MFH01 Student Handbook – CHC33021

Certificate III in Individual Support

Menzies College of Nursing & Health

Level 4, 355 Spencer Street
West Melbourne, VIC 3003
Phone: 1300 244 002

MFH01

STUDENT HANDBOOK

CHC33021

Certificate III in Individual Support

- 26 weeks full-time course
- 120 hours of mandatory work placement
- Nationally recognised qualification: CHC33021 Certificate III in Individual Support, preparing students for roles in aged care and disability support

RTO Code: 21834 | CRICOS Code: 02815M

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1. WELCOME TO CERTIFICATE III IN INDIVIDUAL SUPPORT

1.1 Welcome Message from Head of School Health

Dear Individual Support Students,

Welcome to Menzies College of Nursing & Health.

You are beginning your journey toward becoming a qualified individual support worker, equipped with the practical skills and foundational knowledge required to provide person-centred care in aged care, disability, and community support settings. This qualification focuses on developing the essential competencies needed to support individuals to maintain their independence, wellbeing, dignity, and quality of life.

As an Individual Support student, you will build hands-on care skills, effective communication techniques, and a strong understanding of safe, legal, and ethical work practices. You will learn how to work under supervision as part of a care team, follow individualised support plans, and respond appropriately to the needs of people with ageing-related conditions, disability, or complex support requirements.

The ageing and disability care sector is dynamic and growing, with increasing demand for compassionate and skilled support workers. This course prepares you to enter the workforce with confidence by combining classroom learning, practical simulation, self-directed study, and mandatory work placement, ensuring you are job-ready and aligned with current industry standards.

Our experienced training team is committed to supporting your success throughout the course. You will learn in industry-realistic environments, develop practical confidence, and gain the professional behaviours expected of individual support workers.

Welcome to your pathway into the ageing and disability care workforce, where you can make a meaningful difference in the lives of others.

Sherwin Ycaza
Head of School - Health
sherwin@menzies.vic.edu.au

1.2 About the Individual Support Qualification

The CHC33021 Certificate III in Individual Support is a nationally recognised qualification that prepares students for entry-level roles providing direct, person-centred support to individuals in aged care, disability, and community care settings. Graduates work under supervision (by a nurse or care manager) and follow individualised support plans to assist people to maintain their independence, wellbeing, and quality of life.

Program Focus

This qualification develops essential practical skills and professional behaviours required for safe and effective support work, including:

- Person-Centred Care: Foundational skills to provide individualised support that respects dignity, choice, and independence
- Direct Care Skills: Hands-on training in personal care, mobility support, mealtime assistance, infection control, and workplace safety
- Communication and Teamwork: Effective communication with clients, families, and care teams in diverse care environments
- Ethical and Legal Practice: Understanding of duty of care, professional boundaries, and legal responsibilities
- Cultural Awareness: Inclusive practice and respect for diversity in care settings, including cultural safety principles

Learning and Practice

- Delivered through a blended learning approach, combining:
    - Face-to-face classroom learning
    - Practical simulation training
    - Self-directed learning activities
    - Mandatory 120 hours of supervised work placement
- Students develop confidence through industry-realistic simulation before entering the workplace

Career Outcomes

Graduates may work in roles such as:

- Individual Support Worker
- Aged Care Support Worker
- Disability Support Worker
- Personal Care Worker

- Home Care Worker

Pathways

Provides a pathway to further study, including:

- Certificate IV in Ageing Support
- Certificate IV in Disability Support
- Diploma of Community Services
- Diploma of Nursing

This qualification is ideal for individuals seeking to begin a meaningful career in care, supporting people to live safely, independently, and with dignity in their homes and communities.

1.3 Your Expert Community Services Education Team

- **Head of School - Health:** Sherwin Ycaza
- **Work Placement Team**
- **Senior Ageing Support Educators/Assessors**
- **Student Support:** Student Administration Manager (academics@menzies.vic.edu.au)

1.4 Key Contact Information

- **Office Phone:** 1300 244 002
- **Academic Enquiries:** academics@menzies.vic.edu.au
- **General Enquiries:** info@menzies.vic.edu.au
- **Website:** www.menzies.vic.edu.au
- **RTO Code:** 21834 | **CRICOS Code:** 02815M

2. QUALIFICATION OVERVIEW AND STRUCTURE

2.1 Qualification Details

- **Training Package:** CHC Community Services Training Package v11
- **Qualification:** CHC33021 - Certificate III in Individual Support
- **AQF Level:** Level 3 | **CRICOS Code:** 119730M
- **Version:** 1.0 (Released 23/11/2022)

2.2 Qualification Structure

Total Units Required: 15 units consisting of:

- **9 Core Units** (mandatory)
- **6 Elective Units**
    - at least 3 units from those units listed under Group A or B
    - the remaining units from any of the Groups A, B or C below (see https://training.gov.au/training/details/CHC33021/qualdetails).
    - All Group A electives must be selected for award of the Certificate III in Individual Support (Ageing).
    - All Group B electives must be selected for award of the Certificate III in Individual Support (Disability).
    - All Group A and all Group B electives must be selected for award of the Certificate III in Individual Support (Ageing and Disability).

