on and improve own professional practice | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCCCS007 | Develop and implement service programs | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCMGT005 | Facilitate workplace debriefing and support processes | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHCCCS009 | Facilitate responsible behaviour | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | CHCCSL003 | Facilitate the counselling relationship and process | E |
| | CHCCSM013 | Facilitate and review case management | C |
| | CHCCCS019 | Recognise and respond to crisis situations | C |
| | CHCDEV005 | Analyse impacts of sociological factors on people in community work and services | C |
| | CHCDFV001 | Recognise and respond appropriately to domestic and family violence | C |
| | CHCCSM014 | Provide case management supervision | E |
| | CHCCSM016 | Undertake advanced assessments | E |
| | CHCCSL001 | Establish and confirm the counselling relationship | E |
| <p>Note: The packaging rules applied to this qualification have resulted in no requirements for prerequisite or corequisite units.</p> | | | |

3. Educational Pathways

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| Pathways into the qualification | <p>Individuals may enter into this qualification with limited or no vocational experience and without a lower level qualification. However individuals may have completed one or more of the following and wish to increase their knowledge further:</p> <ul style="list-style-type: none"> • CHC42015 Certificate IV in Community Services; or • CHC43015 Certificate IV in Ageing Support |
| Pathways from the qualification | <p>Learners who successfully complete this qualification may progress into further studies such as:</p> <ul style="list-style-type: none"> • CHC62015 – Advanced Diploma of Community Sector Management • Other similar or equivalent qualifications as above |
| Employment Pathways | <p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> • 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 |

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| | *It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification. |
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4. Learner Characteristics

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| Key characteristics of target learner cohort | <p>The key characteristics of target learner cohort are:</p> <ul style="list-style-type: none"> ● Individuals who have little or no prior knowledge or experience in this industry and are: <ul style="list-style-type: none"> ○ planning to pursue a career specific to the community services work and gain a qualification ○ able to attend regular face-to-face classes ○ 18 years or older |
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5. Menzies Institute of Technology’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 Menzies Institute of Technology 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. Please refer to **MITP11 Admissions Policy and Procedure** for further information if required. This consists of:

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| Domestic Students | <ul style="list-style-type: none"> ● 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. <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> ● Complete the Genuine Student Test/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 <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 before commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> ● Provide proof of up to date immunisation ● Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC. ● Provide a Working with Children Check. |
| International Students | <ul style="list-style-type: none"> ● Age of 18 years or 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 (meet one of the requirements outlined below) |

| 1. | | | | | |
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| 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), 18 (Speaking) | 169 each component | B each component | Upper Intermediate level completion |

Note: Results older than two years are not acceptable

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 IV or higher level qualification, from the Australian Qualifications Framework.

Additionally, the learner is required to:

- Complete the Genuine Student Test/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 in person or phone call or video call/online with the prospective learner.
- 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 before 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.

Other Conditions

- Learners 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

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| 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 learners. | |
| Delivery Mode | <ul style="list-style-type: none"> Classroom Blended including classroom sessions, self-study and simulated workplace environment for practical demonstrations. | |
| Training support after the classroom training sessions | <ul style="list-style-type: none"> Training support is provided following the training session either in classroom or online through CANVAS. The purpose of the Training Support session is for learners to receive additional assistance with learning and/or assessments as they require. Learners may make individual appointments for training support if required. Training support can be provided via face-to-face, phone, online or email. | |
| Individual Learning & Reflection / Self-paced | <ul style="list-style-type: none"> All learners receive CANVAS LMS login to access range of videos, links, interactive training materials, e-Books in their own time. Completion of self-study will be checked by the trainer to guide learner's progress in the unit but not recorded. Trainers will ask learners questions related to their self-study each week to prompt learners on self-paced learning. | |
| Assessment | <ul style="list-style-type: none"> Theory Assessment tasks can be completed by learners outside the classroom environment in their own time. All Practical Assessment tasks must be conducted at the Simulated Health Care facility. | |

