

Training and Assessment Strategy (TAS)

RTO Name:	Continuing Education and Arts Centre of Alexandra Inc.
RTO Code:	3730
Qualification:	CHC33015 Certificate III in Individual Support
Learner Group:	Those wishing to change their job direction
Date Implemented:	31 th May 2016

The Training and Assessment Strategies and practice are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Glossary, Users' Guide to the Standards for Registered Training Organisations (RTOs) 2015, ASQA, 2014

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Acknowledgements

In creating these materials, Velg Training would like to recognise the following materials in reference to the development of this resource.

- Learning and assessment strategies – Part one and two; Australian National Training Authority, 2002
- Users' Guide Standards to the Registered Training Organisations (RTOs) 2015, Australian Skills Quality Authority, 2014

Enquiries

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1. Qualification Overview

1.1 Identifying Information

This section states the information identifying the RTO and the training products, as well as the person authorising the use of the strategy document.

RTO Name	Continuing Education and Arts Centre of Alexandra Inc.		
RTO Code	3730		
Training Package Code	CHC		
Training Package Title	Community Services		
Version (Release) of Training Package	release 2	Status	<div>Current<input checked="" type="checkbox"/></div> <div>Superseded<input type="checkbox"/></div>
Qualification Code	CHC33015		
Qualification Title	Certificate III in Individual Support		
Delivery Period	8 Months		
Contact Person	Kim Whitten		
Contact Details	5772 1238		
Authorised By	Charlotte Bisset, CEO		

1.2 Qualification Packaging Rules

Based on information available from www.training.gov.au the following packaging rules apply for completion of this qualification:

Total Number of Units	14
Number of Core Units	7
Number of Elective Units	7
Other notes (imported units, levels of units,	All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported

1.3 Units of Competency

Consistent with the qualification packaging rules, the units listed below will be delivered for this qualification. The code and title of each unit is provided as well as an indication of core, elective (*Elec*), pre-requisite (*Pre*)/co-requisite (*Co*) and licensing requirements (*Lic*).

				Pre	Co	Lic
Code	Title	Core	Elec	Pre	Co	Lic
CHCCCS015	Provide individualized support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCCCS023	Support independence and well being	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCCOM005	Communicate and work in health or community services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCDIV001	Work with diverse people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCLEG001	Work legally and ethically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HLTAAP001	Recognise healthy body systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HLTWHS002	Follow safe work practices for direct client care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HLTAID003	Provide First Aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCAGE001	Facilitate the empowerment of older people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCAGE005	Provide support to people living with dementia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCCCS011	Meet personal support needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCHCS001	Provide home and community support services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCHCS025	Support relationships with carers and families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The image displays a series of five horizontal rows, each containing five squares. The first row consists of five white squares. The second row consists of five gray squares. The third row consists of five white squares. The fourth row consists of five gray squares. The fifth row consists of five gray squares. Below these rows, there are two identical text labels: "Click here to enter text.", each followed by five small gray squares.

Description of licensing requirements (if indicated above)	<p>Not Applicable.</p> <p>There is no direct link between the qualification and licensing, legislative and/or regulatory requirements. However where required a unit of competency will specify relevant licensing legislative and /or regulatory requirements that impact on the unit.</p>
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1.4 Learners & Clients

This could include people returning to work or those wishing to enter the industry.

Current workers wishing to be recognised for their skills or wishing to upgrade their skills.

People wishing to embark on working in residential group homes, training resource centres, day respite centres and open employment services, other community settings and clients' homes

School is authorised to make reasonable adjustments to a student's learning plan, as long as it does not compromise their ability to successfully complete all required learning or disadvantage other students."

2. Course Delivery

The concept behind CEACA's delivery of nationally recognised certificate courses at the Murrindindi Training Institute is the development of an 'industry driven training' model.

The 'industry driven training' model aims to have the employers of a selected industry provide direct input into aspects of the delivery through ongoing strategic review of curriculum design and program delivery, which addresses the needs of the industry and ensures that highly skilled job ready graduates with relevant industry knowledge and experience are achieved.