2.3 Units of Competency Overview

Core Units (9 units)

Unit Code	Unit Title	Type
CHCCCS031	Provide individualised support	C
CHCCCS038	Facilitate the empowerment of people receiving support	C
CHCCCS040	Support independence and wellbeing	C
CHCCCS041	Recognise healthy body systems	C
CHCCOM005	Communicate and work in health or community services	C
CHCDIV001	Work with diverse people	C
CHCLEG001	Work legally and ethically	C
HLTINF006	Apply basic principles and practices of infection prevention and control	C
HLTWHS002	Follow safe work practices for direct client care	C

Elective Units (6 units)

Unit Code	Unit Title	Type
CHCAGE011	Provide support to people living with dementia	E
CHCAGE013	Work effectively in aged care	E
CHCPAL003	Deliver care services using a palliative approach	E
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach	E
CHCDIS012	Support community participation and social inclusion	E
CHCDIS020	Work effectively in disability support	E

Note: The packaging rules applied to this qualification have resulted in no requirements for prerequisite or corequisite units.

Legend: C = Core Unit, E = Elective Unit

2.4 Unit Delivery Strategy

Sequential Delivery Approach:

- Progressive skill development from foundation knowledge (communication, safety, legal and ethical practice) to applied individual support skills
- Integrated theory and practical learning, with classroom instruction supported by hands-on simulation activities
- Simulation-first approach, ensuring all high-risk and personal care tasks are practised in a controlled environment before workplace exposure
- Mandatory 120-hour work placement scheduled after completion of required theory and simulation to ensure student readiness and safe practice

Delivery Features:

- **Each unit is delivered and assessed individually, in accordance with the Training Package and TAS**
- **No clustering or integrated assessment is applied; all units maintain separate learning and assessment outcomes**
- **Learning includes a blended approach, combining:**
  - **Face-to-face classroom delivery**
  - **Practical simulation training**
  - **Self-directed learning activities**
- **Unit sequencing ensures learners enter work placement with demonstrated competence in essential skills and professional behaviours**

2.5 Career Pathways and Outcomes

Employment Opportunities:

- Graduates of the Certificate III in Individual Support may gain employment in direct care and support roles, including:
  - Individual Support Worker – Providing person-centred support in aged care, disability, or community settings
  - Aged Care Support Worker / Personal Care Worker – Assisting clients with daily living activities in residential or home-based care

- Disability Support Worker – Supporting individuals with disability to achieve independence and community participation
- Community/Home Care Worker – Delivering in-home and community-based support services
- Personal Care Assistant (PCA) – Providing direct personal care

Further Study Options:

This qualification provides a foundation for further training and career progression, including:

- Certificate IV in Ageing Support
- Certificate IV in Disability Support
- Diploma of Community Services
- Diploma of Nursing

3. ADMISSION REQUIREMENTS AND ENTRY PATHWAYS

3.1 General Requirements (All Students)

Academic Prerequisites:

- **Minimum Age:** 18 years
- **Education:** Satisfactory completion of Australian Year 12 or equivalent
- **Physical Capability:** Physical attributes suitable for aged care or disability services placement
- **Study Commitment:** Availability for a 20 hours per week face to face class in the campus with additional of self-directed learning.

Pre-Enrolment Assessments:

- **Genuine Student Test/Pre-Training Review:** Identifying training needs, course relevance, and career suitability
- **Language, Literacy, Numeracy and Digital Literacy (LLND) Assessment:** Ensuring adequate foundation skills for AQF Level 3

3.2 Domestic Students

Academic Requirements:

- Australian Year 12 or equivalent completion
- Demonstrated literacy and numeracy skills appropriate for AQF Level 3
- Physical attributes suitable for aged care or disability services placement

Work Placement Requirements (before commencement):

- Proof of up-to-date immunisation
- Satisfactory National Police Clearance/Australian Federal Police Clearance Certificate (AFP)
- Working with Children Check

3.3 International Students

Academic Requirements:

- Age 18 years or above
- Satisfactory completion of equivalent of Australian Year 12 or higher
- Physical attributes suitable for aged care or disability services placement