7. Course Duration

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| Course Duration | <p>Full time: over a period of 78 weeks</p> <ul style="list-style-type: none"> Supervised Classroom Sessions of 20 hours per week on campus (61 weeks) Work Placement hours totalling 200 hours (5 weeks at 40 hours per week) 12 weeks of term break Additional Training Support hours including any learning assistance provided to learners after the classroom sessions or on additional request by learners outside of supervised classroom session hours either via face-to-face or phone, skype or email to support learners to undertake their individual self-learning activities and assessments outside of classroom hours. Completion of Individual Learning and Reflection/Self-Paced learning hours are not monitored by the Trainers/Assessors and form part of "unsupervised hours". Trainers will ask learners questions related to their Individual Learning after each week's class session to ensure and verify that learners have gained the knowledge related to the quizzes. |
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| | <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>Please refer to the Section - Training and Delivery Structure for the breakdown of delivery hours.</p> |
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8. Delivery Details/Strategies

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| Delivery methods | <p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none"> • lectures / Instructions • pre-reading • demonstrations and modelling • practice opportunities • brainstorming activities • group discussions • guided facilitation of individual or group learning activities, group work or project-based case studies |
| Delivery Structure | <ul style="list-style-type: none"> • Delivery structure is comprised of classroom training sessions, structured learning such as training support, learning activities, self-paced (to allow the learners to absorb and reflect on their learning). • There are 2 clustering of units delivery and assessment. <ul style="list-style-type: none"> ○ CHCCS007 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 | <ul style="list-style-type: none"> • All units to be delivered and assessed are listed in the Section - Training and Delivery Structure. |

9. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. Please refer to **MITP13 Assessment, Reassessment and Reenrolment Policy and Procedure** for further information if required.

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| Assessments | <ul style="list-style-type: none"> • Theory Assessment Tasks will be completed outside of campus on the learner's own time as unsupervised hours. All Simulated Practical assessment tasks will be conducted and completed at Menzies Spencer Street – Health Simulation Laboratories as supervised hours. <p>Note: Please refer the individual Assessment task for the further information.</p> |
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| | <ul style="list-style-type: none"> • Assessments will address: <ul style="list-style-type: none"> ○ 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 tools for a unit of competency. • Learners are provided with assessment materials 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. • All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence. • Assessment methods to be used for each unit of competency are outlined in the Section - Assessment Methods Matrix. |
| <p>Establish the Assessment Context</p> | <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"> • 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 |
| <p>Submission of Assessments</p> | <ul style="list-style-type: none"> • Schedule of submission of assessments are indicated on the Session Plans and announced to the learners at the beginning of the unit. Adjustments can be made by discretion of the trainer/assessor but within reasonable timeframes. If longer |

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| | <p>timeframe is required, the trainer/assessor must consult with the Manager/Coordinator.</p> <ul style="list-style-type: none"> • Learners must submit all Theory Assessments via physical copy to the Trainer. All Simulation Practical Assessments are observed by the Assessor directly and completed on paper. • Completed Work Placement booklets are submitted to Placement Coordinator • Completed and submitted work will be assessed within two (2) weeks from the date of submission and feedback provided to student. |
| <p>Marking and Recording of Assessments</p> | <ul style="list-style-type: none"> • The Trainer/Assessor must: <ul style="list-style-type: none"> ○ 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 learner's assessments and outcome records on a Student Unit Competency File to Student Academics Department. ○ For Work Placement booklets, the Workplace Assessor must ensure all items are completed and evidence submitted. The Placement Coordinator will check for completeness and submit to Student Academics Department (logged hours are correct and sufficient, all tasks completed and signed off) • The Student Academics Department must: <ul style="list-style-type: none"> ○ Check the submission for completeness (student record matches the submission and marking assigned and if any, report findings or errors to Manager/Coordinator) ○ Record the results into the Student Management System ○ File the original assessments into the Student Unit Competency File |

