



**Institute of Health and Nursing
Australia**

CHC33015 Certificate III in Individual Support (Ageing, Disability)

– Classroom and Blended Modes of Delivery –

Training and Assessment Strategy

Name of RTO	Health Careers International Pty Ltd T/A Institute of Health and Nursing Australia
RTO Number	21985



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CHC33015 Certificate III in Individual Support
Training and Assessment Strategy

Training Package code and title of qualification	CHC33015 - Certificate III in Individual Support (Ageing, Disability)
Name and version of training package	CHC Community Services, Release 2.0 Available at https://training.gov.au/Training/Details/CHC33015
AQF Level	Australian Qualifications Framework Level 3
Qualification overview	<p>This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support. This qualification provides the skills and knowledge for an individual to work primarily in residential facilities and disability support centres under direct or regular supervision within clearly defined organisation guidelines and service plans.</p> <p>These workers:</p> <ul style="list-style-type: none">• Carry out activities to maintain personal care and/or other activities of living for people in an aged care or disability support setting;• Carry out activities in accordance with individualised plan; and• Report directly to a supervisor and are not responsible for other workers.
Modes of delivery	Delivery will mainly be: <ol style="list-style-type: none">1. Classroom/ Face to face mode2. Blended Mode
Delivery period and delivery schedule	<p>This qualification is delivered in 2 modes.</p> <ol style="list-style-type: none">1. Classroom/ Face to face mode This course will be delivered over a maximum of 26 weeks. This delivery arrangement gives students sufficient opportunity to achieve the learning outcomes for the qualification type, level and discipline. IHNA will deliver this course by scheduling a minimum 20 hours of classroom based student contact hours per week. The students will be undertaking practical placement for minimum of 32 hours per week, during the placement weeks. This includes a practical placement of 120 hours.2. Blended Mode The course will be offered using a structured blended learning approach, including a combination of e-learning, practising various care skills in the simulated environment and Practical Placement (PP). Based on the cohort needs, classroom sessions may be arranged to provide additional support to students undertaking study with blended mode. Students have to attend the face to face session for the skills training. This includes a practical placement of 120 hours. <p>For both modes of delivery, completion time frames will however vary between students based on their individual skills, experiences and previous studies. IHNA considered nominal hour guidelines (Victorian Purchasing Guide and Western Australian Nominal Hours Guide) when confirming the course duration. IHNA believes that this duration will enable students to achieve the learning outcomes for both the qualification type and discipline. Students are offered more self-paced methodologies, including online delivery and workplace delivery, which is the rationale for this course duration.</p>



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Delivery Locations	<ul style="list-style-type: none"> • IHNA Heidelberg Campus. • IHNA Perth Campus. • IHNA Sydney Campus. • IHNA India Campus.
Program Intakes	<ol style="list-style-type: none"> 1. Classroom/ face to face mode: 3 intakes per year; preferably January, May and September. Individual campus may add additional cohort based on Industry needs. 2. Blended Mode: - Intakes will be based on target group entry. Rolling intake and batch intakes are feasible based on campus management.
Licensing and/or regulatory requirements relevant to program (where relevant)	<p>There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, Industry legislation that may be involved in the delivery of this course includes: federal and state specific legislation. Some of the legislation are as follows:</p> <ul style="list-style-type: none"> • Workplace Relations Act 1996 • Fair Work Act 2009 (Fair Work Regulations 2009) • The Equal Employment Opportunity Act 1987 • Equal Opportunity for women in the workplace Act 1999 • Sex and Age discrimination Legislation Amendment Act 2011 • Age Discrimination Act 2004 • Disability Discrimination Act 1992 • The Privacy Act 1988 • The Racial Discrimination Act 1975 • VIC: Equal Opportunity Act 2010 • WA: Equal Opportunity Act 1984 • NSW: Equal Opportunity Act 2010 • New South Wales: Health Practitioner Regulation National Law (NSW) No 86a • Victoria: Health Practitioner Regulation National Law (Victoria) Act 2009 • Western Australia: Health Practitioner Regulation National Law (WA) Act 2010 • NSW: Work Health and Safety Act 2011 • VIC: Occupational Safety and Health Act 1984 • WA: Occupational Safety and Health Act 1984
Target Group(s)	<p>The target group for this course is primarily:</p> <ul style="list-style-type: none"> • Job seekers looking to gain employment in the aged care or disability sector. • Local (domestic) candidates, onshore international students (all other Visas except Student Visa).
Entry Requirements	<p>There are no pre-requisites or any other training package entry requirements for this course.</p>
IHNA admission criteria and Entry Requirements	<p>IHNA has in place admission criteria for courses in its scope as required by its 'Application and Enrolment Procedure for VET Courses' to ensure that candidates meet industry requirements.</p> <ul style="list-style-type: none"> • Applicants are required to be 16 years old and above. • You will need to have completed year 10, or equivalent or be of mature age. Equivalency can be demonstrated by one of the following: <ul style="list-style-type: none"> • A qualification at Certificate II level or higher, OR • 2 years industry experience in a role that requires the use of written documentation and communication, OR • Age 18 year or higher • Applicants are required to have successfully completed an IHNA LLN test or VET ASSESS LLN Test (with a valid score of minimum 50% for each area and issued within the last 12 months from the time of admission). <p>Aboriginal and Torres Strait Islanders are encouraged to apply. Satisfactory police clearance certificate is essential for practical placement. IHNA highly recommends students to complete the immunization form before the practical</p>



