



**CHC42021 – Certificate IV in Community Services (Release 1) – CRICOS Students**

**Training Product Information**

Training package	CHC Community Services Release 9.3		
Qualification code and title	CHC42021 Certificate IV in Community Services		
Qualification release # and date	Release 1 08 Dec 2022		
Packaging rules	<p>Total number of units = 15</p> <ul style="list-style-type: none"> <li>▪ 7 core units</li> <li>▪ 8 elective units, consisting of:                             <ul style="list-style-type: none"> <li>▪ at least 6 units from the electives listed</li> <li>▪ up to 2 units from the list below or any endorsed training package or accredited course</li> </ul> </li> </ul> <p>All electives chosen must contribute to a valid, industry supported vocational outcome.</p>		
Units of competency	<b>Core Units - 7</b>		
	<b>Unit code</b>	<b>Unit name</b>	<b>Pre-requisite</b>
	CHCADV001	Facilitate the interests and rights of clients	Nil
	CHCCOM002	Use communication to build relationships	Nil
	CHCDFV001	Recognise and respond appropriately to domestic and family violence	Nil
	CHCDIV001	Work with diverse people	Nil
	CHCLEG001	Work legally and ethically	Nil
	CHCPRP001	Develop and maintain networks and collaborative partnerships	Nil
	HLTWHS002	Follow safe work practices for direct client care	Nil
	<b>Elective Units - 8</b>		
	<b>Unit code</b>	<b>Unit name</b>	<b>Pre-requisite</b>
	CHCCCS031	Provide individualised support	Nil
	CHCCCS038	Facilitate the empowerment of people receiving support	Nil
	CHCDIS011	Contribute to ongoing skills development using a strengths-based approach	Nil
	CHCDIS017	Facilitate community participation and social inclusion	Nil
	CHCDIS019	Provide person-centred services to people with disability with complex needs	Nil
	CHCPAL003	Deliver care services using a palliative approach	Nil
CHCMHS001	Work with people with mental health issues	Nil	
CHCCCS044	Follow established person-centred behaviour supports	Nil	
Entry requirements	<p>There are no formal entry requirements for this Qualification, however, SATHE does require the following to satisfy its own admission requirements:</p> <p><b>Academic Requirement</b></p> <ul style="list-style-type: none"> <li>• Satisfactory completion of Australian Year 12 or equivalent.</li> </ul> <p>There is a minimum level of English language skills that are required to study at SATHE for international students who do not speak English as their first language which is as follows:</p>		
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	<p>Certificate III*, Certificate IV, Diploma* and Advanced Diploma: International English Language Testing System (IELTS) Academic: Overall 6.0</p> <p><b>Age Requirement</b> Students must be a minimum age of 18 years or above at the time of course commencement. Must be physically able, as the job may involve lifting, manual handling and similar related activities.</p> <p><b>Initial Skills Assessment</b> All students will undertake an initial skills assessment to determine suitability for the course, including language, literacy and numeracy (LLN), and any learning and other student needs. The review aims to identify their training needs through questions on previous education or training, the relevance of the course and relevant experience, and the learners LLN requirements (if any). Determination of course suitability and additional support (if any) will be made by the Student Support Services Coordinator and the course trainer and assessor.</p> <p>Learners studying this qualification need to have sound communication skills and will undertake a Language, Literacy, and Numeracy test prior to commencing the training. Learning (ACSF Level 3), reading (ACSF Level 3), writing (ACSF Level 3), oral communication (ACSF Level 3) and numeracy (ACSF Level 2) are the required levels to successfully participate in the course. Any learner below these levels will be offered LLN support as detailed in the Language, literacy, and numeracy (LLN) and additional support section on page 4 of this TAS.</p> <p><b>Technology requirements</b> Access to a suitable laptop / desktop with the necessary software (eg Microsoft Office suite, Adobe Acrobat Reader, etc.), internet, camera, and microphone. Students must have basic abilities to use technology and electronic devices to access the learning and assessment materials the virtual simulated workplace activities and materials, or to undertake online learning, in real time or self-study.</p> <p><b>Other requirements</b> The learner needs to obtain a USI (Unique Student Identification number) at or prior to enrolment. Working in the community services sector requires an individual to obtain a National Police Clearance and, in some States, and Territories a 'Working with Vulnerable People Check'. Students are not able to commence their mandatory work placement component until they have the National Police Clearance.</p>
Pre-requisites and co-requisites	There are no pre-requisites or co-requisites..
Licensing requirements	There are no licensing requirements for this qualification.
Transitioning arrangements	SATHE has a Qualification Transition Policy and Procedure that details the controls required to be implemented if and when a qualification or units within the qualification are superseded or cancelled. The SATHE Qualification Transition Action Plan, referenced in the Policy and Procedure is prepared and implemented when transition is required.