10. Assessment Requirements

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| <p>Requirements for assessments</p> | <ul style="list-style-type: none"> • The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner. • Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc. • Templates are provided, if required, with each skill test/ assessment task. • Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA. • Benchmarks are set, detailed and clearly set out on the assessor resources (marking guide consist of all expected accurate or variable response that is 'nearly', ' closely' or 'exactly' expected for the task) • Evidence requirements in the marking guide are measurable. |
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| | <ul style="list-style-type: none"> • The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence. • The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit. • Assessment Conditions are specified in the assessment tasks. • Foundation skills are addressed and mapped adequately in the mapping document. • Trainer/Assessor’s feedback are recorded to inform learners on the outcomes of each assessment they undertake. • Cumulative assessment records are kept to monitor learner progression. |
| Assessment Tools | <p>Menzies Institute of Technology has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> • Assessment type and assessment task description • The context and conditions for the assessment • Resubmissions and reattempts • Location (where assessment is conducted) • Assessment appeals • Information regarding how trainers/assessors will assess the work • An outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). • The relevant administration, recording and reporting requirements. <p>Refer to the Section - Assessment Methods Matrix that indicates the available assessment tools for this qualification.</p> |
| Performance and knowledge evidence | <p>During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:</p> <ul style="list-style-type: none"> • Direct <p>This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not yet satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.</p> <ul style="list-style-type: none"> • Indirect <p>This involves evidence which supports the learner being able to complete a task. For example:</p> <ul style="list-style-type: none"> ○ a written assessment piece responding to specific knowledge questions ○ any documentation prepared as part of this training program |

11. Assessment Methods Matrix

| Unit Code | Unit Title | Written Questions | Simulated Project | Workplace Project and Portfolio | Research Project | Workplace Observation | Case studies, Journal | Role Play |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------------------|------------------|-----------------------|-----------------------|-----------|
| CHCDIV001 | Work with diverse people | √ | √ | | √ | | √ | √ |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety | √ | √ | | √ | √ | √ | √ |
| HLTWHS003 | Maintain work health and safety | √ | √ | √ | | √ | | √ |
| CHCDEV004 | Confirm developmental status | √ | | √ | √ | √ | √ | √ |
| CHCADV002 | Provide advocacy and representation services | √ | √ | | | | √ | √ |
| CHCCCS033 | Identify and report abuse | √ | | | √ | | √ | √ |
| CHCCCS004 | Assess co-existing needs | √ | | | | | √ | √ |
| CHCLEG003 | Manage legal and ethical compliance | √ | √ | | | | √ | √ |
| CHCPRP003 | Reflect on and improve own professional practice | √ | | √ | | | √ | √ |
| CHCCCS007 CHCDEV005 | Develop and implement service programs (CLUSTERED) Analyse impacts of sociological factors on people in community work and services (CLUSTERED) | √ | | √ | √ | √ | √ | √ |
| CHCMGT005 | Facilitate workplace debriefing and support processes | √ | | | | | √ | √ |
| CHCCCS009 | Facilitate responsible behaviour | √ | | | | | √ | √ |

| Unit Code | Unit Title | Written Questions | Simulated Project | Workplace Project and Portfolio | Research Project | Workplace Observation | Case studies, Journal | Role Play |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------------------|------------------|-----------------------|-----------------------|-----------|
| CHCCSL003 CHCCSL001 | Facilitate the counselling relationship and process (CLUSTERED) Establish and confirm the counselling relationship (CLUSTERED) | √ | | | √ | √ | √ | √ |
| CHCCSM013 | Facilitate and review case management | √ | | √ | | | √ | √ |
| CHCCCS019 | Recognise and respond to crisis situations | √ | | | | | √ | √ |
| CHCDFV001 | Recognise and respond appropriately to domestic and family violence | √ | | | | | √ | √ |
| CHCCSM014 | Provide case management supervision | √ | √ | | | | √ | √ |
| CHCCSM016 | Undertake advanced assessments | √ | √ | √ | | √ | √ | √ |

12. Assessment Feedback

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| Assessment Feedback | <p>Feedback and input from learners and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and during the validation processes.</p> <p>Feedback from learners</p> <ul style="list-style-type: none"> To assist with continuous improvement processes, learners are given opportunities to provide feedback during the course of their study <p>Trainer/assessor feedback and comments</p> <ul style="list-style-type: none"> Feedback from trainers/assessor are formally sought during the scheduled validation activities. <p>Industry consultation including Work Placement Provider (if applicable) feedback</p> <ul style="list-style-type: none"> Feedback from industry representatives and work placement providers are encouraged and gathered during industry consultation process |
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| | The obtained feedback will loop with Continuous Improvement approach. Please refer to Section – Continuous Improvement. |
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13. Complaints and Appeals