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	<p>placement start date.</p> <p>It is essential for the student to possess basic computer skills.</p>																				
Packaging Rules	<p>14 units are required for award of this qualification including</p> <ul style="list-style-type: none"> • 7 core units; and • 7 elective units (all Group A electives for Ageing specialisation and all Group B electives from Disability specialisation). <p>Packaging rules are available from https://training.gov.au/Training/Details/CHC33015</p> <p>See table 1 for distribution of hours.</p>																				
Packaging for each Specialisation	<p>All group A electives (Ageing) and all group B electives (Disability) are selected for award of the combined specialisation for Certificate III in Individual Support (Ageing and Disability).</p> <p>All electives chosen contribute to a valid, industry-supported vocational outcome.</p>																				
Pathways	<p>Pathways into this qualification: There is no applicable pathway into this qualification.</p> <p>Pathways from this qualification: Candidates may progress to higher level qualifications within and/or across the community sector.</p>																				
Occupational Outcome(s):	<p>After successful completion of the program, the candidates may gain employment in aged care service center, disability support center, residential group homes, training resource centers, day respite centers and open employment services, other community settings and clients' homes.</p> <p>Occupational titles may include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Accommodation support worker</td> <td>Community care worker</td> </tr> <tr> <td>Care assistant</td> <td>Assistant in nursing</td> </tr> <tr> <td>Personal care assistant</td> <td>Care service employees</td> </tr> <tr> <td>Field officer</td> <td>Personal care giver</td> </tr> <tr> <td>In-home respite worker</td> <td>Home care assistant</td> </tr> <tr> <td>Care service employees</td> <td>Home care assistant</td> </tr> <tr> <td>Nursing assistant</td> <td>Community house worker</td> </tr> <tr> <td>Community support worker</td> <td>Care worker</td> </tr> <tr> <td>Personal care worker</td> <td>Support worker</td> </tr> <tr> <td>Disability service officer (in some jurisdictions)</td> <td></td> </tr> </table>	Accommodation support worker	Community care worker	Care assistant	Assistant in nursing	Personal care assistant	Care service employees	Field officer	Personal care giver	In-home respite worker	Home care assistant	Care service employees	Home care assistant	Nursing assistant	Community house worker	Community support worker	Care worker	Personal care worker	Support worker	Disability service officer (in some jurisdictions)	
Accommodation support worker	Community care worker																				
Care assistant	Assistant in nursing																				
Personal care assistant	Care service employees																				
Field officer	Personal care giver																				
In-home respite worker	Home care assistant																				
Care service employees	Home care assistant																				
Nursing assistant	Community house worker																				
Community support worker	Care worker																				
Personal care worker	Support worker																				
Disability service officer (in some jurisdictions)																					
Exit Opportunities:	<p>There are no exit points from the course that provide vocational or educational outcomes or a full qualification. Students have the opportunity to exit the program prior to completion at any stage. Students will be issued with a Statement of Attainment upon withdrawal for all units of competency successfully completed in partial completion of the qualification.</p>																				