### RTO Information

Registered training organisation (RTO)	Studies of Technology and Healthcare Education Pty Ltd
RTO number	To be advised
CRICOS registration	To be advised

## Learning Outcomes and Target Audience

Target audience/learners	<p><b>International Students</b></p> <p>This qualification targets learners who wish to obtain the CHC42021 Certificate IV in Community Services, to enter the community services industry with no prior skills, or those who wish to formalize existing skills.</p>
Learning support	<p>SATHE determines the support needs of each learner by requiring them to undertake an Initial Skills Assessment designed to gather information on their knowledge, skills, experience, career plans and hopes for the future. The results of this assessment are analyzed along with the Language, Literacy, and Numeracy (LLN) assessment identified in the following section.</p>
Language, literacy, and numeracy (LLN) and additional support	<p>As well as the Initial Skills Assessment conducted to confirm their choice of course, learners will also undertake a Language, Literacy and Numeracy (LLN) Assessment based on the Australian Core Skills Framework (ACSF). The results of both assessments are then compared to the workplace LLN requirements of the CHC42021 Certificate IV in Community Services</p> <p>The workplace LLN requirements have been determined by analyzing all units of competency in the qualification.</p> <p>The results of both assessments are used to determine the level of support that may be required to assist the learner in achieving a competent outcome. The Student Support Services Coordinator and the Trainer and Assessor for the qualification coordinate and analyze the assessments and determine the appropriate support that the learner is required to access from, but not necessarily restricted to the following the education and support services:</p> <ul style="list-style-type: none"> <li>• study support and study skills programs.</li> <li>• implementing 'buddy-systems'</li> <li>• referrals to language, literacy, and numeracy (LLN) programs</li> <li>• equipment, resources and/or programs to increase access for learners.</li> <li>• referral to disability support services.</li> <li>• allowing more time for practice.</li> <li>• mediation services or referrals to these services.</li> <li>• flexible scheduling and delivery of training and assessment.</li> <li>• referrals to counselling services.</li> <li>• information and communications technology (ICT) support, and</li> <li>• any other services that SATHE considers necessary to support learners to achieve competency.</li> </ul>
Training outcomes product	<p>This qualification reflects the role of community service workers who deliver and support person-centred services to individuals and groups. Workers may provide support, advocacy or interventions to individual persons, groups or communities across a range of services. At this level, workers may be autonomous with limited responsibility within established parameters and may supervise others. Work may take place in a range of community service, case work or case management contexts. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</p> <p>Indicative Job roles can include:</p> <ul style="list-style-type: none"> <li>• Accommodation support worker</li> <li>• Residential care worker</li> <li>• Support Worker</li> <li>• Community care worker</li> <li>• Community house worker</li> <li>• Community support worker</li> <li>• Disability service officer (in some jurisdictions)</li> </ul>

	<p>Graduating learners may decide to enroll in CHC52021 Diploma of Community Services</p>
	<p><b>Entry and exit into the training product</b></p> <p>Potential learners will have gained information from the SATHE website on the range of courses offered and may make an enquiry for clarification or further information. When they have chosen a course they will submit a formal application and any supporting documents required.</p> <p>They then compete the initial skills assessment and the LLN Assessment.</p> <p>If successful their enrolment is confirmed in writing</p> <p>They will then make the relevant payment and attend an Orientation session.</p> <p>Once the course is successfully completed, or specific units of competency achieved the learner receives the relevant AQF documentation.</p>
	<p><b>Accreditation outcomes</b></p> <p>There are no specific accreditation outcomes such as licenses for this course.</p>
Recognition of prior learning (RPL)	<p>The initial course information states that Recognition of Prior Learning (RPL) and Credit Transfer (CT) are relevant for the course and refers them to the Recognition Policy and Procedure available from the SATHE website, the costs associated with RPL, and access to the relevant forms to be completed to apply for RPL and CT.</p> <p>Their applications for both are considered by SATHE Student Support Services Coordinator and the relevant trainer and assessor who informs the potential learner of the outcome and the specific steps they will have to undertake as detailed in the Recognition Policy and Procedure (covers both RPL and Credit Transfer).</p> <p>RPL Assessment Tools are available for this qualification. Upon successful completion of the assessment tasks the learner is awarded the qualification or individual units they have been deemed to be competent in.</p> <p>If during the assessment process 'gaps' in knowledge or skills is identified the learner is provided with options, and where applicable costs and timelines to consider, in order to fill the gaps and the process to follow based on their choice, i.e. enroll in a unit or units; or gain further experience in the workplace.</p> <p>All Credit Transfer requests will be verified with the issuing authority for authenticity and equivalence to the units being applied for.</p>

## Design and Development

Development of this strategy	<p>This Training and Assessment Strategy (TAS) is a result of initial industry consultation where industry representatives were presented with a draft of the TAS for feedback. Records of Industry feedback are retained in the Administrative folder for the CHC42021 Certificate IV in Community Services in a separate folder titled Industry engagement. This folder contains a summary of industry feedback prepared by the RTO Manager. It includes details of the analysis of the feedback and identifies how it impacted on the revision, development, and finalisation, of this TAS prior to approval by the CEO.</p>		
Australian Qualifications Framework (AQF) and volume of learning	<input type="checkbox"/> <b>Certificate I</b> 0.5 – 1.0 year 600 – 1200 hours	<input type="checkbox"/> <b>Certificate II</b> 0.5 – 1.0 year 600 – 1200 hours	<input type="checkbox"/> <b>Certificate III*</b> 1.0 – 2.0 years 1200 – 2400 hours
	<input checked="" type="checkbox"/> <b>Certificate IV**</b> 0.5 – 2.0 years 600 – 2400 hours	<input type="checkbox"/> <b>Diploma</b> 1.0 – 2.0 years 1200 – 2400 hours	<input type="checkbox"/> <b>Advanced Diploma</b> 1.5 – 2.0 years 1800 – 2400 hours