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| Complaints and Appeals | <p>Complaints</p> <ul style="list-style-type: none"> Learners are informed of Menzies Institute of Technology’s Complaints and Appeals Policies during pre-training review, letter of offer and acceptance, student orientation and via the Menzies Institute of Technology’s website. If a learner has a complaint, they are encouraged to speak immediately with the trainer/assessor or student support officer to resolve the issue. If the learner is not satisfied and the issue has not been resolved, the learner will be asked to complete a Complaint/Appeal Form available from either the trainer or administration staff for referral to the compliance manager who will then investigate the complaint and advise the complainant of the outcome, in writing. <p>Assessment decision appeal</p> <ul style="list-style-type: none"> If a Learner was assessed as ‘Not Yet Satisfactory’ in any assessment task, 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. In the event that a learner is again assessed ‘Not Yet Competent’ and if a learner believes that they have not received a fair and accurate assessment of the unit requirements then they should follow the appeals procedure. <p>Please refer to MIPT07 Complaints and Appeal Policy and Procedure for further information if required.</p> |
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14. Monitoring Course Progress

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| Monitoring course progress | <p>Course progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none"> early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification. contacting (by phone or email) those learners with poor attendance and have not contacted their trainer or any Menzies Institute of Technology staff (e.g. Student Services and Academics, Finance, Placement Coordinator, Manager/Coordinator) to discuss any difficulties which may be impacting their ability to participate in the course and on how the Menzies Institute of Technology can provide reasonable support that may be relevant to their situation. |
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| | Please refer to MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure for further information if required. |
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15. 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. This totals to 400 hours for the whole course. The number of hours allocated for each Phase of Work Placement Experience Hours are outlined. |

Unsupervised Hours explanation

| Title | Explanation |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus | Learners 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 learner's own time | Learners 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. *Learners undertake the self-directed learning to be able to complete the assessment tasks.*

| | Unit Code | Unit Name | Core (C) Elective (E) | SUPERVISED HOURS (AMOUNT OF TRAINING) | | | | UNSUPERVISED HOURS | | | TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS |
|----|-----------|--------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| | | | | Supervised Classroom Learning and 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 learner's own time | TOTAL UNSUPERVISED HOURS | |
| 1 | CHCDIV001 | Work with diverse people | C | 40 | 0 | 10 | 50 | 4 | 4 | 8 | 58 |
| 2 | CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety | C | 52 | 8 | 0 | 60 | 6 | 6 | 12 | 72 |
| 3 | HLTWS003 | Maintain work health and safety | C | 20 | 20 | 10 | 50 | 4 | 4 | 8 | 58 |
| 4 | CHCDEV004 | Confirm developmental status | E | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 5 | CHCADV002 | Provide advocacy and representation services | E | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 6 | CHCCCS033 | Identify and report abuse | E | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 7 | CHCCCS004 | Assess co-existing needs | C | 64 | 16 | 10 | 90 | 8 | 8 | 16 | 106 |
| 8 | CHCLEG003 | Manage legal and ethical compliance | C | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 9 | CHCPRP003 | Reflect on and improve own professional practice | C | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 10 | CHCCCS007 | Develop and implement service programs (Cluster) | C | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 11 | CHCDEV005 | Analyse impacts of sociological factors on people in community work and services (Cluster) | C | 40 | 20 | 10 | 70 | 6 | 6 | 12 | 82 |
| 12 | CHCMGT005 | Facilitate workplace debriefing and support processes | C | 64 | 16 | 15 | 95 | 8 | 8 | 16 | 111 |
| 13 | CHCCCS009 | Facilitate responsible behaviour | E | 44 | 16 | 10 | 70 | 6 | 6 | 12 | 82 |
| 14 | CHCCSL003 | Facilitate the counselling relationship and process (Cluster) | E | 64 | 16 | 15 | 95 | 8 | 8 | 16 | 111 |

