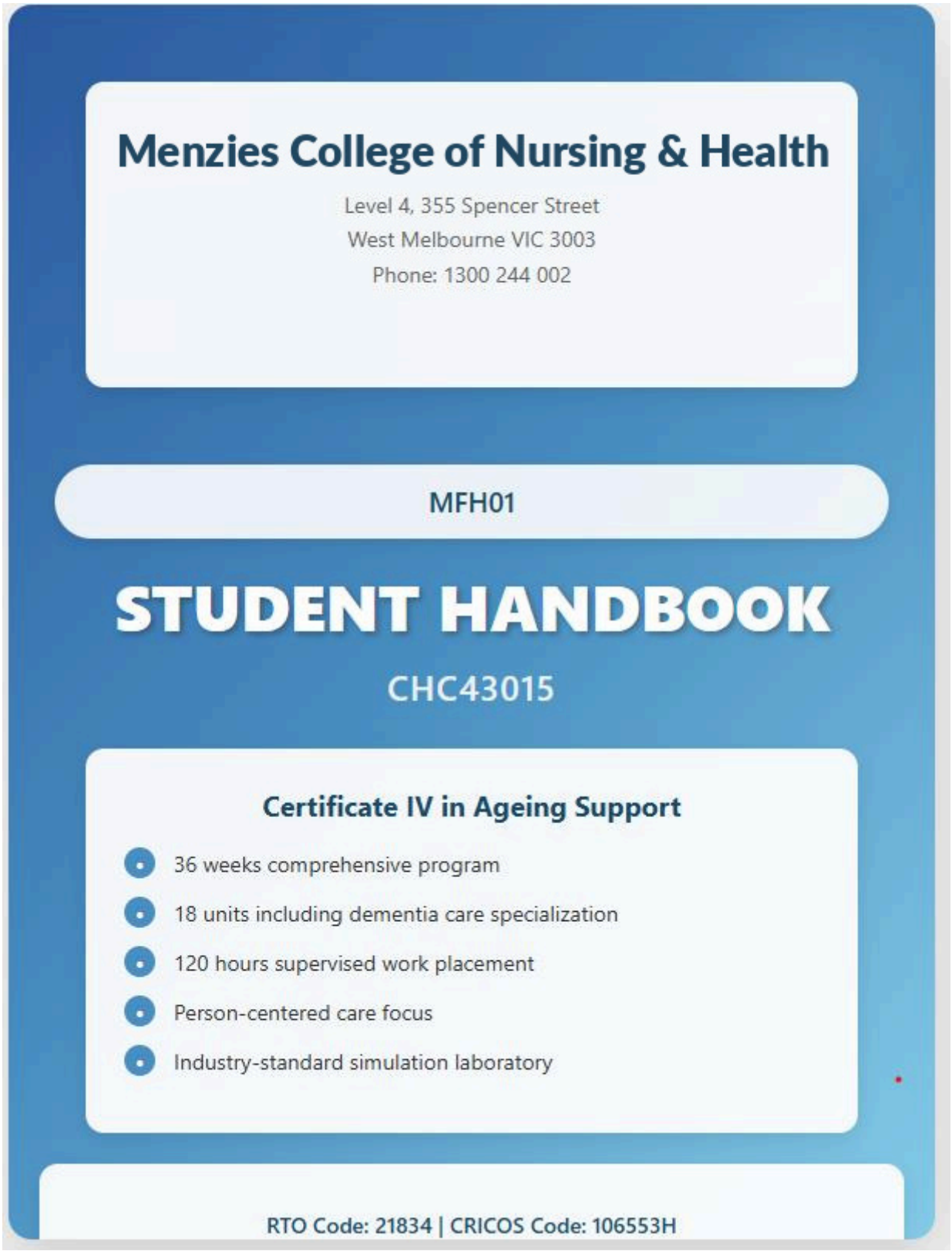
MFH01 Student Handbook – CHC43015

Certificate IV in Ageing Support



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1. WELCOME TO CERTIFICATE IV IN AGEING SUPPORT

1.1 Welcome Message from Head of School Health

Dear Ageing Support Students,

Welcome to Menzies College of Nursing & Health.