Duration and amount of training	<p>Total duration of the course is 52 weeks which includes 12 weeks of term break and 40 weeks of study. The details are as follows:</p> <p>Classroom based learning = 800 hours @ 20 hours each week for 40 weeks</p> <p>Trainer structured and self-directed learning on-line = 400 hours @10 hours each week for 40 week</p> <p>Assessment time (not a component of the Amount of Training but included in the overall Volume of Learning included in the above calculations will be) = 240 hours</p> <p>Total Volume of Learning = 1200 hours</p> <p>Initial industry feedback on hours indicated that this would be sufficient. There is no mandated work placement for this course, however SATHE has access to real-time workplace and includes specific directed task for the learner to complete all simulated learning and strengthens the individual's experience of the industry, promotes stronger embedded learning and provides exposure to workplace situations as required.</p> <p>No more than 1/3<sup>rd</sup> of the delivery and assessment will occur on-line.</p>
Industry engagement	<p>The industry engagement used for this TAS was conducted face-to-face with industry representatives. The Industry Consultation Feedback Form was used to gather information on a range of topics associated with the strategy including, but not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• Relevance of proposed electives</li> <li>• Delivery methods</li> <li>• Assessment methods</li> <li>• Core skills to be developed in the training and assessment</li> <li>• Selection of Training materials</li> <li>• Equipment and Resources to meet industry standards</li> <li>• Current skills and knowledge of a trainer</li> <li>• Overall amount of hours</li> </ul> <p>The records of this engagement with industry, including the names of the industry representatives and their organisations, are in the records of Industry Consultation Feedback forms that are retained in the overall Administrative folder for the 'CHC42021 Certificate IV in Community Services', in a sub-folder titled Industry Engagement. This folder contains a summary of industry feedback prepared by the RTO Manager. It includes details of the analysis of the feedback and identifies how it impacted on the revision, development, and finalisation, of this TAS prior to approval by the CEO.</p>
Assessment validation	<p>The assessment tools supplied for this course were commercially provided and each unit of competency underwent a pre-assessment validation to ensure they met the Principles of Assessment and had the capacity to gather evidence to meet the Rules of Evidence.</p> <p>Record of this Pre-assessment Validation were recorded on the Pre-Assessment Validation form and stored in a sub-folder of the Administrative folder for 'CHC42021 Certificate IV in Community Services' titled Pre-assessment Validation.</p>
Reasonable adjustment	<p>Reasonable adjustment is a legislative term that, for VET, refers to a measure or action taken by an RTO to enable learners with a disability to participate in education and training on the same basis as learners without disability.</p> <p>It does not give learners with a disability an advantage over other learners. Nor does it change the outcomes The delivery period of this qualification is 52 weeks with of a unit of competency or guarantee success. It is also not about making unreasonable adjustment and, every reasonable adjustment must uphold the rigour and integrity of the qualification.</p> <p>Learners are provided with information on Reasonable adjustment in the Student Handbook</p>

	and in the Assessment Instructions for each unit of competency.
Contextualisation	<p>SATHE has ensured the learning materials suit a general cohort of learners as the entry requirements for this qualification are nil. Nevertheless, SATHE has ensured the units of competency for Ageing and Disability reflect the work placement situations that students will be exposed to in compulsory work placement and in SATHE's simulated environment.</p> <p>Prior to purchasing the learning resources SATHE reviewed a sample to ensure the general focus of the learning materials reflected the local workplace environments that student would end up working in.</p> <p>Based on their experience in local care agencies SATHE trainers and assessors reviewed and approved the learning materials prior to use.</p> <p>The review and approval was recorded against the following criteria:</p> <ul style="list-style-type: none"> <li>• The expected level and ability of the learners based on SATHE's entry requirements</li> <li>• Access to a workplace and the simulated resources available</li> <li>• How long the learning and assessment materials are planned to take taking into consideration any stipulations in the unit regarding number of attempts or time factors.</li> <li>• The industry jobs the learners are aiming to get.</li> <li>• Any Case Studies reflect actual, or similar experiences that trainers and assessors have been involved in the workplace.</li> <li>• Contingencies that may be required</li> <li>• Processes of collecting evidence, who will collect it and where particularly if the unit stipulates evidence is to be collected from the workplace.</li> <li>• Group activities and how they may need to be adapted once groups are known without compromising assessment validity</li> </ul> <p>The ASQA document at: <a href="#">Guide to assessment tools v1.1.pdf (asqa.gov.au)</a> was used to inform the contextualization process.</p>