English Language Proficiency (one of):

Test	Requirement
IELTS (General or Academic)	6.0 overall score
PTE Academic	50 overall score
TOEFL	64 overall score
Cambridge C1 Advanced	169 overall score
OET	B each component
ELICOS (General English or equivalent)	Upper Intermediate level completion

Alternative English Requirements:

- Five years English-medium education in approved countries OR
- Successful completion of Australian foundation course or Certificate IV within two years OR
- Evidence of studying in English for at least five years in approved English-speaking countries

Additional Requirements:

- Same work placement requirements as domestic students
- Compliance with student visa requirements

3.4 Primary Entry Pathways

Primary Entry Pathway:

- Individuals with little or no prior knowledge in aged care or disability services
- Career advancement seekers planning aged care or disability services careers

- Professionals able to attend regular face-to-face classes

Alternative Entry Pathways:

- Career advancement seekers with formal qualifications
- Industry professionals seeking management roles
- International students meeting English requirements

3.5 Recognition of Prior Learning (RPL) and Credit Transfer

RPL Opportunities:

- Assessment of relevant community services work experience
- Recognition of formal qualifications and training
- Competency-based assessment for management and coordination experience

Credit Transfer:

- Equivalent units from CHC33021 completed at other RTOs
- Previous qualifications with equivalent outcomes
- International qualifications assessed as equivalent

Evidence Requirements:

- Official transcripts and certifications
- Work samples and professional portfolio
- References from employers or supervisors
- Professional development certificates

4. COURSE DELIVERY AND STRUCTURE

4.1 Comprehensive Delivery Overview

Duration: 26 weeks full-time program

- **Supervised Classroom Sessions:** 21 weeks (20 hours per week)
- **Work Placement:** 120 hours (3 weeks at 40 hours per week)
- **Term Breaks:** 2 weeks scheduled throughout program

Study Mode: Full-time (26 weeks total)

- **Supervised Learning:** 540 hours (classroom, practical training, work placement)

- **Unsupervised Learning:** 660 hours (self-study and assessment preparation)

4.2 Volume of Learning

Total Hours: 1,200 hours (complies with AQF Level 3 requirements)

Volume Components:

- **Supervised Classroom Learning:** 420 hours (trainer-led instruction, interactive activities, simulation, assessments)
- **Work Placement:** 120 hours (real workplace experience and assessment)
- **Individual Learning & Reflection:** 660 hours (self-directed study, online modules, research, written assignments completion)

4.3 Delivery Locations

Melbourne, Victoria location

- **Address:** Level 4, 355 Spencer Street, West Melbourne VIC 3003
- **Purpose:** Theory classes, simulation activities, assessments, student services

Perth, Western Australia location

- **Address:** Level 7 251 Adelaide Tce Perth, WA 6000
- **Purpose:** Theory classes, simulation activities, assessments, student services

4.4 Training Delivery Methods

Face-to-Face Learning:

- Interactive classroom sessions covering aged care and disability support knowledge, with trainer-led demonstrations
- Hands-on simulation training to practise individual support and personal care skills in a safe, supervised environment
- Problem-solving activities and case studies based on real care scenarios
- Real-world scenario practice and role-play to build communication, teamwork, and professional behaviour
- Supervised work placement experience to apply skills and knowledge in approved care settings

Blended Learning Components:

- CANVAS LMS platform access for digital resources
- Interactive online modules for theory content
- Self-paced learning activities and assessments
- Digital resources and multimedia content
- Video and case study materials

Assessment Integration:

- Theory assessments (off-campus completion)
- Practical demonstrations (on-campus simulation)
- Progressive skill building through sequential units
- Work placement assessments in real aged care/community/disability services settings

4.5 Work Placement Structure

Total Work Placement Requirement: 120 hours over 3 weeks

- **Distribution:** Integrated throughout program delivery
- **Timing:** After completion of relevant theoretical components
- **Settings:** Community services/Aged Care Facilities/NDIS services organizations under Memorandum of Understanding
- **Supervision:** Qualified support services professionals
- **Assessment:** Real workplace competency evaluation

4.6 Academic Calendar Management

Progressive Delivery Structure:

- Sequential unit delivery with strategic break periods
- Public holidays managed with same-week rescheduling
- Consistent supervised hour delivery maintained
- Advanced notice provided for schedule changes

Completion Requirements:

- Completion of all 15 units of competency
- Successful completion of 120 hours work placement
- Satisfactory assessment outcomes across all units
- Attendance compliance as per MITP02 Course Progress Policy

- Academic integrity maintenance as per MITP23

5. ASSESSMENT FRAMEWORK

5.1 Assessment Philosophy

Principles Applied:

- **Validity:** Assessments measure required community services competencies accurately
- **Reliability:** Consistent assessment standards across all tasks
- **Flexibility:** Reasonable adjustments available for diverse learners
- **Fairness:** Equitable assessment opportunities for all students
- **Industry Relevance:** Real-world application focus for community services practice

Assessment Integration:

- Aligned with training delivery, ensuring assessments reflect the knowledge and practical skills taught in each unit
- Progressive skill development, moving from foundation knowledge to applied individual support and care skills
- Real-world application focus, using practical tasks, simulations, and workplace evidence
- Industry-relevant assessment, meeting current aged care and disability support standards

5.2 Assessment Methods Matrix

Assessment Method	Description	Application
Written Questions	Knowledge testing and theoretical understanding	All 15 units (100%)
Case Studies & Journal	Real-world scenario analysis and reflection	15 units (100%)
Role Play	Interpersonal skills and communication demonstration	15 units (100%)
Workplace Project & Portfolio	Real workplace task completion and documentation	4 units (27%)
Research Project	Evidence-based practice investigation	15 units (100%)
Simulated Project	Controlled environment skill demonstration	15 units (100%)
Workplace Observation	Direct observation of workplace performance	4 units (27%)

5.3 Assessment Delivery Arrangements

Theory Assessments:

- **Location:** Off-campus (student's own time)
- **Format:** Written responses, case studies, research projects, reflective journals
- **Submission:** Physical copy to trainer
- **Timeline:** Two weeks for marking and feedback

Practical Assessments:

- **Location:** On-campus simulation facilities (Healthcare Simulation Laboratory #2)
- **Format:** Role-plays, simulations session
- **Observation:** Direct assessor supervision
- **Recording:** Paper-based completion with digital backup where appropriate

Work Placement Assessments:

- **Location:** Real aged care/community/disability care services workplace settings
- **Format:** Workplace observation, task completion, portfolio development
- **Supervision:** Qualified workplace assessors with placement coordinator oversight
- **Duration:** 120 hours across multiple placement periods

5.4 Assessment Standards and Outcomes

Individual Tasks: Satisfactory/Not Satisfactory
Unit Outcomes: Competent/Not Yet Competent
Evidence Collection: Sufficient, valid, authentic, current for community services competency
Documentation: Comprehensive records maintained as per RTO requirements

5.5 Reassessment and Re-enrolment

Reassessment Opportunities:

- Two attempts per assessment task without additional cost
- Specialized coaching required if competency not achieved after second attempt
- Additional fees apply for further reassessment attempts

Re-enrolment Process:

- Available for units not successfully completed
- Must occur within one year of initial completion
- Fees apply as per current fee schedule
- Complete unit re-delivery including all assessments

6. INDIVIDUAL SUPPORT SIMULATION GUIDELINES

6.1 Simulation Overview

The Individual Support Simulation Facilities provide students with industry-realistic learning experiences that replicate aged care and disability support environments. These simulation spaces are designed to prepare students for safe, person-centred direct care, allowing learners to practise essential skills in a controlled, supervised setting before entering the workplace.

Simulation training supports the development of practical competence, professional behaviour, and confidence in performing individual support tasks in accordance with workplace policies, procedures, and duty-of-care requirements.

Learning Outcomes:

Through simulation activities, students will be able to:

1. Provide person-centred support that promotes independence, dignity, and wellbeing
2. Demonstrate communication, safe personal care skills, including mobility support, manual handling, hygiene, and mealtime assistance
3. Apply infection control and WHS practices in simulated care environments
4. Communicate effectively with clients and care team members in support scenarios
5. Follow individualised support plans under supervision
6. Reflect on practice to improve skill performance and professional conduct

6.2 Simulation Facilities

Location: Level 4, 355 Spencer Street, West Melbourne VIC 3003 and Level 7 251 Adelaide Tce Perth, WA 6000

Healthcare Simulation Laboratory:

- **Area:** Simulated clients room environment
- **Capacity:** 25 students
- **Equipment:** Meeting table, chairs, WiFi access, trainer desk, professional consultation setup
- **Purpose:** Counselling practice, case conferences, professional meetings, client consultations

6.3 Simulation Guidelines

Professional Conduct:

- Professional attire required for all simulation sessions
- Respectful, confidential treatment of all simulation scenarios
- Appropriate professional boundaries maintained
- Mobile phones off/silent during simulation activities

Simulation Scenarios:

Simulation activities may include:

- Personal care support scenarios, including hygiene, grooming, toileting, and continence care
- Mobility and manual handling practice, including transfers, use of hoists, slide sheets, and mobility aids
- Mealtime assistance and nutrition support, following individualised support plans
- Infection control and workplace safety scenarios, including hand hygiene, PPE use, and hazard identification
- Communication and interaction scenarios, practising respectful, person-centred communication with clients and care teams
- Responding to common care situations, such as changes in client comfort, behaviour, or wellbeing, in line with workplace procedures

Simulation scenarios are completed under trainer supervision and prior to work placement, ensuring students can safely and confidently apply skills in real care environments.