You are embarking on a rewarding career journey that will establish you as a competent ageing support worker, ready to provide person-centered care and support to older Australians. This Certificate IV represents a comprehensive professional pathway designed to develop not just practical competencies, but critical thinking, professional communication, and ethical practice standards that distinguish exceptional ageing support professionals.

As an ageing support student, you will develop evidence-based care skills, comprehensive assessment capabilities, and the professional competencies essential for senior care roles across residential, home, and community-based environments. The ageing support sector requires practitioners who can adapt to changing demographics and emerging care needs while maintaining the highest standards of safety and professional conduct.

The aged care industry is evolving rapidly with advancing technologies, person-centered care approaches, and changing community expectations. This Certificate IV positions you to meet these challenges with confidence, providing the knowledge, skills, and professional attributes necessary to deliver compassionate, culturally safe care throughout your career.

Our expert ageing support education team is committed to your success as a professional care worker. You'll work with industry-standard equipment, engage in authentic care scenarios, and develop the critical thinking skills that distinguish competent ageing support professionals.

Welcome to your pathway to becoming a qualified ageing support worker and making a meaningful difference in the lives of older Australians!

Sherwin Ycaza

Head of Health, sherwin@menzies.vic.edu.au

1.2 About the Certificate IV in Ageing Support

Professional Ageing Support Qualification: The CHC43015 Certificate IV in Ageing Support is a nationally recognized qualification that prepares students to work as specialized support workers in aged services, completing specialized tasks and functions in residential, home or community-based environments.

Program Excellence:

- **Person-Centered Care:** Focus on individualized service planning and delivery
- **Professional Development:** Comprehensive preparation for leadership roles in ageing support
- **Practical Competency:** Extensive hands-on experience through simulation and 120-hour work placement
- **Dementia Care Specialization:** Specialized training in dementia support approaches
- **Cultural Safety:** Emphasis on culturally safe practice and diverse population support

Career Outcomes:

- Care Team Leader in Aged Care
- Senior Community Care Worker
- Assistant Aged Care Coordinator
- Personal Care Worker (Advanced)
- Aged Care Service Coordinator
- Pathway to CHC52021 Diploma of Community Services

1.3 Your Expert Ageing Support Education Team

- **Head of School - Health:** Asad Butt
- **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:** 106553H

2. QUALIFICATION OVERVIEW AND STRUCTURE

2.1 Qualification Details

- **Training Package:** CHC Community Services Training Package v9.3
- **Qualification:** CHC43015 Certificate IV in Ageing Support
- **AQF Level:** Level 4 | **CRICOS Code:** 106553H
- **Version:** 3.0 (Released 07/12/2021)

2.2 Qualification Structure

Total Units Required: 18 units consisting of:

- **15 Core Units** (mandatory)
- **3 Elective Units** (selected for ageing support specialization)

2.3 Units of Competency by Block

Block 1: Foundation Skills (Weeks 1-12)

Unit Code	Unit Title	Type
CHCDIV001	Work with diverse people	C
HLTWHS002	Follow safe work practices for direct client care	C
HLTAAP001	Recognise healthy body systems	C
CHCCCS023	Support independence and wellbeing	C

Block 2: Specialized Care (Weeks 13-24)

Unit Code	Unit Title	Type
CHCAGE005	Provide support to people living with dementia	C
CHCCCS011	Meet personal support needs	C
CHCAGE001	Facilitate the empowerment of older people	C
CHCCCS025	Support relationships with carers and families	C
CHCAGE002	Implement falls prevention strategies	E

Block 3: Advanced Practice and Integration (Weeks 25-36)

Unit Code	Unit Title	Type
CHCCCS006	Facilitate individual service planning and delivery	C

CHCLEG003	Manage legal and ethical compliance	C
CHCAGE003	Coordinate services for older people	C
CHCAGE004	Implement interventions with older people at risk	C
CHCADV001	Facilitate the interests and rights of clients	C
CHCPRP001	Develop and maintain networks and collaborative partnerships	C
CHCPAL001	Deliver care services using a palliative approach	C
HLTINF006	Apply basic principles and practices of infection prevention and control	E
HLTWHS003	Maintain work health and safety	E