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Table 1: Distribution of hours					
Hour Distribution <i>Distribution of Simulation Based learning hours is an estimate. It is collectively (clustered) delivered and assessed over a period of 71 hours as there are overlaps in units</i>		Scheduled hours *	Theory (Including Self-directed learning)	Simulation Based Learning	Practical Placement
Core Units					
CHCCCS015	Provide individualised support	30	15	8	7
CHCCCS023	Support independence and well being	80	55	15	10
CHCCOM005	Communicate and work in health or community services	30	24	6	10
CHCDIV001	Work with diverse people	40	12	2	6
CHCLEG001	Work legally and ethically	55	36	5	11
HLTAAP001	Recognise healthy body systems	70	56	9	5
HLTWHS002	Follow safe work practices for direct client care	25	16	20	15
Group A electives – AGEING Specialisation (3 units)					
CHCAGE001	Facilitate the empowerment of older people	50	16	5	9
CHCAGE005	Provide support to people living with dementia	65	36	9	10
CHCCCS011	Meet personal support needs	60	30	18	17
Group B electives – DISABILITY Specialisation (4 units)					
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	40	24	8	8
CHCDIS002	Follow established person-centred behaviour supports	50	24	7	4
CHCDIS003	Support community participation and social inclusion	60	40	11	4
CHCDIS007	Facilitate the empowerment of people with disability	100	40	11	4
Total hours		755	424	134	120

*These hours are subject to change as per the amended guidelines on nominal hours which are yet to be published.

** This core unit requires in the performance evidence that students have performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation. During this period of 120 hours, students will also demonstrate competency for other units of competency which form a part of this course.



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Units of Competency

Unit of Competence: CHCCCS015 - Provide individualised support	
Nominal Duration:	15 hours Unit of competency details are available from https://training.gov.au/Training/Details/CHCCCS015
Unit Descriptor:	This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations. This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Sample individualised plans or care plans• Sample progress notes or case notes• Equipment outlined in the care plan, e.g. mobility aids• Sample infection control policies and procedures.
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks



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Unit of Competence: CHCCCS023 - Support independence and wellbeing	
Nominal Duration:	20 hours Unit of competency details are available from https://training.gov.au/Training/Details/CHCCCS023
Unit Descriptor:	This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing. This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Sample individualised plans or care plans• Sample progress notes or case notes• Equipment outlined in the care plan, e.g. mobility aids.
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks



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Unit of Competence:	
Nominal Duration:	40 hours Unit of competency details are available from https://training.gov.au/Training/Details/CHCCOM005
Unit Descriptor:	This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers. This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Sample individualised plans or care plans• Sample workplace guidelines on staff communication etiquette, informed consent, open disclosure and mandatory reporting• Sample progress notes or case notes• Access to a range of digital media, e.g. web, email, social media, newsletters and intranet related to practical skills and workplace information• Access to workplace records• Equipment outlined in the care plan, e.g. mobility aids.
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks



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Unit of Competence:		CHCDIV001 - Work with diverse people
Nominal Duration:	20 hours	Unit of competency details are available from https://training.gov.au/Training/Details/CHCDIV001
Unit Descriptor:	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. This unit applies to all workers.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	Learner's Guide Additional resources Computer and headset <input type="checkbox"/> Internet <input type="checkbox"/> Simulated environment that reflects workplace conditions <input type="checkbox"/> A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation <input type="checkbox"/> Workplace documentation (policies and procedures) related to cross cultural interaction in the workplace, inclusion in decision making, workplace bullying and equal opportunity.	
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks	



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Unit of Competence: CHCLEG001 - Work legally and ethically	
Nominal Duration:	50 hours Unit of competency details are available from https://training.gov.au/Training/Details/CHCLEG001
Unit Descriptor:	This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role. This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">☒ Computer and headset☒ Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Access to current legislations, regulations and coded of practice• Workplace policies and procedures related to duty of care, complaints management, continuing professional education and codes of conduct.
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks



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Unit of Competence:		HLTAAP001 - Recognise healthy body systems
Nominal Duration:	70 hours	Unit of competency details are available from https://training.gov.au/Training/Details/HLTAAP001
Unit Descriptor:	This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body. This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	<p>Learner's Guide</p> <p>Additional resources</p> <ul style="list-style-type: none"> • Computer and headset • Internet • Simulated environment that reflects workplace conditions • A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation • Anatomical models, charts and/or diagrams • Client health information files and care plans • Sample observation charts • Sample bowel charts • Sample behavior charts • Sample pain assessment charts • Sample fluid balance charts • Sample progress notes or case notes 	
Assessment Strategy:	<ul style="list-style-type: none"> • Knowledge Based Test • Simulation Based Assessment • Work Based Tasks 	