### Delivery and Implementation

Delivery period	The delivery period for this qualification is 52 weeks with a series breaks throughout the year, that total 12 weeks.										
Delivery modes	<p><i>Delivery Modes</i></p> <table> <tr> <td><input type="checkbox"/> Face-to-face</td> <td><input checked="" type="checkbox"/> Independent structured and directed self-paced learning</td> </tr> <tr> <td><input type="checkbox"/> Placement/on-the-job</td> <td><input checked="" type="checkbox"/> Combination of online and trainer facilitated study</td> </tr> <tr> <td><input checked="" type="checkbox"/> Online</td> <td><input type="checkbox"/> Others (please specify):</td> </tr> </table>	<input type="checkbox"/> Face-to-face	<input checked="" type="checkbox"/> Independent structured and directed self-paced learning	<input type="checkbox"/> Placement/on-the-job	<input checked="" type="checkbox"/> Combination of online and trainer facilitated study	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Others (please specify):				
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Hour Allocation										
Core/Elective	Code and Unit Name	Pre-requisite	Nominal Hours	Classroom Hours	Placement	Self Directed Learning	Sessions	Days	Weeks	
Core	CHCADV001 Facilitate the interests and rights of clients	Nil	100	80	0	40	20	10	4	
Core	CHCCOM002 Use communication to build relationships	Nil	55	40	0	20	10	5	2	
Core	CHCDFV001 Recognise and respond appropriately to domestic and family violence	Nil	50	40	0	20	10	5	2	
Core	CHCDIV001 Work with diverse people	Nil	40	40	0	20	10	5	2	
Core	CHCLEG001 Work legally and ethically	Nil	55	40	0	20	10	5	2	
Core	CHCPRP001 Develop and maintain networks and collaborative partnerships	Nil	80	60	0	30	15	7.5	3	
Core	HLTWHS002 Follow safe work practices for direct client care	Nil	25	40	0	20	10	5	2	
Elective	CHCCCS031 Provide individualised support	Nil	30	40	0	20	10	5	2	
Elective	CHCCCS038 Facilitate the empowerment of people receiving support	Nil	100	80	0	40	20	10	4	
Elective	CHCDIS011 Contribute to ongoing skills development using a strengths-based approach	Nil	40	40	0	20	10	5	2	
Elective	CHCDIS017 Facilitate community participation and social inclusion	Nil	60	60	0	30	15	7.5	3	
Elective	CHCDIS019 Provide person-centred services to people with disability with complex needs	Nil	95	80	0	40	20	10	4	
Elective	CHCPAL003 Deliver care services using a palliative approach	Nil	60	40	0	20	10	5	2	
Elective	CHCMHS001 Work with people with mental health issues	Nil	80	60	0	30	15	7.5	3	
Elective	CHCCCS044 Follow established person-centred behaviour supports	Nil	60	60	0	30	15	7.5	3	
			<b>930</b>	<b>800</b>	<b>0</b>	<b>400</b>	<b>200</b>	<b>100</b>	<b>40</b>	
							<b>No Mandatory Placement</b>		<b>0</b>	
			<b>Assessment Time included in the classroom hours</b>			<b>240</b>	<b>Total Term Break in weeks</b>			<b>12</b>
			<b>Total VOL hours (Classroom Hours+Placement Hours+SDH hours)</b>			<b>1200</b>	<b>Total Course Duration</b>			<b>52</b>

Training and Assessment Schedule					
Subject/Unit of competency	Learning activities	Assessment activities	Resources required	Approximate hours per week	No. of weeks
<i>List the subject or units of competency.</i>	<i>List learning activities to be undertaken for this subject/unit, e.g. self-paced reading, webinars, classroom-based activities, etc.</i>	<i>List assessment activities to be undertaken for this subject/unit, e.g. knowledge questioning, observation, portfolio, etc.</i>	<i>List learning resources and references, and assessment tools to be used, e.g. Learner Guide 1 and Workbook 1</i>	<i>Provide approximate hours per week required to complete this subject or unit</i>	<i>Provide an approximate no. of weeks required to complete this subject or unit</i>
CHCDIV001 Work with diverse people	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Documents containing information about the candidate's own culture, Articles or social studies about your culture, Copies of legislation, standards or codes of practice, News clippings or other documents reflecting recent events, Other relevant documents, Copies of codes of conduct, codes of practice and other documents outlining ethical responsibilities that apply to your workplace and industry, Copies of legislation on legal rights and responsibilities of workers, employers and clients in your industry, Documents providing ethical rights and responsibilities of workers, employers and clients in your industry	20 hours in class and 10 hours of self-directed learning each week	2 weeks
CHCLEG001 Work legally and ethically	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Current sources of information on legal and ethical requirements rights and responsibilities that are relevant to their work role, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: Their organisation's policies and procedures, including their disciplinary policy, Human rights instruments used in the workplace, International, national, state/territory and local legislation relevant to the organisation and the candidate's role, Codes of conduct, codes of practice, and standards relevant to the organisation and the candidate's role, Their organisation's forms and templates for documenting personal reflections and meeting minutes and recording	20 hours in class and 10 hours of self-directed learning each week	<b>2 weeks</b>