Legend: C = Core Unit, E = Elective Unit

2.4 Block Sequencing Strategy

Block 1: Foundation Skills (Weeks 1-12)

- Diversity and cultural competency development
- Safety and infection control fundamentals
- Basic body systems understanding
- Independence and wellbeing support principles

Block 2: Specialized Care (Weeks 13-24)

- Dementia support specialization
- Personal care competencies
- Empowerment and relationship support
- Falls prevention strategies

Block 3: Advanced Practice and Integration (Weeks 25-36)

- Service planning and coordination
- Legal and ethical compliance
- Advanced intervention strategies
- Professional partnerships and advocacy
- Work placement integration

2.5 Career Pathways and Outcomes

Employment Opportunities:

- **Care Team Leader:** Leadership roles in residential aged care
- **Senior Community Care Worker:** Advanced community-based support
- **Assistant Aged Care Coordinator:** Service coordination and planning
- **Personal Care Worker (Advanced):** Specialized personal care delivery
- **Aged Care Service Coordinator:** Service planning and case management

Further Study Options:

- CHC52021 Diploma of Community Services
- Specialized aged care qualifications
- Management and leadership programs
- Dementia care specialization courses

3. ADMISSION REQUIREMENTS AND ENTRY PATHWAYS

3.1 General Requirements (All Students)

Academic Prerequisites:

- **Minimum Age:** 18 years
- **Education:** Satisfactory completion of Australian Year 11 or equivalent
- **Physical Capability:** Physical attributes suitable for ageing support industry including manual handling capacity
- **Study Commitment:** Availability for 4 hours per week self-directed learning

Pre-Enrolment Assessments:

- **Genuine Student Test/Pre-Training Review:** Identifying training needs, previous experience, and course relevance
- **Language, Literacy, Numeracy and Digital Literacy (LLND) Assessment:** Ensuring adequate foundation skills for AQF Level 4

3.2 Domestic Students

Academic Requirements:

- Australian Year 11 or equivalent completion
- Demonstrated literacy and numeracy skills appropriate for AQF Level 4
- Physical capability for ageing support work including manual handling

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:

- Satisfactory completion of equivalent of Australian Year 11 or higher
- Physical attributes suitable for ageing support industry

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, senior secondary certificate, 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 limited or no vocational experience in ageing support
- Career changers seeking entry into aged care sector
- School leavers interested in community services

Alternative Entry Pathways:

- CHC33105 Certificate III in Individual Support graduates
- Healthcare workers seeking specialisation
- International students meeting English requirements
- Workers in related community service roles

3.5 Recognition of Prior Learning (RPL) and Credit Transfer

RPL Opportunities:

- Assessment of relevant ageing support work experience
- Recognition of formal qualifications and training
- Competency-based assessment for care-related experience

Credit Transfer:

- Equivalent units from CHC43015 completed at other RTOs
- Previous community services qualifications with equivalent outcomes

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: 36 weeks full-time program

- **Delivery Weeks:** 33 weeks of structured learning
- **Holiday Breaks:** 3 weeks scheduled throughout program
- **Face-to-Face Hours:** 20 hours per week during delivery weeks

Study Mode: Full-time (36 weeks total)

- **Supervised Learning:** 720 hours (classroom, practical training, work placement)
- **Unsupervised Learning:** 148 hours (self-study and assessment preparation)
- **Work Placement:** 120 hours over 3 weeks

4.2 Volume of Learning

Total Hours: 868 hours (meets AQF Level 4 requirements)

Volume Components:

- **Supervised Classroom Learning:** 368 hours (trainer-led instruction, interactive activities)
- **Supervised Simulation Practical Training:** 232 hours (hands-on ageing support skill development)
- **Work Placement:** 120 hours (supervised workplace experience)
- **Individual Learning & Reflection:** 74 hours (self-directed study, online modules)
- **Theory Assessments:** 74 hours (assessment preparation and 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 lectures and ageing support demonstrations
- Hands-on simulation laboratory sessions
- Problem-solving and case studies