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Unit of Competence:	
Nominal Duration:	30 hours Unit of competency details are available from https://training.gov.au/Training/Details/HLTWS002
Unit Descriptor:	This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members. This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Emergency equipment• Hoists• Slide sheets• Pat slide• Personal protective equipment (PPE)• Hazard identification checklist• Risk management plans and checklists• Sample care plans• WHS reports and records• Workplace policies and procedures related workplace health and safety.
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks



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Unit of Competence:		CHCAGE001 - Facilitate the empowerment of older people
Nominal Duration:	30 hours	Unit of competency details are available from https://training.gov.au/Training/Details/CHCAGE001
Unit Descriptor:	This unit describes the skills and knowledge required to respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach. This unit applies to support workers in residential or community contexts.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Organisation policies and procedures related to antidiscrimination, duty of care, privacy, confidentiality and disclosure• Sample incident reports• Sample case notes• Sample progress notes	
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks	



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Unit of Competence: CHCAGE005 - Provide support to people living with dementia		
Nominal Duration:	55 hours	Unit of competency details are available from https://training.gov.au/Training/Details/CHCAGE005
Unit Descriptor:	This unit describes the skills and knowledge required to provide person-centred care and support to people living with dementia. It involves following and contributing to an established individual plan. This unit applies to workers in a residential or community context, including family homes. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Organisation policies and procedures related to antidiscrimination, duty of care, privacy, confidentiality and disclosure• Sample individualised plans• Sample behavior chart• Sample dementia management plan	
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks	



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Unit of Competence: CHCCCS011 - Meet personal support needs	
Nominal Duration:	50 hours Unit of competency details are available from https://training.gov.au/Training/Details/CHCCCS011
Unit Descriptor:	This unit describes the skills and knowledge required to determine and respond to an individual's physical personal support needs and to support activities of daily living. This unit applies to workers who provide support to people according to an established individualised plan in any community services context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	<p>Learner's Guide</p> <p>Additional resources</p> <ul style="list-style-type: none"> • Computer and headset • Internet • Simulated environment that reflects workplace conditions • A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation • Organisation policies and procedures related to duty of care, workplace health and safety, privacy and confidentiality • Sample individualised plans or care plans • Equipment relevant to personal care provision, e.g. shower room, commode chair, toiletries, dentures, clothes, razors, shaving cream, tooth paste, brush, oral swabs, wet wipes, urinals, bed pan, cutlery and utensils to serve food • Hoists • Slide sheets • Pat slides
Assessment Strategy:	<ul style="list-style-type: none"> • Knowledge Based Test • Simulation Based Assessment • Work Based Tasks



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Unit of Competence:		CHCDIS001 - Contribute to ongoing skills development using a strengths-based approach
Nominal Duration:	40 hours	Unit of competency details are available from https://training.gov.au/Training/Details/CHCDIS001
Unit Descriptor:	This unit describes the skills and knowledge required to assist with supporting the ongoing skill development of a person with disability. It involves following and contributing to an established individual plan and using a positive, strengths-based approach. This unit applies to individuals who work with people with disability in a range of community services and health contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Sample individualised plans• Relevant equipment outlines in the individualised plan, e.g. mobility aids	
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks	



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Unit of Competence:		CHCDIS002 - Follow established person-centred behaviour supports
Nominal Duration:	35 hours	Unit of competency details are available from https://training.gov.au/Training/Details/CHCDIS002
Unit Descriptor:	This unit describes the skills and knowledge required to implement behaviour support strategies outlined in an individualised behaviour support plan for a person with disability. This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	Learner's Guide Additional resources <ul style="list-style-type: none">• Computer and headset• Internet• Simulated environment that reflects workplace conditions• A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation• Sample individualised plans• Individualised behaviour support plans• Organisation's policies and procedures in relation to behaviours of concern and critical incidents	
Assessment Strategy:	<ul style="list-style-type: none">• Knowledge Based Test• Simulation Based Assessment• Work Based Tasks	



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Unit of Competence: CHCDIS003 - Support community participation and social inclusion	
Nominal Duration:	55 hours Unit of competency details are available from https://training.gov.au/Training/Details/CHCDIS003
Unit Descriptor:	This unit describes the skills and knowledge required to assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person's needs and preferences. This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.
Pre-Requisites	NIL
Licensing Requirements	NIL
Unit Resources and required reading	<p>Learner's Guide</p> <p>Additional resources</p> <ul style="list-style-type: none"> • Computer and headset • Internet • Simulated environment that reflects workplace conditions • A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation • Sample individualised plans • Relevant equipment outlined in the plan, e.g. mobility aids • Access to details of appropriate and local resources (communication aids, interpreters, social welfare workers), programs (case management, counselling), agencies, transport services (specialized transport).
Assessment Strategy:	<ul style="list-style-type: none"> • Knowledge Based Test • Simulation Based Assessment • Work Based Tasks