			issues in the workplace		
HLTWHS002 Follow safe work practices for direct client care	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: Organisational WHS policies and procedures, PPE relevant to the workplace and job role of the worker, Workplace forms and templates, such as: · Hazard identification form, Risk register, Meeting minutes, Workplace inspection checklist, Reflective journal, Additional infection control record, Accident report, o Designated persons working with the candidate (e.g. supervisors, health and safety representatives, colleagues, other workplace staff and professionals), Volunteers for case study scenarios, Documents that detail the candidate's job tasks and responsibilities	20 hours in class and 10 hours of self-directed learning each week	<b>2 weeks</b>
CHCCOM002 Use communication to build relationships	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, § Assessor to supervise and observe the candidate as they complete assessments, where required, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to:Use of suitable facilities, equipment and resources, including use of real workplace policies and procedures, Typical workplace conditions, including: Interactions with clients and co-workers from a range of diverse backgrounds, Facilitation of groups of at least three people, Typical workplace reporting processes, Interpreter and translation services where required, Use of digital media, Two scenarios where the candidate will need to communicate with clients, colleagues and service providers, Two clients and two colleagues involved in two potentially difficult situations or minor conflicts, One client and one colleague involved in a workplace issue or conflict, Organisational templates: Communication Plan or a similar document, Feedback Form or a similar document, Meeting Agenda or a similar document, Meeting Minutes or a similar document, Reflective Journal or a similar document, Organisational communication protocols for: Representing	20 hours in class and 10 hours of self-directed learning each week	<b>2 weeks</b>

			the organisation, Written correspondence, Communicating details of the meeting to the participants and other stakeholders, Organisational communication policies and protocols for providing information, Organisational requirements relevant to: Conflict resolution, Referral processes, Recording meetings		
CHCADV001 Facilitate the interests and rights of clients	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required. Lotus Compassionate Care policy and procedure for client complaint process, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: Organisation forms and templates: Action Plan, Client Competency Checklist, Client Feedback Form, Any referral document, Client's Complaint, Progress Log, Self- Reflection Journal, Organisation documents, Organisational policies and procedures relevant to consulting the client, Documents detailing the roles and responsibilities of community support worker, Documents detailing the roles and responsibilities of the supervisor, Documents detailing the roles and responsibilities of other support worker, Documents detailing the roles and responsibilities of representative of organisation or service, Organisational mechanisms relevant to complaint process, Client whom the candidate will provide ongoing support to address their rights and needs, Relevant stakeholders whom the candidate will consult to address client's rights and needs: Supervisor, Other support workers, Representative of organisation or service	20 hours in class and 10 hours of self-directed learning each week	<b>4 weeks</b>
CHCPRP001 Develop and maintain networks and collaborative partnerships	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required. Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: Three service delivery situations, Organisational resources containing information about the following: Personal performance, Organisational performance, Relevant services, Relevant organisations, Key people, Organisational policies and practices (e.g., confidentiality, work health and safety, communication, resource), Templates for: Networking and Collaboration Assessment or	20 hours in class and 10 hours of self-directed learning each week	<b>3 weeks</b>

			similar document, Projects and Service Delivery Plan or similar document, Progress Notes or similar document, Confidentiality Clause or similar document, Reflection Journal or similar document.		
CHCCCS031 Provide individualised support	Classroom Based learning, Self-Directed Learning, Role Plays,	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Simulated direct support work environment – Lotus Compassionate Care, Clients' individualised support plans, Organisational policies and procedures relevant to providing individualised support, Legislative requirements and written direction from the health professional relevant to taking pre-packaged medication, Lotus Compassionate Care forms and templates, including: Risk management templates, e.g., hazard identification report, health and safety checklist, site safety inspection, risk register, etc. Progress notes, Meeting minutes, One volunteer to act as your supervisor, One volunteer to act as other support staff in the workplace, One volunteer to act as the individual support client or person requiring support, One volunteer to act as the client's family/carer, Aids, devices/appliances, and equipment used by the clients. The case studies refer to the following: Hearing aid, Walking stick, Dentures, Colostomy bag or stoma bag, Cold compress, Person hoist, Slide sheet, Hoist with slings, Stand-up lifter. These aids, equipment, devices/appliances may be changed to other aids, equipment, devices/appliances depending on what is available in the training organisation/workplace. User manuals or manufacturers' instructions for preparing and assembling these aids, devices/appliances, and equipment. Resources to conduct a risk assessment, including but not limited to: Areas to inspect, Facilities, resources, and equipment used to provide individualised support in the following areas: Dressing, undressing, and grooming, Eating and drinking, Oral hygiene, Showering, Toileting and the use of continence aids, Using slide sheets, hoists, slings and lifters, Transferring a person between bed and chair, Bed bathing, Shaving, Transferring a person in and out of car, Falls recovery, Taking pre-packaged medication, Computer, filing cabinets, cloud storage, organisation intranet, etc.	20 hours in class and 10 hours of self-directed learning each week	<b>2 weeks</b>