- Real-world scenario simulations
- Work placement experiences

Blended Learning Components:

- CANVAS LMS platform access for digital resources
- Digital resources and videos
- Interactive online modules
- Self-paced learning activities

Assessment Integration:

- Theory assessments (off-campus completion)
- Practical demonstrations (on-campus simulation)
- Progressive skill building
- Work placement assessments

4.5 Work Placement Structure

Total Work Placement Requirement: 120 hours over 3 weeks

- **Timing:** After successful completion of all theoretical components
- **Setting:** Approved aged care facilities
- **Supervision:** Workplace supervisor with Menzies assessor coordination
- **Documentation:** Work placement agreement (MFA50) and assessment booklets

4.6 Academic Calendar Management

Term Structure:

- **Term 1:** 11 weeks
- **Term Break:** 1 week
- **Term 2:** 11 weeks
- **Term Break:** 1 week
- **Term 3:** 11 weeks
- **Work Placement:** 3 weeks
- **Completion Activity Period:** 1 week

Completion Requirements:

- Completion of all 18 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 ageing support 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

Assessment Integration:

- Aligned with training delivery for ageing support competencies
- Progressive skill development from novice to competent
- Industry relevance maintenance
- Work placement integration

5.2 Assessment Methods Matrix

Assessment Method	Description	Application
Knowledge Tests	Multiple choice and short answer questions	Theoretical understanding verification
Case Studies	Real-world scenario analysis and care planning	Clinical reasoning and decision-making
Practical Demonstrations	Hands-on skill demonstration in simulation	Competency verification
Work Placement Tasks	Workplace competency assessment	Real-world application
Work Placement Observation	Direct observation of workplace performance	Professional practice assessment
Projects	Research and investigation tasks	Evidence-based practice

5.3 Assessment Delivery Arrangements

Theory Assessments:

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

Practical Assessments:

- **Location:** On-campus ageing support simulation laboratory
- **Format:** Demonstrations, skill tests, workplace simulations
- **Observation:** Direct assessor supervision
- **Recording:** Paper-based completion and digital recording where appropriate

Work Placement Assessments:

- **Location:** Approved aged care facilities
- **Format:** Workplace tasks and observation
- **Duration:** 120 hours over 3 weeks
- **Supervision:** Workplace supervisor and Menzies assessor coordination

5.4 Assessment Standards and Outcomes

Individual Tasks: Satisfactory/Not Satisfactory
Unit Outcomes: Competent/Not Yet Competent
Evidence Collection: Sufficient, valid, authentic, current for ageing support 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
- Coaching and support 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. AGEING SUPPORT SIMULATION LAB GUIDELINES

6.1 Simulation Lab Overview

The Ageing Support Simulation Laboratory provides students with exceptional educational experiences in dynamic, realistic aged care environments. The lab is designed to prepare students to provide person-centered care, utilize available resources for safe client care, communicate professionally with clients and families, and demonstrate competence through deliberate practice.

Learning Outcomes:

1. Provide person-centered care to meet diverse client needs
2. Utilize available resources and standard practices for safe client care
3. Communicate professionally with clients, families, and healthcare teams
4. Demonstrate clinical competence through repeated, deliberate practice
5. Integrate theory and practice for evidence-based care
6. Use reflection to analyse and improve performance

6.2 Simulation Lab Facilities

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

Ageing Support Simulation Laboratory:

- **Area:** 85 sqm
- **Capacity:** 25 students
- **Equipment:** 4 patient beds, 4 Laerdal simulation manikins with vSIM software, 2 patient lifting machines/hoists, 2 patient standing chairs, 2 patient walking frames, 1 wheelchair, 4 nursing trolleys with materials, hand-washing sink, AV equipment, trainer computer, whiteboard, WiFi

6.3 Simulation Lab Guidelines

Dress Code:

- College ageing support uniform required for all simulation sessions

- Appropriate closed-toe shoes, minimal jewellery
- Hair tied back if beyond shoulder length, short filed nails

Equipment Use:

- All equipment to be used under supervision
- Proper cleaning and storage procedures must be followed
- No removal of equipment from simulation lab without permission
- Report any equipment damage immediately