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Unit of Competence: CHCDIS007 - Facilitate the empowerment of people with disability		
Nominal Duration:	55 hours	Unit of competency details are available from https://training.gov.au/Training/Details/CHCDIS007
Unit Descriptor:	This unit describes the skills and knowledge required to facilitate the empowerment of people with disability to deliver rights based services using a person-centred approach. It should be carried out in conjunction with individualised plans. This unit applies to workers in varied disability contexts.	
Delivery Mode:	This unit is delivered through face-to-face and blended modes of delivery.	
Pre-Requisites	NIL	
Licensing Requirements	NIL	
Unit Resources and required reading	<p>Learner's Guide</p> <p>Additional resources</p> <ul style="list-style-type: none"> • Computer and headset • Internet • Simulated environment that reflects workplace conditions • A suitable workplace for practical placement, e.g. aged care, home and community, disability or community service organisation • Sample individualised plans • Relevant equipment outlined in the plan, e.g. mobility aids • Access to advocacy services • Use of technology (e.g. laptops or tablets) to assist people with disabilities 	
Assessment Strategy:	<ul style="list-style-type: none"> • Knowledge Based Test • Simulation Based Assessment • Work Based Tasks 	



**Training and Assessment
Methodology**

Classroom Delivery :- Instructional Methods

Classroom based training sessions are to develop the knowledge and theoretical understandings required to undertake job at aged care and disability sectors and prepare for and practice dealing with situations that may arise in these work sector. Classroom settings will ensure full access to internet, whiteboards and other learning resources.

The type of delivery selected for this course is based on the learning objectives and the nature of the teaching and learning tasks and the diversities encountered within the learners of the group. To ensure effectiveness, training programs will combine a mixture of classroom presentation and student participation methods.

To ensure the effectiveness of the training sessions, and to encourage each student to participate in a well-designed and develop training program, class sizes will be a maximum of 15-25 students. These restrictions will maximise trainer/student interaction on course material. Trainee feedback and student evaluations will be considered in modifying and improving courses.

Each session will be delivered through active participation between both the trainer and the students. This is to ensure student participation is mapped to the delivery style to ensure maximum learning and retention.

The theory component of this qualification, including simulated procedures in the laboratory will be delivered at IHNA facilities. Participants are expected to attend all scheduled classes. Participants cannot progress into the practical placement of the course until they have successfully completed all assessment requirements for the theoretical component (including the simulated procedures in the IHNA laboratory).

Blended learning:- Instructional methods

Online learning resources are prepared for the students to complete their theory components via online learning portal. Additional face to face and online correspondence sessions, one on one mentoring and support sessions may be arranged for the students to assist them in their learning but not mandatory. Student would be attending simulation based learning workshops at IHNA on allocated days to learn skills required in this qualification.

Simulation based learning (Part of both Classroom and Blended Modes):- Instructional Methods

A fully equipped nursing laboratory (owned by the college) is available allowing for training, practice and assessment to occur in a simulated environment (subject to units). This environment will allow students to develop and demonstrate their skills in relation to aged care and disability set up. Additional information regarding the student conduct and lab attire is given in the *Delivery and Assessment Guidelines* for the qualification.

Self-directed Learning

Self-directed learning- Students need to allocate certain hours of self-study time (out of class study/e-learning platform) per unit of competence to complete assessment activities and the associated review questions to enhance their understanding. The trainer may inform the students about the activities to be completed and the approximate time students will need to the complete the activities.

Trainers may provide additional learning material where gaps are identified in either the participant's underpinning knowledge or skills.

Learning support

Time for consultation with Trainer / assessors may be allocated in order to allow students to revise their learning or understanding, perform any required tasks, practice their skills,



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reinforce their knowledge and prepare themselves for the assessments.

All students have access to their trainer and coordinator via phone or email during business hours or as arranged by an individual with a guarantee of a reply contact within 48 hours.

Practical placement

Practical placement is an essential component of each unit of this course. During the practical placement, the student will apply the required essential knowledge and skills to demonstrate competency for each unit of this qualification. The student has to complete 120 hours of practical placement in an aged care facility/ supported care/ disability care facility. The students can commence the practical placement once they have completed the Simulation Based Assessments Satisfactorily.