<p>CHCCCS038 Facilitate the empowerment of people receiving support</p>	<p>Classroom Based learning, Self-Directed Learning, Role Plays,</p>	<p>Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study</p>	<p>Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Australian Law Reform Commission, Charter of Aged Care Rights, Convention on the Rights of Persons with Disabilities, National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector, National Standards for Disability Services, NDIS Quality and Safeguards Commission, NDIS Restrictive Practices and Behaviour Support Rules 2018, Quality of Care Principles 2014, The Australian Human Rights Commission website, The Australian Human Rights Commission Act 1986, Lotus Compassionate Care Policies and Procedures, Universal Declaration of Human Rights, United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), Charter of Aged Care Rights, Aged Care Act 1997</p>	<p>20 hours in class and 10 hours of self-directed learning each week</p>	<p><b>4 weeks</b></p>
<p>CHCDIS017 Facilitate community participation and social inclusion</p>	<p>Classroom Based learning, Self-Directed Learning, Role Plays</p>	<p>Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study</p>	<p>Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required. Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies, Information on local resources, programs, agencies, transport services, aids and equipment available to people with disability, Organisational policies and procedures, For identifying resources, For accessing resources, For evaluating implementation of strategies, Organisation's templates, For a community support plan, For assessing risks, For documenting minutes, Reflective Journal template, Individualised plans, Equipment and resources outlined in individualised plans, Risk assessment tools, Opportunities for engagement with people with disability, Services/activities the client will participate in Location of each service/activity, People/organisation in-charge of facilitating each service/activity, Nominated people with disability, People who will part of planning for the client's community participation and social inclusion (e.g. the client's family, carer or relevant others), Relevant individuals to consult and seek advice from (e.g. Their workplace supervisor and health professionals), The client's employer or representative, Other support workers to help the client</p>	<p>20 hours in class and 10 hours of self-directed learning each week</p>	<p><b>3 weeks</b></p>

			access their chosen services/activities, Universal Declaration of Human Rights, United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), Legislation relevant to duty of care of disability support workers (e.g. WHS laws), Legislation relevant to dignity of risk of people with disability (e.g. Convention on the Rights of Persons with Disabilities)		
CHCDIS019 Provide person-centred services to people with disability with complex needs	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required. Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies, Organisational policies and procedures, such as those relevant to: Making revisions in the individualised plan, Working with the person, Documentation of the use of restrictive practices, Developing and managing individualised plan, Documenting information, Seeking feedback from stakeholders, Monitoring and evaluating individualised plans, Individualised plans and any equipment outlined in the plans, Opportunities for engagement with people with disability, Relevant personnel, such as: The person with disability's family, carer and relevant others, Experts and health professionals, Work colleagues, Workplace supervisor, Service providers and professional networks, Community support agencies, Other stakeholders (e.g. support workers, healthcare workers), Reference documents, such as: Documents that contain the candidate's job scope (e.g. job description, employee contract), Existing client records (e.g. medical records), Assessments from health professionals (e.g. behavior support plan), Documents containing best practice guidelines when working with people with disabilities (e.g. codes of conduct, Organisational guidelines), Certificates, qualifications, etc. of support workers, Communication tools (e.g. phone, video conferencing app), Organisational templates: Meeting minutes, Individualised plan, Resources needed for the Case Study task, such as: Volunteers to play the scenario, Bruno M., Antonio, Other resources: Wheelchair, Bed, Relevant documents, such as: Disability Services Act (of your state/territory), Commonwealth	20 hours in class and 10 hours of self-directed learning each week	<b>4 weeks</b>

			Disability Services Act 1986, United Nations Declaration of Human Rights (UNDHR), Disability Discrimination Act of 1992, National Disability Scheme Act 2013 (NDIS Act), Privacy Act 1988, National Standards for Disability Services (NSDS) 2014, NDIS Code of Conduct, Convention on the Rights of the Persons with Disabilities (CRPD), National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector, NDIS Regulated Restrictive Practices Guide, National Disability Insurance Scheme		
CHCDFV001 Recognise and respond appropriately to domestic and family violence	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: A safe and secure meeting location, Opportunities to conduct support sessions with three clients affected by domestic and family violence, Documents that contain information about the nominated clients, including: The client's existing needs, Safety issues, Details of the abuse · Any cultural, family and individual information Client Progress Notes Template, o Communication channels or devices used for: Communicating remotely with the client, · Making referrals, Seeking assistance, Documents/references about the support processes offered by the organisation, Documents with information about domestic and family violence work, including:, Legal and ethical requirements for identifying and responding to client's needs, Values and philosophies of domestic violence work, o Organisation standards and procedures, Rights and responsibilities of the client and the service worker, Limitations of the service worker and the workplace in assessing and addressing the client's needs, Organisation's requirements relevant to: Completing accurate and comprehensive records and reports, Completing referral information, Organisation procedures, practices and standards relevant to: Client assessment, Allocation of services, Case management, Interviewing, Use of resources, Programmed intervention, Referral, National and state/territory references for legal and ethical considerations relevant to workers interacting with clients affected by domestic and family violence.	20 hours in class and 10 hours of self-directed learning each week	<b>2 weeks</b>