Safety Requirements:

- Universal precautions must be followed at all times
- All injuries, including clean needle sticks, must be reported immediately
- Proper lifting techniques to be used
- Emergency procedures to be followed

6.4 Simulation Session Procedures

Attendance Requirements:

- 100% attendance required for all simulation sessions
- Students report 15 minutes prior to scheduled start time
- Professional conduct expected at all times
- Mobile phones off/silent during simulation activities

Makeup Sessions:

- Available for students with documented compassionate/compelling reasons
- Medical certificates or appropriate documentation required
- Fee applies for rescheduled sessions without valid documentation
- Must be arranged through simulation technician

Confidentiality:

- All simulation information treated as confidential
- Professional treatment of all simulation participants required
- No performance information to be shared with other students

7. WORK PLACEMENT

7.1 Work Placement Overview

Work Placement provides essential opportunities for ageing support students to apply theoretical knowledge and skills in authentic aged care environments. Students experience ageing support across different settings, informing career choices and enabling competency development.

Work Placement Requirements:

- **Total Hours:** 120 hours over 3 weeks
- **Supervision:** Direct/indirect supervision by qualified personnel
- **Assessment:** Competency evaluation using workplace assessment tools
- **Documentation:** Comprehensive record keeping in placement books

7.2 Work Placement Schedule

Timing: After successful completion of all theoretical and practical components

Duration: 120 hours over 3 weeks (40 hours per week)

Settings: Approved aged care facilities including:

- Residential aged care facilities
- Community aged care services
- Home care service providers
- Specialized dementia care units

7.3 Work Placement Eligibility and Prerequisites

Academic Requirements:

- Completion of all theory and simulation components
- Successful completion of practical assessments
- Demonstration of competency in prerequisite units
- Satisfactory academic progress and professional conduct

Documentation Requirements:

- Valid National Police Clearance
- Working with Children Check (WWC)
- Current immunization records meeting facility requirements
- Work placement uniform and identification

Full requirement document list will be provided by the placement team during orientation.

7.4 Work Placement Allocation and Scheduling

Allocation Process:

- Students allocated based on proximity to residence and transport access
- No guarantee of closest or preferred facility placement
- Work placement requirements subject to availability
- Extended travel may be required for some placements

Schedule Management:

- Full working days required (Monday to Friday)
- Shift variations possible (morning/afternoon shifts)
- Maximum 8.5 hours per day including breaks
- Punctuality essential for all shifts

7.5 Work Placement Attendance and Compliance

Attendance Requirements:

- 100% attendance mandatory for all placement hours
- Complete all allocated hours for placement
- Make-up time required for any missed days

Absence Procedures:

1. **Immediate Notification:** Contact facility and Work Placement Coordinator
2. **Documentation:** Medical certificate required for 2+ consecutive days
3. **Make-up Hours:** Additional days scheduled based on availability
4. **Recording:** All absences documented and tracked

7.6 Professional Conduct During Work Placement

Professional Expectations:

- Punctual attendance for all allocated shifts
- Respectful, ethical, and professional behaviour at all times
- Compliance with facility safety procedures and PPE requirements
- Appropriate identification and uniform worn on all shifts
- Professional communication with clients, families, and staff

Prohibited Conduct:

- Attending placement under influence of alcohol/drugs
- Breaching client confidentiality or privacy
- Using mobile phones during client care
- Performing tasks beyond scope of practice
- Unprofessional behaviour or conduct

7.7 Work Placement Assessment Process

Assessment Methods:

- Direct observation of care performance
- Review of documentation and care plans
- Interviews and discussions with supervisors
- Client and family feedback integration
- Self-assessment by student

Assessment Documentation:

- Work placement record books
- Supervisor assessment forms
- Competency checklists
- Reflection journals

7.8 Critical Incident Management

Critical Incidents Include:

- Injuries or accidents
- Client safety incidents
- Medication errors
- Severe verbal or physical aggression

- Missing students or security concerns

Incident Response Procedure:

1. **Immediate Response:** Ensure safety, call emergency services if required (000)
2. **Notification:** Report to supervisor within 1 hour, Work Placement Coordinator within 24 hours
3. **Medical Assistance:** Arrange treatment following facility policies
4. **Documentation:** Complete incident reports
5. **Follow-up:** Attend all recommended appointments and procedures

8. STUDENT SUPPORT SERVICES

8.1 Comprehensive Student Support Framework

Academic Support Services:

- Study skills development for Certificate IV level learning
- Assessment preparation assistance
- Individual tutoring for ageing support competency development
- Technology training for digital literacy

Personal Support Services:

- Comprehensive personal support for learners
- Mental health counselling and referral services
- Financial support and payment plan assistance
- Career guidance and employment preparation

8.2 Language, Literacy, Numeracy and Digital Literacy Support

LLND Assessment and Support:

- Pre-enrolment assessment for AQF Level 4 requirements
- Ongoing support throughout program delivery
- Specialized assistance for ageing support technical content
- Digital literacy training

Support Services Available:

- Individual consultation and learning plans
- Group study sessions and workshops
- Online resources and learning materials
- Referral to external support services where appropriate

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 assessments
- Alternative assessment formats
- Assistive technology provision
- Modified learning environments
- Flexible scheduling arrangements
- Additional tutoring and support

8.4 Cultural Safety and Diversity Support

Multicultural Support:

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

Aboriginal and Torres Strait Islander Support:

- Dedicated cultural safety programs and resources
- Cultural mentoring and support services
- Connection with Indigenous community networks
- Culturally appropriate assessment arrangements

8.5 Student Welfare and Counselling

Welfare Support Services:

- Initial guidance and professional referrals
- Personal counselling for issues affecting study
- Crisis intervention and emergency support
- Financial hardship assistance

Mental Health Support:

- Professional counselling services
- Stress management during study
- Wellbeing monitoring and check-ins
- Referral to external mental health professionals

9. FEES AND FINANCIAL INFORMATION

9.1 Course Investment Structure

Comprehensive Program Investment: Course fees reflect the intensive, professional nature of ageing support education including:

- 36-week comprehensive delivery program
- Curriculum covering 18 ageing support competency units
- Expert instruction by qualified ageing support professionals
- State-of-the-art simulation laboratory access
- 120 hours work placement coordination

Fee Components:

- **Tuition Fees:** As detailed in Letter of Offer
- **Resources Included:** Prescribed materials, uniform, student kit
- **Additional Costs:** Personal stationery, computer access, reassessments

9.2 Payment Options and Financial Support

Flexible Payment Arrangements:

- Payment plans available for domestic and international students
- Upfront payment discounts where applicable
- Financial counselling and planning assistance
- Payment modifications for unexpected circumstances

Financial Support Services:

- Information about government funding options
- Scholarship and grant opportunity guidance
- Payment plan adjustments for hardship circumstances
- External funding source referrals

9.3 Additional Fees

Reassessment Fees:

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

Refund Policy:

- Refunds processed according to MITP10 Refund Policy and Procedure
- Clear timeline and process for refund applications
- Consumer protection compliance
- Cooling-off period and withdrawal arrangements

10. COMPLAINTS AND APPEALS

10.1 Informal Resolution Process

First Step Resolution:

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

Support Available:

- Student advocacy and representation
- Interpreter services where required
- Cultural support and guidance
- Independent mediation services

10.2 Formal Complaint Process

Formal Complaint Procedure:

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

Complaint Categories:

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

10.3 Assessment Appeals Process

Assessment Appeal Rights:

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

Appeal Grounds:

- Procedural issues in assessment conduct
- Bias concerns or unfair treatment
- Evidence disputes regarding adequacy or authenticity
- Reasonable adjustment inadequacies

Appeal Process:

1. **Initial Request:** Formal appeal submission with evidence

2. **Independent Review:** Assessment by qualified external assessor
3. **Final Determination:** Binding outcome decision
4. **External Options:** Regulatory body review if unsatisfied

10.4 External Review Options

Regulatory Bodies:

- **ASQA:** Australian Skills Quality Authority for RTO-related complaints
- **Commonwealth Ombudsman:** Government-related issues
- **Industry Advocacy Groups:** Community services organizations

Student Protection:

- Student advocacy services with community services understanding
- Legal advice and representation options
- Independent mediation services
- 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 support service delivery
- Enhanced completion rates and student success
- Consistent educational standards maintenance
- Professional readiness for ageing support roles

Risk-Based Monitoring Approach:

- Multiple indicators including academic performance, attendance, engagement
- Proactive identification and intervention strategies

- Individual support planning and implementation
- Regular review and adjustment of support measures

11.2 Progress Tracking Systems

Academic Performance Monitoring:

- Unit completion tracking for individual students
- Assessment submission and outcome monitoring
- Performance trend analysis across cohorts
- Competency progression through simulation and work placement
- Professional behaviour and conduct assessment

Attendance and Engagement Tracking:

- Daily attendance monitoring for theory and practical sessions
- 100% attendance requirement for simulation and work placement
- Participation quality assessment in learning activities
- Engagement with online learning platforms
- Interaction with support services and resources

11.3 Early Intervention Strategies

Early Warning Systems:

- Automated alerts for attendance and performance thresholds
- Risk assessment using predictive indicators
- Proactive contact for preventive support

Intervention Strategies:

- **Academic Support:** Individual tutoring, study skills development, assessment preparation
- **Personal Support:** Counselling, welfare services, financial assistance
- **Professional Support:** Industry mentoring, skills practice, professional development
- **Flexible Arrangements:** Reasonable adjustments, modified schedules, alternative assessments

11.4 Student Progression Requirements

Block Progression Criteria:

- Completion of all theory assessments to satisfactory standard
- Successful completion of simulation and practical assessments
- Professional conduct maintenance throughout program
- Attendance compliance meeting minimum requirements

Work Placement Eligibility:

- Completion of prerequisite theory and simulation components
- Demonstration of safety and competency
- Professional documentation and clearances current
- Professional conduct and academic integrity maintained

11.5 Key Performance Indicators

Academic Performance	Target	Operational Performance	Target
Completion Rate	85% minimum	Resource Utilization	Optimal capacity
Unit Pass Rate	90% minimum	Staff Performance	100% compliance
Student Satisfaction	4.0/5.0 minimum	Assessment Quality	Standards met
Employer Satisfaction	4.0/5.0 minimum	Compliance Adherence	100% regulatory
Employment Outcomes	80% within 6 months	Risk Management	Effective 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 18 units of competency
- Achievement of competent status in all assessments
- Successful completion of 120 hours work placement
- Academic integrity maintenance as per MITP23
- Attendance compliance meeting program requirements

Professional Readiness Assessment:

- Demonstration of ageing support competencies
- Professional conduct throughout program
- Safety and competency in all practical assessments
- Cultural safety and ethical practice demonstration

12.2 Certification Process and Timeline

Certification Timeline:

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

Certificate Contents (as per MITP58):

- **Qualification Title:** CHC43015 Certificate IV in Ageing 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

Transcript Contents:

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

12.3 Career Pathway Support

Employment Preparation Services:

- Resume development and interview preparation
- Industry networking opportunities and job placement support
- Professional development pathway planning
- Ongoing career counselling and guidance

Alumni Network:

- Connection with ageing support graduates and professional networks
- Industry updates and professional development opportunities
- Mentorship programs and continuing education
- Professional association introductions

12.4 Statement of Attainment

Partial Completion Recognition:

- **Withdrawn Students:** Units completed before withdrawal
- **Incomplete Programs:** Competent units recognition
- **Credit Transfer:** Units for future qualification completion
- **Employment Evidence:** Skills demonstration for employers

Interim Documentation:

- **Progress Records:** Completed units during enrolment
- **Employment Support:** Job application documentation
- **Further Study:** Admission evidence for advanced qualifications
- **Personal Records:** Individual achievement tracking

13. IMPORTANT POLICIES AND PROCEDURES

13.1 Key MITP Policies Relevant to Ageing 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

Ageing Support-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 Student Rights and Responsibilities

Student Rights:

- Fair and equitable treatment in all aspects of ageing support education
- Access to comprehensive support services and reasonable adjustments
- Transparent assessment processes and professional appeals procedures
- Quality ageing support education meeting industry standards
- Cultural safety and inclusive learning environments

Student Responsibilities:

- Exemplary attendance and active participation in education
- Professional conduct in all learning environments
- Completion of assessments to required standards
- Compliance with College policies and safety procedures
- Maintenance of academic integrity and professional ethical standards

13.3 Professional Standards Integration

Community Services Standards Integration:

- Person-centered care and cultural safety
- Critical thinking and analysis in ageing support practice
- Collaborative and therapeutic practice approaches
- Evidence-based practice and quality improvement
- Professional and ethical practice standards

Professional Conduct Expectations:

- Adherence to community services codes of conduct and ethics

- Professional communication and interpersonal skills
- Accountability and responsibility for practice
- Continuous learning and professional development
- Cultural competence and inclusive practice

13.4 Quality Assurance and Continuous Improvement

Quality Benchmarks:

- Student satisfaction targets for ageing support education delivery
- Graduate employment outcomes in ageing support roles
- Employer satisfaction with graduate competencies
- Industry feedback on education relevance
- Completion and progression rates

Feedback Mechanisms:

- Regular student evaluation and feedback collection
- Graduate employment outcome tracking and analysis
- Employer feedback on graduate competency
- Industry consultation on education effectiveness
- Continuous improvement based on stakeholder input

13.5 Online Policy Access

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

Policy Updates:

- Regular review and update of policies reflecting industry advancement
- Student notification of relevant policy changes affecting programs
- Clear communication of policy implications for students
- Accessibility and transparency in policy information

14. APPENDIX: SAMPLE TIMETABLE

CHC43015 - Certificate IV in Ageing Support - 60A							
Term 1: 10 weeks, Term 2: 10 weeks, Term 3: 10 weeks, Work Placement: 3 weeks							
Total Term Break: 3 weeks including activity completion period							
Delivery: Classroom Based face to face, 20 hours per week							
Sr No.	**Unit code**	**Unit Name**	**Hours**	**Weeks**	**Term**	**Start Date**	**End Date**
1	HLTWHS002	Follow safe work practices for direct client care	40	2		29-Dec-25	11-Jan-26
2	HLTWHS003	Maintain work health and safety	40	2		12-Jan-26	25-Jan-26
3	HLTAAP001	Recognise healthy body systems	60	3		26-Jan-26	15-Feb-26
4	CHCCCS023	Support independence and wellbeing	60	3		16-Feb-26	8-Mar-26
5	CHCAGE005	Provide support to people living with dementia	60	3		9-Mar-26	29-Mar-26
6	CHCCCS011	Meet personal support needs	60	3		30-Mar-26	19-Apr-26
		Break 1 week		**1**		20-Apr-26	26-Apr-26
7	CHCAGE001	Facilitate the empowerment of older people	40	2		27-Apr-26	10-May-26
8	CHCCCS025	Support relationships with carers and families	20	1		11-May-26	17-May-26
9	CHCCCS006	Facilitate individual service planning and delivery	20	1		18-May-26	24-May-26
15	CHCPAL001	Deliver care services using a palliative approach	20	1		1-Feb-27	7-Feb-27
16	CHCDIV001	Work with diverse people	20	1		8-Feb-27	14-Feb-27
17	HLTINF006	Apply basic principles and practices of infection prevention and control	40	2		15-Feb-27	28-Feb-27
18	CHCAGE002	Implement falls prevention strategies	20	1		1-Mar-27	7-Mar-27
		Break 1 week		**1**		8-Mar-27	14-Mar-27
		WORK Placement	**120**	**3**		22-Dec-25	11-Jan-26

ROOM #	Location	Educator
S4 - L3	Level 4, 355 Spencer Street, West Melbourne	60A (Amy Zhang)

Days and Tim		Educator
	Wednesday (02:00PM to 06:00PM)	
	Thursday (09:00AM to 06:00PM)	60A (Amy Zhang)
	Friday (09:00AM to 06:00PM)	