Each student will work in pair with a workplace supervisor from the practical placement facility. An IHNA trainer and assessor will monitor the student's progress during practical placement.

All practical placements are arranged by IHNA. Students may arrange practical placement by themselves, if preferred, as agreed with and in consultation with, the course coordinator.

Specific requirements:

- A satisfactory National Police Clearance will be required for all practical placements.
- Current Vaccination/Immunization Certificate and Proof of Immunity (Highly Recommended)

Important: Where a student breaches these requirements, they could be excluded from their practical placement. IHNA will not be responsible for any such exclusion.



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Assessment	<p>A range of assessment methods employed by IHNA ensures that assessments are fair, valid, reliable and reasonable while ensuring that IHNA meets the requirements of the relevant Training Package and the rules of evidence. The assessment process will include the gathering of evidence to demonstrate the student's competence. Students will be advised of the assessment requirements at the beginning of each unit and also provided in the time table.</p> <p>An assessment matrix is provided below that summarises the assessment of each unit of competency included in this qualification. To determine the student's skills and knowledge in a unit of competency, a qualified trainer and assessor will conduct assessments. Trainers will be provided with a Trainer's marking guide which will provide clear instructions and guidance to the assessment process and the criteria to base judgment of competence.</p> <p>These assessment methods and strategies are consistent with the Training Package Assessment Guidelines. All assessment tools are mapped to the current version of the unit of competency including all elements, performance criteria, knowledge evidence and performance evidence and assessment conditions.</p> <p>Assessment Task Submission</p> <p>All students should follow the 'Delivery and Assessment Guidelines for Students' for this qualification when submitting assessment tasks. Time table for students includes the scheduling of assessments.</p>
Reasonable Adjustment	<p>To meet the needs of all learners, adjustments can be made to the way assessments are conducted but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility so that the specific needs of students can be met.</p> <p>Examples of reasonable adjustments:</p> <ul style="list-style-type: none">• Providing additional time for student to practice the assessment tasks• Asking questions in a relevant practical context• Presenting work instructions in diagrammatic or pictorial form instead of words and sentences <p>It is the responsibility of each assessor to assess students' needs and make whatever reasonable adjustments are practicable to maximise students' opportunity to demonstrate their competence.</p>



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Table 2: Assessment Matrix		KBT	SBA	Practical Placement Book					
Unit Code	Unit Name			Attendance	WOC	TPR/ WPO	WBT	RJ	VQ
CHCCCS015	Provide individualised support	X	X		X	X	X	X	X
CHCCCS023	Support independence and well being	X	X		X	X	X	X	X
CHCCOM005	Communicate and work in health or community services	X	X	X	X	X	X	X	X
CHCDIV001	Work with diverse people	X	X	X	X	X	X	X	X
CHCLEG001	Work legally and ethically	X	X			X		X	
HLTAAP001	Recognise healthy body systems	X	X			X			X
HLTWHS002	Follow safe work practices for direct client care	X	X	X	X	X	X		X
CHCAGE001	Facilitate the empowerment of older people	X	X	X	X	X	X		
CHCAGE005	Provide support to people living with dementia	X	X	X	X	X	X		X
CHCCCS011	Meet personal support needs	X	X	X	X	X	X		X
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	X	X		X	X	X	X	X
CHCDIS002	Follow established person-centred behaviour supports	X	X			X	X	X	X
CHCDIS003	Support community participation and social inclusion	X	X	X	X	X	X	X	
CHCDIS007	Facilitate the empowerment of people with disability	X	X	X	X	X	X	X	X

Legend:

- WOC: Workplace orientation checklist
- TPR: Third Party report
- WPO: Workplace observation
- WBT: Work Based Tasks
- RJ: Reflective Journal
- VQ: Verbal Questioning