6.4 Simulation Session Procedures

Attendance Requirements:

- 100% attendance required for all simulation sessions
- Professional conduct expected at all times
- Active participation in all simulation activities
- Constructive feedback provision to peers

Confidentiality Requirements:

- All simulation information treated as confidential

- Professional treatment of all simulation participants required
- No performance information shared with other students
- Respectful approach to sensitive community services scenarios

7. WORK PLACEMENT

7.1 Work Placement Overview

Work placement provides essential opportunities for Individual Support students to apply their knowledge and practical skills in real aged care and disability support environments. Through supervised workplace experience, students develop confidence in delivering safe, person-centred support while working as part of a care team and following individualised support plans.

Work placement allows students to practise direct care tasks, demonstrate professional behaviour, and meet the mandatory workplace evidence requirements of the qualification.

Work Placement Requirements:

- **Total Hours:** 120 hours completed over 3 weeks (minimum 40 hours per week), as required by the CHC33021 qualification
- **Supervision:** Qualified and experienced workplace supervisors, with assessment oversight by the RTO assessor
- **Assessment:** Competency-based assessment through workplace tasks and observation aligned to unit assessment requirements
- **Documentation:** Completion of required work placement logbooks, assessment records, and supervisor feedback

Work placement is undertaken after completion of required theory and simulation training, ensuring students enter the workplace prepared to practise safely and effectively.

7.2 Work Placement Schedule and Settings

Work Placement Timing

- Work placement is completed after students have successfully completed the required theory and simulation training
- Placement occurs toward the end of the program, ensuring students are prepared to practise safely and competently

- Placement is structured to meet the mandatory 120 hours required by the qualification

Work Placement Settings

Work placement is undertaken in approved aged care and disability support settings, which may include:

- Residential aged care facilities
- Home and community care services
- Disability support organisations
- NDIS-registered service providers
- Supported independent living (SIL) or group home settings
- Community-based aged care or disability support services

All placement sites are approved by the RTO and provide appropriate supervision to support competency-based assessment and safe practice.

7.3 Work Placement Eligibility and Prerequisites

Academic Requirements:

- Completion of relevant theory and simulation components
- Successful completion of prerequisite assessments
- Demonstration of competency in foundational units
- Professional conduct maintenance throughout program

Documentation Requirements:

- Valid National Police Clearance
- Working with Children Check (WWC)
- Current immunization records meeting facility requirements
- Professional identification and appropriate attire

7.4 Professional Conduct During Work Placement

Professional Expectations:

- Punctual attendance and professional presentation
- Respectful, ethical, and culturally safe practice
- Compliance with workplace policies and procedures
- Professional communication with clients, families, and colleagues
- Appropriate scope of practice for qualification level

Prohibited Conduct:

- Breaching client confidentiality or privacy
- Practicing beyond scope of qualification
- Unprofessional behaviour or conduct
- Using personal devices during client contact
- Attending placement under influence of substances

7.5 Work Placement Assessment Process

Assessment Methods:

Assessment of competency may include:

- Direct observation of individual support tasks, including personal care, mobility support, and safe work practices in simulation and the workplace
- Review of workplace documentation, such as support plans, progress notes, and work placement records, where applicable to the unit
- Oral questioning and structured discussions to confirm understanding of care practices, safety, and professional responsibilities
- Completion of assessment tasks and evidence portfolios, including written responses, case studies, and practical checklists
- Workplace supervisor feedback, contributing to evidence of performance during work placement
- Self-reflection activities, supporting continuous improvement and professional development at an entry-level support worker standard

7.6 Critical Incident Management

Critical Incidents Include:

Critical incidents are events that may impact the safety, wellbeing, or rights of clients, students, or staff and must be reported in accordance with workplace and RTO procedures. These may include:

- Client safety concerns or risks, such as falls, injuries, or sudden changes in health or wellbeing
- Workplace injuries or accidents, including incidents involving manual handling, equipment, or exposure to hazards
- Ethical or professional boundary concerns, including breaches of privacy, dignity, or duty of care
- Severe client distress or behavioural concerns, requiring immediate support or escalation to a supervisor
- Workplace safety or security issues, including aggressive behaviour, unsafe environments, or emergency situations

Students must immediately report all critical incidents to their workplace supervisor and the RTO, and follow organisational policies, procedures, and incident reporting requirements.