| | Unit Code | Unit Name | Core (C) Elective (E) | SUPERVISED HOURS (AMOUNT OF TRAINING) | | | | UNSUPERVISED HOURS | | | TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS |
|----|-----------|---------------------------------------------------------------------|--------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------|------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------|
| | | | | Supervised Classroom Learning and 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 learner's own time | TOTAL UNSUPERVISED HOURS | |
| 15 | CHCCSL001 | Establish and confirm the counselling relationship (Cluster) | E | 40 | 20 | 10 | 70 | 6 | 6 | 12 | 82 |
| 16 | CHCCSM013 | Facilitate and review case management | C | 60 | 20 | 10 | 90 | 8 | 8 | 16 | 106 |
| 17 | CHCCCS019 | Recognise and respond to crisis situations | C | 40 | 20 | 10 | 70 | 6 | 6 | 12 | 82 |
| 18 | CHCDFV001 | Recognise and respond appropriately to domestic and family violence | C | 24 | 16 | 10 | 50 | 4 | 4 | 8 | 58 |
| 19 | CHCCSM014 | Provide case management supervision | E | 40 | 20 | 10 | 70 | 6 | 6 | 12 | 82 |
| 20 | CHCCSM016 | Undertake advanced assessments | E | 40 | 20 | 10 | 70 | 6 | 6 | 12 | 82 |
| | | TOTAL | | 896 | 324 | 200 | 1420 | 122 | 122 | 244 | 1664 |

16. Workplace Experience Placement

Workplace Experience Placement

As part of this course, learners 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 learner and the workplace supervisor from time to time (as agreed in the work placement agreement) to check progress. Learners 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 of Technology will assist the learner in finding the suitable workplace. Menzies Institute of Technology 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 learners and the centre.

The time spent by the learner in work placement in this course is critical to ensure that the learner 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 learners are required to maintain a work placement logbook to record their worked hours and record of practical tasks completed.

Learners who are already working in the community services 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 and approved by Menzies Institute of Technology.

The learner must also provide prior to commencement of Work Placement allocation for the following at their own cost:

- 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.

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

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| | <ul style="list-style-type: none"> • Work Placement Tasks booklet for Work Placement • Work Placement Observation booklet for Work Placement <p>Work placement agreement must sign prior to starting the placement by the learner, workplace provider and Menzies Institute of Technology representative.</p> <p>Workplace Supervisor/Assessor will be allocated to rostered group of learners during the placement. Workplace Supervisor/Assessor would provide guided learning and practical demonstrations for learners and observe and assess the learners' performance and provides feedback continuously. The learner required to complete the work placement hours and collect the signature of the Workplace Supervisor/Assessor to confirm the hours completed.</p> <p>Learners required to complete the work placement task booklet during the placement and submit to the Workplace Supervisor/Assessor.</p> <p>The Workplace Supervisor/Assessor will provide the final assessment outcome for the learners and provide feedback accordingly. The completed Placement Tasks Booklets by learners 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 learner. 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 learners 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 Workplace Supervisor/Assessor, Work Placement Coordinator and Course Coordinator.</p> <p>The ultimate accountability and responsibility for the assessment of learners during the work placement professional experience is Menzies Institute of Technology.</p> |
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17. Facilities and Resources

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| Training Resources | <p><u>Learning & Assessment Resources provided by the Institute to Learners</u></p> <p><input checked="" type="checkbox"/> Learner Workbook, Learner Guide and Powerpoints</p> <p>Learner guide for each unit provided to the learners and is the core learning material for learners. Learner workbook has questions that learners complete to check their knowledge and form formative assessments to make sure MIT provide underpinning knowledge and skills to all the learners prior to summative assessments.</p> <p>Formative assessment may include:</p> <ul style="list-style-type: none"> • Quizzes • Short answer questions • Practical demonstration checklists <p><input checked="" type="checkbox"/> Other handouts</p> |
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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 learner 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 learner will have access to CANVAS Learning Management System. This is where the learners can communicate and interact with trainers and assessors, interact with learning resources and materials and download resources for each unit of competency.