Assessment Validation:	The assessment tools for units of competency are validated prior to its implementation. The validation pro forma is completed and suggestions are attended to in accordance with IHNA's Validation Policy and Procedure to comply with IHNA's commitment to quality.
Recognition of prior learning:	<p>IHNA has a methodical RPL process, which is outlined in detail in the Recognition of Prior Learning (RPL) Policy.</p> <p>Prospective students will be notified of the RPL policy and process prior to enrolment into the program, via orientation, discussions and the Student Handbook and/or through our website, and are encouraged to apply if they believe that they may be eligible.</p> <p>Students are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any class/simulated lab practice opportunities offered should they be unsuccessful in the RPL process. Students are given an RPL kit showing the units they need to complete and methods for demonstrating competency in those units.</p> <p>Credit Transfer</p> <p>Applicants for Credit Transfer must complete the credit transfer application form, attach a copy of a verified Award or Statement of Attainment and submit the application to the Course Coordinator.</p> <p>The Course Coordinator must check the Award or Statement of Attainment and grant Credit Transfer for identical units that have been identified as being completed at another Registered Training Organisation.</p> <p>Verified copies of Qualifications and Statements of Attainment used as the basis for granting Credit Transfer must be placed in the student files.</p> <p>The student and the Course Coordinator must sign the completed Credit Transfer record.</p> <p>Granting of Credit Transfer must be recorded as a unit outcome in the students file.</p> <p>Student's individual training plans will be adjusted to reflect any Credit Transfer granted.</p>
Access and Equity Principles:	Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.
Academic, Language, Literacy & Numeracy Support:	IHNA will identify and access appropriate support services, and ensure the necessary services are provided for participants as required using intervention strategies including monitoring attendance, intervention procedures, increasing LLN support processes through one on one mentoring, reasonable adjustments in assessments and counselling. Where the support needs of the student exceed the ability of IHNA training and assessment or support staff, the student may be referred to specialist support for further assistance.
Training and assessment resources	See individual Units of Competency in this document for specific resources for each unit of competency. Additional resources (handouts and power points) will be provided to the students during the delivery of each unit of competency by the trainers/assessors. IHNA provides access to all required learning resources to the students through its learning management system.



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Delivery and Assessment Staff	<p>IHNA's trainers and assessors will hold one or more of:</p> <ul style="list-style-type: none">• Certificate IV in Training and Assessment• A qualification in adult education at a diploma or higher level. <p>Anyone who provides assessment only (i.e. does not deliver training) will hold one or more of:</p> <ul style="list-style-type: none">• Assessor Skill Set• Certificate IV in Training and Assessment• A qualification in adult education at a diploma or higher level. <p>In addition, the RTO's training and assessment for this course is delivered only by persons who have:</p> <ul style="list-style-type: none">• Vocational competencies at least to the level being delivered and assessed;• Current industry skills directly relevant to the training and assessment being provided; and• Current knowledge and skills in vocational training and learning that informs their training and assessment. <p>Industry experts, e.g. workplace supervisors, may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.</p> <p>Detailed trainer assessor skill matrix is available in Knowledge Hub.</p>
Trainer and Assessor Resources	<p>The prescribed text book for this qualification is: Croft, H. (2013) <i>The Australian Carer</i>. 3rd ed. Frenchs Forest, NSW: Pearson Australia.</p> <p>The prescribed text book also comes with instructor's resources to support the learning and assessment process.</p> <p>All trainers/assessors (including full time, part time and casual staff) involved in the training and assessment of this qualification, have direct access or through the IHNA Knowledge Hub web portal to:</p> <ul style="list-style-type: none">• Trainer handbook• Current version of the relevant Training Package• Delivery and Assessment guidelines for students• Training and Assessment Strategy (TAS)• Session Plan: A structured session plan is available to all trainers and assessors for the each unit of competency• Marking and mapping guides for each unit of competency• Well-resourced e-learning materials <p>Trainers and assessors have access to resources to assist in the facilitation of training including:</p> <ul style="list-style-type: none">• PowerPoint presentations, hand outs• Videos, CD/DVD• Simulated laboratories for practical demonstration and assessment• Reference library, including online reference library with appropriate academic journals• IT facilities