Incident Response Procedure:

1. **Immediate Response:** Ensure safety, activate workplace emergency procedures
2. **Notification:** Report to supervisor immediately, notify Work Placement Coordinator within 24 hours
3. **Documentation:** Complete incident reports for both workplace and College
4. **Support:** Access debriefing and professional support services
5. **Follow-up:** Participate in review and learning processes

8. STUDENT SUPPORT SERVICES

8.1 Comprehensive Student Support Framework

Academic Support Services:

- Study skills support tailored to Certificate III learning, including time management, assessment understanding, and study strategies
- Assessment preparation assistance, supporting students to complete knowledge tasks, case studies, and practical assessments
- Individual learning support, provided where required to assist with skill development and competency achievement
- Digital literacy support, including guidance in using learning platforms, online resources, and basic workplace documentation systems

Personal Support Services:

- Comprehensive personal support for advanced learners
- Mental health counselling and referral services
- Financial support and payment plan assistance
- Career guidance and professional development planning

8.2 Language, Literacy, Numeracy and Digital Literacy Support

LLND Assessment and Support:

- Pre-enrolment assessment for AQF Level 3 requirements
- Ongoing support throughout program delivery
- Specialized assistance for community services technical content

- Digital literacy training for community services technology

Support Services Available:

- Individual consultation and advanced learning plans
- Group study sessions and professional development workshops
- Online resources and specialized learning materials
- Referral to external professional support services

8.3 Reasonable Adjustments

Identification and Assessment:

- Pre-enrolment LLND assessment and disclosure
- Ongoing needs evaluation throughout program
- Student-initiated requests for adjustments
- Trainer identification of support needs

Types of Adjustments Available:

- Extended time for complex assessments
- Alternative assessment formats for diverse learning styles
- Assistive technology provision
- Modified learning environments
- Flexible scheduling arrangements for working professionals
- Additional tutoring and specialized support

8.4 Cultural Safety and Diversity Support

Multicultural Support:

- Culturally responsive teaching approaches
- Language support and LLND assistance
- Religious observance accommodation
- Cultural competency development programs

Aboriginal and Torres Strait Islander Support:

- Dedicated cultural safety programs and resources
- Cultural mentoring and specialized support services
- Connection with Indigenous community networks

- Culturally appropriate assessment arrangements

8.5 Professional Development Support

Career Development Services:

- Professional pathway planning and guidance
- Industry networking opportunities
- Leadership skill development programs
- Supervision and mentoring preparation

Continuing Education Support:

- Information about further study options
- Professional development opportunity guidance
- Industry certification pathway advice
- Career advancement planning assistance

9. FEES AND FINANCIAL INFORMATION

9.1 Course Investment Structure

Course fees reflect the practical, industry-focused nature of the Certificate III in Individual Support and include:

- 26-week full-time delivery program, aligned with training package and AQF 3 requirements
- Comprehensive curriculum covering 15 nationally recognised units of competency
- Training delivered by qualified and industry-experienced trainers and assessors
- Access to specialised simulation facilities for hands-on individual support and personal care training
- Coordination and assessment of 120 hours of mandatory work placement in approved aged care and disability support settings

Course fees support the delivery of quality training, practical skill development, industry-realistic learning environments, and assessment services required to prepare students for employment in individual support roles.

Fee Components:

- **Tuition Fees:** As detailed in Letter of Offer
- **Resources Included:** Prescribed learning materials, professional resources, student support materials
- **Additional Costs:** Personal stationery, computer access, reassessments, professional development activities

9.2 Payment Options and Financial Support

Flexible Payment Arrangements:

- Payment plans available for domestic and international students
- Professional development payment options
- Financial counselling and planning assistance
- Payment modifications for unexpected circumstances

Financial Support Services:

- Information about government funding options
- Professional development scholarship guidance
- Payment plan adjustments for hardship circumstances
- External funding source referrals and support

9.3 Additional Fees

Reassessment Fees:

- Individual assessment task re-attempts: As per fee schedule
- Unit re-enrolment: Based on unit complexity and duration
- Work placement make-up time: As per current fee schedule
- Late enrolment or administrative changes: Standard administrative fees

Professional Development Fees:

- Optional professional development activities
- Industry certification preparation courses
- Professional association membership support

10. COMPLAINTS AND APPEALS

10.1 Informal Resolution Process

First Step Resolution:

- Direct discussion with community services educator or assessor
- Contact Student Administration Manager for program-specific issues
- Consultation with Head of School Health for academic matters
- Professional mediation and problem-solving approach