<p>CHCPAL003 Deliver care services using a palliative approach</p>	<p>Classroom Based learning, Self-Directed Learning, Role Plays</p>	<p>Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study</p>	<p>Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Charter of Aged Care Rights, Aged Care Quality Standards, Age Discrimination Act 2004, Disability Discrimination Act 1992, Racial Discrimination Act 1975, Sex Discrimination Act 1984, Privacy Act 1988, Coroners Act. Assessor to supervise and observe the candidate as they complete assessments, where required: Organisational processes and policies and procedures, such as: Processes for seeking clarification and guidance from health professional regarding pain relief provision and comfort promotion, Policies and procedures for the provision of palliative approach and palliative care, Processes for care of a deceased person's body, Processes for ensuring that cultural, spiritual and religious preferences are considered when caring for the deceased. A simulated environment that will provide you access to: At least five volunteers to participate in role play activities, Environments for: Conducting meetings, Carrying out end-of-life care strategies, Carrying out after-death care strategies, Necessary materials and resources, such as: Necklace, Wedding ring, Book, Bag for storing the person's belongings, Lotus Compassionate Care Handbook, including: Client Records – Individualised Plans, Policies and procedures relevant to: Progress Reporting, Privacy and Confidentiality, Documentation, Workplace or a similar environment that will provide you access to: Opportunities for engagement with clients in palliative care or people who participate in simulations and scenarios that involve provision of palliative or end-of-life care in a range of contexts. Facilities, equipment and resources that reflect real working conditions (including those outlined in individualised plans) and model industry operating conditions and contingencies, Workplace resources necessary for the provision of palliative care, including: Relevant members of the care team, which includes the client themselves, their family and carer, other people they identify, your workplace supervisor and your colleagues. Workplace templates, such as: Meeting Minutes, Progress Notes, Self-Care Plan, Workplace documents, such as: The client's individualised plan (which also contains their advance care directives), Document's containing candidate's scope of job role (e.g. employee contract, job description), Documents containing relevant requirements, including legislative and ethical requirements, as well as</p>	<p>20 hours in class and 10 hours of self-directed learning each week</p>	<p><b>2 weeks</b></p>
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			requirements applicable to your state/territory, Organisational policies and procedures for: Reporting information, Making referrals to the appropriate care team member, Managing own emotional responses and ethical issues encountered, Bereavement care resources and support services		
CHCDIS011 Contribute to ongoing skills development using a strengths-based approach	Classroom Based learning, Self Directed Learning, Role Plays,	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Vocational Placement Pack, Legislations relevant to: Duty of care, Dignity of risk, Privacy, confidentiality and disclosure, NDIS Quality and Safeguarding Framework, United Nations convention on the rights of persons with disabilities (UNCRPD), Organisational policies and procedures relevant to: Person-centered planning, Documentation, Individualised Support Plans, Person-Centered Plan, Volunteers to participate in role-play activities, including: One volunteer to act as Erik, One volunteer to act as Erik's mother, One volunteer to act as Sam, One volunteer to act as Sam's sister.	20 hours in class and 10 hours of self-directed learning each week	<b>2 weeks</b>
CHCMHS001 Work with people with mental health issues	Classroom Based learning, Self-Directed Learning, Role Plays	Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study	Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required, Workplace, or a similar environment, where the candidate can complete the assessments, Assessor to supervise and observe the candidate as they complete assessments, where required, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: The job description of their work role, Strategies and services available in the workplace that support a person's empowerment and recovery, Workplace document templates for documenting: Services and strategies of clients, Interaction with the client and their care network, Referrals, Policies, protocols and procedures relevant to: Documentation, Maintaining privacy and confidentiality, Service delivery	20 hours in class and 10 hours of self-directed learning each week	<b>3 weeks</b>

<p>CHCCCS044 Follow established person-centred behaviour supports</p>	<p>Classroom Based learning, Self-Directed Learning, Role Plays</p>	<p>Knowledge Assessment, Practical Assessment, Workplace Assessment, Observation in simulated workplace environment, Case Study</p>	<p>Learner Guide, Assessment Workbook, Forms and Templates, Computer with Internet, email access, and a working web browser, Installed software: MS Word, Adobe Acrobat Reader, Assessor to supervise and observe the candidate as they complete assessments, where required, Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to: At least three clients, A supervisor, A colleague, The organisation's filing system, Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies, Organisational policies and procedures for: Behavior management, Work health and safety, Intervention and notification, Referral, Reporting, completing, maintaining, and storing documentation, Organisational documents that outline processes for reporting the client's behavioral changes, Individualised behavior support plans (IBSPs), equipment and resources outlined in behavior support plans, opportunities for engagement with people receiving care who present behaviors of concern or people who participate in simulations and scenarios that involve provision of disability support where there are behaviors of concern present.</p>	<p>20 hours in class and 10 hours of self-directed learning each week</p>	<p><b>3 weeks</b></p>
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## Vocational Placement