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Student Resources	<p>PowerPoint presentations, hand-outs and other resources, including the qualification time table and assessment requirements are made available as support material to all students for each unit of competency. Students are provided with a copy of the time table on the first day of class that explains the sequencing of units, assessment dates, trainer details, delivery time, date and specific venue (class room).</p> <p>IHNA has a well-equipped simulated laboratory which provides students with the opportunity to participate in a realistic simulated environment. This provides students with the opportunity to develop and demonstrate skills and knowledge prior to undertaking practical placement while also providing an opportunity for students to be assessed on their practical skills prior to undertaking practical placement.</p>
Industry Engagement and Consultation	<p>Trainers/Assessors have recent industry experience and have consulted industry stakeholders. Each industry stakeholder has been involved in the development of the training and assessment strategy. The training and assessment strategy is developed and implemented in conjunction with industry requirements and needs as identified in IHNA's industry consultation discussions.</p> <p>Trainers' knowledge and skills in the industry are maintained on a regular basis through attendance and participation at regular workshops/training as well as work release to re-enter industry to maintain currency and experience. All training and assessment staff receive or are provided with email updates from Industry Skills Councils and other industry networks.</p> <p>Regular industry contact with employers of students is maintained and trainers remain current with up-to-date training regarding, for example, legislation/requirements through ongoing workshops.</p>
Course Evaluation	<p>The Course Coordinator is responsible for monitoring and evaluating all aspects of the course.</p>
Transition Arrangements	<p>The Chief Executive Officer will ensure that RTO subscribes to email updates from:</p> <ol style="list-style-type: none">1. ASQA updates2. Training.gov.au updates3. CS&HISC newsletter and updates4. ACPET news letter5. Skills @ Work Newsletter6. Velg training7. Any other relevant bodies such as professional or industry bodies <p>These email updates advise of changes to the Training Packages relevant to a specific industry. In the case of a Training Package that has been reviewed, the new qualifications should be implemented within six months, but no later than twelve months from the approval status.</p> <p>The Course Coordinators of all courses will be the first persons with the responsibility to ensure that the Essential Standards for Continuing Registration in relation to transitioning Training Packages is adhered to. The responsibility for ensuring that Transition Arrangements are in place and followed lies with the Director Curriculum Development and Compliance.</p>
Internal validation of TAS	<p>Internal validation of TAS done and the team include Course Coordinator and educators from all campuses of IHNA. Modifications of TAS done based on the feedback and suggestions. The documents are uploaded in the relevant section of knowledge hub portal.</p>



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Industry Consultation and validation of TAS	<p>To undertake a thorough process in the development of this Training and Assessment Strategy, IHNA has consulted with a range of industry representatives focusing on the industries in which these programs are most likely to be offered to. The following industry representatives have been validated this Training and Assessment Strategy and/or agree that it is in their opinion appropriate for the qualification and target group planned.</p> <ul style="list-style-type: none">• Bronwyn Mincherton Director of Nursing Waikiki Private Hospital Waikiki WA• Jovy Tesani Facility Manager Swan Care Group Aged Care Bentley, WA• Brian Lee Clinical Manager Regis Embleton Aged Care Embleton WA <p>The nature of consultation included meetings, site visits, and advice sought and gained in relation to this qualification. The Training and Assessment Strategy was reviewed and the industry representatives provided feedback on elective units.</p>
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Evidence of Industry Consultation	Minutes of meeting uploaded in the knowledge hub share point portal.	
Requirements to Ensure Course Integrity	Requirements Checklists	Completed
	Relevant Training Package and Implementation/Purchasing guide is current and has been used to develop this Training & Assessment Strategy	<input checked="" type="checkbox"/>
	Target groups, course outcomes, entry requirements, RPL arrangements identified	<input checked="" type="checkbox"/>
	Resources including training and assessment staff have been sourced and mapped for all required units within the qualification	<input checked="" type="checkbox"/>
	Assessment tools have been developed and are validated to ensure they meet requirements of the units of competency (i.e. mapped to units of competency).	<input checked="" type="checkbox"/>
	Process for validation and moderation of assessment has been developed.	<input checked="" type="checkbox"/>
	Continuous Improvement of assessment identified	<input checked="" type="checkbox"/>
	All staff involved in the delivery and assessment of this qualification, have direct access to the current version of the course materials including the appropriate Training Package, units of competency, assessment guidelines and qualification structure.	<input checked="" type="checkbox"/>
	The course has been developed using an industry specific consultative process.	<input checked="" type="checkbox"/>
	The course has been internally validated and evidence of this validation has been attached to this strategy.	<input checked="" type="checkbox"/>
	Licensing, legislative, regulatory or certification considerations made	<input checked="" type="checkbox"/>
	The college has reviewed the equipment and facility requirements for each unit of competency in the qualification.	<input checked="" type="checkbox"/>
	Students have access to relevant resources.	<input checked="" type="checkbox"/>
	Checklist completed	<input checked="" type="checkbox"/>
	Endorsement completed	Awaiting ASQA approval
	The above required steps have been completed. All evidences to support areas such as consultation, facility and equipment checklist/overview, or any other documents supporting the integrity of this course and its outcomes are available and documented.	
Curriculum Development & Monitoring Committee	Awaiting ASQA approval	
Endorsement Date		
Signed by: Bijo Kunumpurath Name: Bijo Kunumpurath Position: Chief Executive Officer		
Signature:		