Support Available:

- Student advocacy and professional representation
- Interpreter services and cultural support where required
- Professional counselling and guidance
- Independent mediation services

10.2 Formal Complaint Process

Formal Complaint Procedure:

1. **Written Complaint:** Complete MFS04 Complaint/Appeal Form
2. **Investigation:** Professional management review and evidence gathering
3. **Response:** Written outcome within specified timeframes
4. **Resolution:** Implementation of agreed professional solutions
5. **Follow-up:** Monitoring and review of outcomes

Complaint Categories:

- Academic complaints (assessment, teaching, course content, professional standards)
- Administrative complaints (enrolment, fees, services, professional conduct)
- Facility complaints (infrastructure, equipment, accessibility, professional environment)
- Professional practice complaints (staff or student professional behaviour)

10.3 Assessment Appeals Process

Assessment Appeal Rights:

- Two attempts provided without additional cost
- Professional coaching and support required after second attempt
- Independent review by qualified external assessor
- Fair and transparent professional appeal process

Appeal Grounds:

- Procedural issues in assessment conduct
- Professional bias concerns or unfair treatment
- Evidence disputes regarding adequacy or authenticity
- Reasonable adjustment inadequacies for professional practice
- Professional competency assessment concerns

10.4 External Review Options

Regulatory Bodies:

- **ASQA:** Australian Skills Quality Authority for RTO-related complaints
- **Commonwealth Ombudsman:** Government-related issues
- **Professional Bodies:** Community services professional organizations

Student Protection:

- Student advocacy services with community services expertise
- Professional legal advice and representation options
- Independent mediation with community services understanding
- Consumer protection and fair-trading assistance

Policy Reference: MITP07 Complaints and Appeals Policy and Procedure

11. COURSE PROGRESS MONITORING

11.1 Comprehensive Progress Monitoring Framework

Monitoring Objectives:

- Early identification of students at risk of unsatisfactory progress
- Timely professional support service delivery
- Enhanced completion rates and professional success
- Consistent professional educational standards maintenance
- Professional readiness for senior community services roles

Professional Development Monitoring:

- Advanced competency progression tracking
- Leadership skill development assessment
- Professional reflection and growth monitoring
- Career readiness evaluation and support

11.2 Progress Tracking Systems

Academic Performance Monitoring:

- Unit completion tracking with professional competency focus
- Assessment submission and professional outcome monitoring
- Performance trend analysis across advanced community services cohorts
- Professional practice progression through simulation and work placement
- Professional conduct and ethical practice assessment

Professional Engagement Tracking:

- Daily attendance monitoring for theory and professional practice sessions
- Professional participation quality assessment in learning activities
- Engagement with advanced online learning platforms
- Interaction with professional support services and resources
- Professional development activity participation

11.3 Key Performance Indicators

Academic Performance	Target	Operational Performance	Target
Completion Rate	85% minimum	Resource Utilization	Optimal capacity
Unit Pass Rate	90% minimum	Professional Staff Performance	100% compliance
Student Satisfaction	4.0/5.0 minimum	Assessment Quality	Professional standards met
Employer Satisfaction	4.0/5.0 minimum	Compliance Adherence	100% regulatory
Professional Employment Rate	80% within 6 months	Risk Management	Effective professional mitigation

Policy Reference: MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy

12. CERTIFICATION AND COMPLETION

12.1 Qualification Completion Requirements

Academic Completion Criteria:

- Successful completion of all 15 units of competency
- Achievement of competent status in all professional assessments
- Successful completion of 120 hours work placement
- Professional conduct maintenance as per MITP23
- Attendance compliance meeting program requirements

Professional Readiness Assessment:

- Demonstration of advanced community services competencies
- Professional leadership and supervision capabilities
- Ethical practice and cultural safety competency
- Professional communication and collaboration skills

12.2 Certification Process and Timeline

Certification Timeline:

- **Processing Time:** 30 calendar days from completion
- **Verification Process:** Comprehensive professional record checking
- **Quality Assurance:** Multi-level approval process as per MITP58
- **Issuance:** Formal certificate and professional transcript delivery

Certificate Contents (as per MITP58):

- **Qualification Title:** CHC33021 Certificate III in Individual Support
- **Student Details:** Name, date of birth, unique identifier
- **Completion Date:** Assessment completion date
- **RTO Details:** Legal name, TOID, authorized signatures
- **Authentication:** Security features and verification codes

Professional Transcript Contents:

- **Unit Listing:** All completed units with codes and professional titles
- **Assessment Outcomes:** Competent/Not Yet Competent status
- **Completion Dates:** Individual unit completion dates
- **Work Placement:** Record of 120 hours professional workplace experience completion
- **Authentication:** Security and verification features