The input provided by employers is through the forum of an advisory committee. Within our Local Government Area (LGA) and focusing on the Community Services sector, a Community Services Advisory Committee (CSAC) was established comprising of representatives from Darlingford Upper Goulburn Nursing Home, Kellock Lodge, Murrindindi Shire Council- Community Services, Dame Pattie Menzies Centre, Alexandra District Hospital and Yea District Hospital. The CSAC is the advisory committee for all courses in the School of Community Services

Meetings, emails and telephone discussion have been held with CSAC members from the 26-30 January 2015 in order to define course curriculum which would give students the necessary skills and experience to become 'job ready' for employment in Aged Care, Disabilities and Home and Community Services. Examples of what was discussed during this week include options of elective units to be delivered and in which order they would like them to be delivered in.

Meeting between CSAC members trainers and students was held on the 23rd June 2016 to discuss the practical placements component of the courses and what would be required of the students and the facilities organisations would be offering the students during their placements.

2.1 Environment & Location

The environment where the qualification will be delivered includes:

- ☒ Institutional delivery
- ☒ Simulated work/industry environment
- ☒ Work in industry/work placement
- ☒ Other (specify) Practical placement

The simulated work environment will be achieved by (provide examples/descriptions):

A visit to the Alexandra and District Hospital at 12 Cooper Street Alexandra Vic 3714 in order to undertake the opportunity to participate in observing a working hospital which will include participation in some practical tasks including blood pressure monitoring, lift equipment, beds/bed making, urinal analysis, diabetes blood testing.

The location of training facilities for this target group will be (list all addresses and type of facility e.g., library, computer room, commercial kitchen, etc):

The training facilities for this student cohort will be: Onsite at CEACA's Studio 38a Downey Street Alexandra Victoria.

Contingency plans

If there is a clash of training dates then an alternate venue will be sourced at Continuing Education & Arts Centre of Alexandra Inc. (CEACA)

The Computer classroom or the Courtroom located at 38a Downey Street Alexandra. Vic 3714

Practical Placement can be area dependant

Darlingford Upper Goulburn Nursing Home

5 High Street Eildon. Vic. 3713

Kellock Lodge Inc

15 Bon Street Alexandra. Vic. 3714

Murrindindi Shire Council

Community Support

Perkins Street Alexandra. Vic. 3714

Rosebank Nurshing Home

43 Station Street Yea. Vic. 3717

2.2 Duration & Amount of Training

The Volume of Learning for a Certificate III is 1200-1400 hours. As a component of this, the amount of training provided in this instance of course delivery is 1389 hours, comprising of:

- 168 hours of supervised instruction
- 676 hours of unsupervised activities/research/self-study
- 225 hours of work Practical placement & 320 hours of set assignment work

**Include a justification for any differences between volume of learning requirements and this instance of course delivery*

During the unsupervised activities/research & self study time the students will have access to their trainers via email and telephone as well as being able to make appointments to speak with them with regards to assistance with any of their course studies.

2.3 Mode of Delivery

Delivery will mainly be:

- ☒ Face to face
- ☐ Online
- ☐ Correspondence
- ☐ On-the-job (indicate number of days/hours 1000 hours)
- ☒ Combination (describe Self-study, Assignments, research,)
- ☒ Other (describe) Practical placement

2.4 Pathways

Study Pathways

The further study pathways available to learners who undertake this qualification include:

Note: This RTO may not offer all qualifications listed above in possible pathways

Employment Pathways

The following employment pathways are available to students who complete this qualification:

Specialisation pathways are Ageing Specialisation & Home

2.5 Entry Requirements

The specific course entry requirements are (for example, LLN, technology skills or pre-requisite qualifications):

Recruitment of students will be responsible, ethical and consistent with training package requirements at all times. CEACA is committed to non-discrimination in any form and at all times complies with equal opportunity and anti-discrimination legislation.

The specific course entry requirements are:

Minimum education standard

- No minimum education standard is set as a prerequisite to entry to this course. However, a general command of spoken and written English, as well as the ability to write a simple report is required. This course requires the satisfactory completion of oral and written tasks. For more detail refer to the assessment section of this document.

Language, Literacy, and Numeracy

- CEACA staff will review an applicant's language, literacy and numeracy skills during the application process with writing tasks and one-on-one interviews. For more information refer to CEACA's Enrolment Policy available from ceaca.com.au.
- If the review determines the applicant would benefit from a thorough language, literacy and numeracy skill assessment, carried out by a trained assessor with expert knowledge of the Australian Core Skills Framework, CEACA staff will discuss further options with the applicant as outlined in CEACA's Enrolment Policy available from ceaca.com.au. Note: some options may incur additional costs.