Learning & Physical Resources that the learners must provide

The following is a list of learning and physical resources for learners 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 (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:
 - Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder
 - Wear closed toe shoes (no runners, ugg boots or sandals) and dental laboratory appropriate clothes (no jeans or denim).
 - Hair is neatly presented and is off your face and above your collar.
 - Remove all rings and wrist jewellery including watches during practical sessions. The only jewellery permitted is ear studs/nose studs.
 - Fingernails must be short and filed.
 - No fingernail extensions ('acrylics') are allowed and no nail polish allowed.

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

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| | The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency. |
| Development of Training and Assessment Resources | The Menzies Institute of Technology develops its own training and assessment resources or engage external organisations to develop its customised resources. In the event that off-the-shelf training and assessment resources are used, the Menzies Institute of Technology ensures that there are no copyright limitations to restrict the Menzies Institute of Technology to undertake contextualisation of such resources to meet its training requirements. Third party learner resources reviewed by course coordinators and trainer/assessors through pre-validation process to ensure requirements are met. Trainers/Assessors have flexibility to supplement with additional training materials as they see fit. |

18. Access and Equity

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| Access and Equity | <p>Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to Learners' commencing programs. Customised delivery and assessment strategies, including reasonable adjustments, will be designed to meet learner needs.</p> <p>The Menzies Institute of Technology has a range of student support services that Learners are able to access. Support services include student administration services, academic support services to assist Learners who may require further assistance.</p> <p>Please refer to MITP28 Student Support Services and Welfare Policy and Procedure for further information if required.</p> |
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19. Reasonable Adjustments and Learner Support

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| Reasonable Adjustments and Learner Support | <ul style="list-style-type: none"> • The Menzies Institute of Technology identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLND test before 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 Menzies Institute of Technology provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to: <ul style="list-style-type: none"> ○ Taking into account language, literacy and numeracy requirements. ○ Making adjustments to the physical environment or venue. ○ Considering age, gender; cultural beliefs and background, traditional practices, religious observances. ○ Considering learners with disability(ies). ○ Deferment of study. ○ Help with a Special Consideration application. ○ Assistance with study skills through practical advice. |
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- Monitoring course progress
 - In addition, support on assessment arrangements are provided as follows, but not limited to:
 - Scheduling flexible assessment sessions.
 - Providing assessment materials in a variety of formats (large fonts, electronic, symbols).
 - Providing LLND support.
 - Arranging for or allowing a member of their community to be present at the assessment, if required.
 - Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes.
 - Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner's work is assessed to be 'not satisfactory' on a given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency.
 - Learners are given adequate time to work on assessments and projects.
 - Additional training and tutorials, if required.
 - 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, Menzies Institute of Technology administration staff and management.
 - Assistance is available to learners via telephone, email and/or face-to-face.
 - The Menzies Institute of Technology reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the Menzies Institute of Technology.
- Please refer to **MITP83 Reasonable Adjustment Policy and Procedure** for further information if required.

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

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| <p>Demonstration of Competence through Recognition of Prior Learning (RPL)</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"> • 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. <p>Evidence you might need to supply</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"> • 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. <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further information if required.</p> |
| <p>Credit Transfers (CT)</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 information if required.</p> |

21. Certification Issuance and Statement of Attainments

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| Certification Issuance and Statement of Attainments | <ul style="list-style-type: none">• 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.• If a student has been withdrawn/cancelled from the qualification, the student will be issued with a Statement of Attainment for each unit of competency where he/she has been assessed as Competent.• At any point before the completion of the program, a learner may request an Interim Transcript for record of unit of competency where he/she has been assessed as Competent. |
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Appendix 1: Timetable sample

Menzies Institute of Technology provides rolling intake so Learners can enrol at a unit commencement. The intake dates are typically set once per month.

Each week of classes are set as 20 hours of Face to Face classroom delivery.

Please refer to Session plan for detailed information on how hours are distributed between training and assessments.