Vocational placement	<p>There is no mandatory work placement attached to this qualification. However there are units within the qualification which will require students to access the real time workplace to be able to complete performance based assessments in addition to the simulations.</p> <p>SATHE has sourced a number of work placement partners that will provide the appropriate supervision from individuals in the workplace in cooperation with SATHE trainers and assessors.</p> <p>SATHE has entered into agreements with each of these providers. Agreements are filed by the Administrator in a sub-folder titles Workplace Agreements in the main folder for 'CHC42021 Certificate IV in Community Services'.</p>
Purpose	<ul style="list-style-type: none"> <li>• The main purpose for Work Placement is to:</li> <li>• Strengthen the individual's experience of the workplace.</li> <li>• Reinforce performance required in the workforce.</li> <li>• Develop practice skills and application of knowledge within the workplace, in order to promote stronger embedding of learning.</li> <li>• Provide exposure to real workplace situations and circumstances which cannot be replicated in a learning environment or simulation.</li> </ul>
Type and scope	<p>Work placement is unpaid. The scope of the work placement provides opportunities for the learner to observe, develop and practice the skills required in the workplace. The opportunity to work with appropriately qualified supervisors as role models is also an important component of the scope of work placement.</p>
Vocational guidelines	<p>It will be beneficial for students to access the real time workplace for the following units:</p> <p>HLTWHS002 Follow safe work practices for client care            CHCCCS031 Provide individualised support            CHCCCS038 Facilitate the empowerment of people receiving support            CHCDIS011 Contribute to ongoing skills development using a strengths- based approach</p>
Resources required for vocational placement	<p>Each work placement facility has agreed to provide all resources required for the assessment of above-mentioned unit.</p> <p>These resources include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Workplace supervisors</li> <li>• Vocational Placement Supervisor</li> <li>• Individualised plans and associated equipment detailed in the plan</li> <li>• Relevant legislation and Codes of practice</li> </ul> <p><i>In addition to this, students will be observed and assessed by SATHE trainers and assessors to ensure that the students meet the competency requirements.</i></p>
Training facilities	<p>SATHE operates from a physical work environment in Fortitude Valley, Brisbane as well as using workplace facilities at Work Placement providers.</p> <p>The layout floor plan allows for 30 students to be on campus 6 days per week from 8:00 AM to 9:00PM Mon to Fri and 9:00 AM to 5:00PM SAT It provides a simulated work environment for this qualification to enable learners to practice their skills.</p> <p>Students have access to the SATHE's Learning Management System (LMS) through the internet, and they can access the Student Support Services Coordinator who is on site every day. The LMS contains all learning resources for delivery and assessment.</p>

	Each learner participates in an Orientation Program that provides details of all relevant policies and procedures associated with their study and responds to any questions they may have regarding their participation in the course.
Resources required for training delivery	All resources for Training and Assessment are contained in the LMS. These resources include Learner Guides and equipment in the simulated work environment and Formative assessments.
Resources required for assessment	The LMS includes all summative assessment tools. Assessment takes place in the closely simulated work environment and during work placement in the workplace. Assessment resources for simulated assessment are available in the LMS.
Monitoring and evaluation	<p>Student performance is monitored as described in the Course Progression Policy and Procedure, Student Attendance Policy and, where necessary, Intervention Plans are implemented along with access to any support the learner may need to successfully continue and complete their studies.</p> <p>The outcome of the Intervention Plans are also monitored and evaluated to determine if the support provided is effective or if the Intervention Plan needs to be adjusted.</p> <p>Feedback from student is gathered ad hoc during all delivery sessions, throughout the course using Evaluation forms and at the end of the course through the completion of the Quality Indicator feedback form.</p> <p>Feedback from Trainers and Assessors is also recorded in regular staff meetings and in written format at the end of the course.</p> <p>Administration staff also provide feedback at the regular staff meeting, and ad hoc as required.</p> <p>Feedback through Industry engagement is obtained annually to coincide with the review of this Training and Assessment Strategy</p>
Continuous improvement	<p>The Self-assurance and Continuous Improvement procedure identifies the processes for obtaining feedback from learners, staff and administrators, and industry and for improving all SATHE processes and practices.</p> <p>Improvement Sources include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Outcomes from Systematic Validation of assessment.</li> <li>• Financial Risk Assessment.</li> <li>• Incidents including Critical Incidents.</li> <li>• Complaints and Appeals.</li> <li>• Results of audits.</li> <li>• Quality and performance Indicator data.</li> <li>• Learner, trainer and assessor, administration, and industry engagement feedback.</li> </ul>
Relevant policies and procedures	SATHE has developed a range of controls that are recorded in policies and procedures for efficiently and effectively managing their Quality Management System (QMS). These controls are reviewed at least annually using the Audit Procedure and opportunities for improving the documents are identified in the audit report for input into the continuous improvement system for actions to be taken.
Record management	<p>All records of training and assessment are included in the LMS and the Student Management System. These systems are automatically backed-up to SATHE's Cloud system which also contains de-centralized backups to prevent disruption to services and loss of data.</p> <p>All records, including the LMS and the SMS, collected through the Quality Management</p>

System (QMS) are backed-up through the SATHE Cloud back-up service as detailed in the Records Register that indicates the following controls:

- Record Title
- Filing method
- Record Location
- Indexing – Alphabetic (A), Numerical (N), Chronological (C)
- Responsibility for Filing and Retrieval
- Retention Period
- Disposal Method.

Records Management Controls are described in the Records Management Procedure.

### RTO Endorsement

Update this section in accordance with the RTO's Training and Assessment Strategy endorsement policies and procedures.

	Name	Signature	Date
Training Manager			
Chief Executive Officer			

### Revision History

Version No. / Date	Description	Approved By
V1.0 / Feb 2024	First issue	CEO