12.3 Career Pathway Support

Professional Employment Preparation:

- Advanced resume development and professional interview preparation
- Industry networking opportunities and professional placement support
- Leadership development pathway planning
- Professional mentoring and career guidance

Professional Development Network:

- Connection with community services graduates and professional networks
- Industry updates and continuing professional development opportunities
- Professional supervision and leadership programs
- Professional association introductions and membership support

13. IMPORTANT POLICIES AND PROCEDURES

13.1 Key MITP Policies Relevant to Individual Support Studies

Essential Academic Policies:

- **MITP11:** Admissions Policy and Procedure
- **MITP13:** Assessment, Reassessment and Re-enrolment
- **MITP15:** Recognition of Prior Learning and Credit Transfer Policy
- **MITP07:** Complaints and Appeals Policy and Procedure
- **MITP28:** Student Support Services and Welfare

Individual Support Services-Specific Policies:

- **MITP32:** Training and Assessment Strategy Development and Review Policy
- **MITP02:** Course Progress Recording, Monitoring and Reporting Policy
- **MITP78:** Work Placement Agreement Policy and Procedure
- **MITP30:** Validation and Moderation Policy and Procedure

Professional Conduct Policies:

- **MITP04:** Student Code of Conduct
- **MITP23:** Plagiarism, Collusion and Cheating Policy
- **MITP83:** Reasonable Adjustment Policy
- **MITP53:** Fair Treatment and Equal Benefits Policy

13.2 Professional Standards Integration

Individual Support Professional Standards

Students undertaking the Certificate III in Individual Support are expected to develop and demonstrate the following professional standards:

- Person-centred support practice, respecting individual needs, choices, dignity, and independence
- Cultural awareness and inclusive practice, including respect for Aboriginal and Torres Strait Islander peoples and diverse backgrounds
- Safe and responsive care, recognising and reporting risks, changes in client wellbeing, and safety concerns in line with workplace procedures
- Ethical and professional behaviour, including maintaining boundaries, confidentiality, and duty of care while working under supervision

These standards reflect the expectations of individual support workers operating in aged care and disability support environments.

Professional Development Expectations:

- Continuous professional learning and development
- Professional reflection and practice improvement
- Professional collaboration and team leadership
- Cultural competence and inclusive professional practice
- Professional accountability and ethical decision-making

13.3 Online Policy Access

Policy Repository: https://menzies.vic.edu.au/students/policies-and-forms/

14. APPENDIX: SAMPLE TIMETABLE

CHC33021 - Certificate III in Individual Support							
Term 1: 9 weeks, Term 2: 14 weeks, Work Placement: 3 weeks							
Delivery: Classroom Based face to face, 20 hours per week							
Sr No.	Unit code	Unit Name	Hours	Weeks	Term	Start Date	End Date
1	CHCDIV001	Work with diverse people	20	1		18-May-26	24-May-26
2	CHCCOM005	Communicate and work in health or community services	20	1		25-May-26	31-May-26
3	CHCLEG001	Work legally and ethically	20	1		1-Jun-26	7-Jun-26
4	HLTWHS002	Follow safe work practices for direct client care	20	1		8-Jun-26	14-Jun-26
5	HLTINF006	Apply basic principles and practices of infection prevention and control	20	1		15-Jun-26	21-Jun-26
6	CHCCCS041	Recognise healthy body systems	40	2		22-Jun-26	5-Jul-26
7	CHCCCS040	Support independence and wellbeing	40	2		6-Jul-26	19-Jul-26
8	CHCCCS031	Provide individualised support	60	3		20-Jul-26	9-Aug-26
9	CHCCCS038	Facilitate the empowerment of people receiving support	40	2		10-Aug-26	23-Aug-26
10	CHCAGE011	Provide support to people living with dementia	40	2		24-Aug-26	6-Sep-26
11	CHCPAL003	Deliver care services using a palliative approach	20	1		7-Sep-26	13-Sep-26
12	CHCAGE013	Work effectively in aged care	20	1		14-Sep-26	20-Sep-26
13	CHCDIS011	Contribute to ongoing skills development using a strengths-based approac	20	1		21-Sep-26	27-Sep-26
14	CHCDIS012	Support community participation and social inclusion	20	1		28-Sep-26	4-Oct-26
15	CHCDIS020	Work effectively in disability support	20	1		5-Oct-26	11-Oct-26
Placement			120	3		12-Oct-26	1-Nov-26
Term Break - 2 weeks			40	2		2-Nov-26	15-Nov-26