The table below shows the duration of each Term and Term Break duration. Please note the sequence of units and allocation of term breaks and term break durations will differ slightly based on intake month. A Completion Activity Period at end of learner's timetable is allocated to allow for course completion and finalisation of marking/results. Please note Completion Activity Period is not allocated if learner's enrolment included extended term break due to longer holiday period (e.g. Christmas break period)

| Timetable Sample | | |
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| Term 1: 11 weeks, Term 2: 10 weeks, Term 3: 10 weeks, Term 4: 10 weeks, Term 5: 10 weeks, Term 6: 10 weeks, Work Placement: 5 weeks | | |
| Total Term Break and Completion Activity period: 12 weeks | | |
| Qualification, class and commencement date: | CHC52021 Diploma of Community Services | |
| Week | Subject/unit/module | Assessment schedule |
| 1 | CHCDIV001 Work with diverse people | 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 |
| 2 | CHCDIV001 Work with diverse people | 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. |
| 3 | CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety | 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 |
| 4 | CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety | 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. |
| 5 | CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety | Learning activity and discussion regarding theory assessment and practical assessment. |

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| | | Assessment Task 3 – Research project on promoting Aboriginal and/or Torres Strait Islander cultural safety |
| 6 | HLTWHS003 Maintain work health and safety | 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 |
| 7 | HLTWHS003 Maintain work health and safety | 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. |
| 8 | CHCDEV004 Confirm developmental status | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 9 | CHCDEV004 Confirm developmental status | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 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 |
| 11 ~ 12 | Term Break | |
| 13 | CHCADV002 Provide advocacy and representation services | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 14 | CHCADV002 Provide advocacy and representation services | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 15 | CHCADV002 Provide advocacy and representation services | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Providing Advocacy and representation services |

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| | | | Assessment Task 4 – Role Play on client and worker relationship on advocacy and representation services |
| 16 | CHCCCS033 | Identify and report abuse | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 17 | CHCCCS033 | Identify and report abuse | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 18 | CHCCCS033 | Identify and report abuse | 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 |
| 19 | CHCCCS004 | Assess co-existing needs | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 20 | CHCCCS004 | Assess co-existing needs | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 21 | CHCCCS004 | Assess co-existing needs | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Steps for Assessing co-existing needs |
| 22 | CHCCCS004 | Assess co-existing needs | 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 |
| 23 ~ 24 | Term Break | | |
| 25 | CHCLEG003 | Manage legal and ethical compliance | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 26 | CHCLEG003 | Manage legal and ethical compliance | Learning activity and discussion regarding theory assessment and practical assessment. |

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| | | Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 27 | CHCLEG003 Manage legal and ethical compliance | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 2 – Simulation Practical Simulation – Informing and managing legal and ethical compliance.</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for identifying and managing legal and ethical compliance on client scenarios</p> |
| 28 | CHCPRP003 Reflect on and improve own professional practice | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |
| 29 | CHCPRP003 Reflect on and improve own professional practice | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 2 – Simulation Practical Simulation – Informing and managing legal and ethical compliance.</p> <p>Assessment Task 3 – Case Studies for knowledge evidence assessment</p> |
| 30 | CHCPRP003 Reflect on and improve own professional practice | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for identifying and managing legal and ethical compliance on client scenarios</p> <p>Assessment Task 5 – Research Project on self professional development portfolio</p> |
| 31 | CHCCCS007 Develop and implement service programs | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |
| 32 | CHCCCS007 Develop and implement service programs | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 3 – Case Studies for knowledge evidence assessment</p> |
| 33 | CHCCCS007 Develop and implement service programs | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 2 – Simulation Practical Simulation – Developing and implementing services programs for clients</p> |

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| | | Assessment Task 4 – Role Play on worker and supervisor interaction for developing and implementing services programs for clients |
| 34 | CHCDEV005 Analyse impacts of sociological factors on people in community work and services | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 35 ~ 36 | Term Break | |
| 37 | CHCDEV005 Analyse impacts of sociological factors on people in community work and services | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 38 | 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 |
| 39 | CHCMGT005 Facilitate workplace debriefing and support processes | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 40 | CHCMGT005 Facilitate workplace debriefing and support processes | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 41 | CHCMGT005 Facilitate workplace debriefing and support processes | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Developing and implementing services programs for clients |
| 42 | CHCMGT005 Facilitate workplace debriefing and support processes | 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 |
| 43 | CHCCCS009 Facilitate responsible behaviour | Learning activity and discussion regarding theory assessment and practical assessment. |

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| | | Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 44 | CHCCCS009 Facilitate responsible behaviour | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 45 | CHCCCS009 Facilitate responsible behaviour | 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 |
| 46 | CHCCSL003 Facilitate the counselling relationship and process | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 47 ~ 48 | Term Break | |
| 49 | CHCCSL003 Facilitate the counselling relationship and process | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 50 | CHCCSL003 Facilitate the counselling relationship and process | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 2 – Simulation Practical Simulation – Facilitating the counselling relationship and process |
| 51 | CHCCSL003 Facilitate the counselling relationship and process | 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 |
| 52 | CHCCSL001 Establish and confirm the counselling relationship | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment |
| 53 | CHCCSL001 Establish and confirm the counselling relationship | Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment |
| 54 | CHCCSL001 Establish and confirm the counselling relationship | Learning activity and discussion regarding theory assessment and practical assessment. |

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| | | <p>Assessment Task 2 – Simulation Practical Simulation – Processes for establishing and confirming the counselling relationship</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for establishing and verifying the counselling relationship</p> |
| 55 | CHCCSM013 Facilitate and review case management | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |
| 56 | CHCCSM013 Facilitate and review case management | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment</p> |
| 57 | CHCCSM013 Facilitate and review case management | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 2 – Simulation Practical Simulation – Facilitating and reviewing case management policies</p> |
| 58 | CHCCSM013 Facilitate and review case management | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for facilitating and reviewing case management strategies</p> |
| 59 ~ 60 | Term Break | |
| 61 | CHCCCS019 Recognise and respond to crisis situations | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |
| 62 | CHCCCS019 Recognise and respond to crisis situations | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment</p> |
| 63 | CHCCCS019 Recognise and respond to crisis situations | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 2 – Simulation Practical Simulation – Recognising and responding to crisis situations</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for recognising and responding to crisis situations</p> |
| 64 | CHCDFV001 Recognise and respond appropriately to domestic and family violence | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |

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| | | <p>Assessment Task 2 – Simulation Practical Simulation – Recognising and responding to domestic and family violence</p> <p>Assessment Task 5 – Research Project on current issues and challenges in Australian society for domestic and family violence</p> |
| 65 | CHCDFV001 Recognise and respond appropriately to domestic and family violence | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction on recognising and responding to domestic and family violence</p> <p>Assessment Task 5 – Research Project on current issues and challenges in Australian society for domestic and family violence</p> |
| 66 | CHCCSM014 Provide case management supervision | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |
| 67 | CHCCSM014 Provide case management supervision | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment</p> |
| 68 | CHCCSM014 Provide case management supervision | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> <p>Assessment Task 2 – Simulation Practical Simulation – Case management practices</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for reporting client case updates</p> |
| 69 | CHCCSM016 Undertake advanced assessments | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> |
| 70 | CHCCSM016 Undertake advanced assessments | <p>Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 3 – Case Studies for knowledge evidence assessment</p> |
| 71 | CHCCSM016 Undertake advanced assessments | <p>Learning activity and discussion regarding theory assessment and practical assessment.</p> |

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| | | <p>Assessment Task 2 – Simulation Practical Simulation – Processes for undertaking advanced assessments</p> <p>Assessment Task 4 – Role Play on worker and supervisor interaction for process of undertaking advanced assessments</p> |
| 72 | Work Placement (40 hours) | Work placement assessment for HLTHWS003, CHCDEV004, CHCADV002, CHCCCS033, CHCCCS004, CHCLEG003 |
| 73 | Work Placement (40 hours) | Work placement assessment for CHCLEG003, CHCPRP003, CHCCCS007, CHCMGT005 |
| 74 | Work Placement (40 hours) | Work placement assessment for CHCMGT005, CHCCCS009, CHCCSL003, CHCCSM013, CHCCCS019 |
| 75 | Work Placement (40 hours) | Work placement assessment for CHCDEV005, CHCDFV001, CHCCSM014 |
| 76 | Work Placement (40 hours) | Work placement assessment for CHCCSM016, CHCCSL001 |
| 77 ~ 78 | Term Break | |