Industry skills / knowledge / experience

- No previous industry experience is required

Age restrictions

- Applicants must be 18 years of age or above at the time of course induction (Jan, 2016)

Regulatory requirements

-
- Victorian Working With Children's Check (WWCC)
- National Police Check

These documents must be submitted by the applicant and reviewed by CEACA prior to gaining entry to this course.

2.6 Employability Skills Summary / Foundation Skills

The Employability Skills Summary for this qualification can be accessed from the training.gov.au website at the following link:

<http://training.gov.au/Training/Details/CHC33015>

Click here to enter text.

2.7 Recognition Processes

Learners are able to have their competency from prior learning and work experience recognised in this qualification through the following arrangements:

If a student has previously completed training or has course related skills and experience, he or she may be eligible for RPL.

CEACA will provide RPL guides and documentation to students that explain the entire process.

RPL is the acknowledgement of skills and knowledge obtained through:

- Formal Training: previous courses run by training providers or in-house training
- Work experience: on the job experience, including informal training.
- Life experience: community group involvement, family activities, sports, hobbies, leisure activities, unpaid work, organising events, and/or travel.

Applications for RPL will be assessed on an individual basis. Each applicant will need to provide the necessary evidence documentation to demonstrate their competency in accordance with the competency requirement of the relevant qualification for which they are applying for RPL.

Documentation of prior learning is the most common form of evidence however there are also other forms of evidence including: third party observations, self-assessment reviews, verbal questioning, phone interviews and real work samples such as log books, lesson plans, meeting minutes etc.

It is up to the student to compile the evidence, in consultation with a trainer once they have enrolled.

Evidence documents will be assessed against the rules of evidence namely:

1. Validity
2. Authenticity
3. Currency
4. Sufficiency

RPL guides and documentation can be found at the following location. More information about CEACA's RPL assessment tools, policy and procedure is available from ceaca.com.au or by phoning CEACA on 5772 1238

Credit Transfer

Students may also apply for a credit transfer upon enrolment.

CEACA will provide RPL guides and documentation to students that explain the entire process.

Credit transfer information and documentation can be found at the following location. More information about CEACA's RPL assessment tools, policy and procedure is available from ceaca.com.au or by phoning CEACA on 5772 1238.

2.8 Educational & Support Services

In accordance with the *Standards for RTOs 2015*, at a minimum, support should include:

- Identifying particular requirements (such as literacy, numeracy, English language or physical capabilities) learners would need to complete each course, and
- Developing strategies to make support available where gaps are identified.

This may include providing:

- Language, Literacy & Numeracy (LLN) support
- Assistive technology
- Additional tutorials, and/or
- Other mechanisms, such as assistance in using technology for online delivery components

CEACA strives to maximise opportunities for access, participation and outcomes for all students. CEACA ensures the provision of access and equity services to students as an integral part of all services and will undertake to identify and, where possible, remove barriers that prevent students from accessing and participating in our services.

The following support will be available to learners:

Language, Literacy & Numeracy (LLN) support

Based on the results of the applicants enrolment, and if deemed applicable a meeting can be arranged to discuss the LLN assistance that CEACA may be able to provide for a learner, with a view to creating an action plan that best addresses a student's LLN needs.

CEACA will make every reasonable effort to ensure that we can accommodate a student's needs.

However, sometimes those needs are beyond the assistance that can reasonably be provided by CEACA (for the purposes of LLN assistance, "reasonable allowance" is defined as the provider being able to accommodate the student's needs without significantly disadvantaging other students involvement in the course, or without causing the training provider significant financial disadvantage).

Individuals who require additional help with their literacy and numeracy can access information about their nearest LLN provider by calling The Reading Writing Hotline on 1300 655 506 or refer to their website at www.literacyline.edu.au. Any costs incurred will be the responsibility of the student.

The types of assistance CEACA **will** be able to offer:

Any LLN difficulty

To help establish competency, trainers may:

- Interview the student
- Ask students to demonstrate their skills

Speaking difficulties

- Student may bring family member or friend to help explain and interpret terminology or more complex issues.

Listening difficulties

- Provision of seating close to trainer
- Student may bring family member or friend to 'sign' course content.
- Ensure course materials are presented in clear, plain English.

Reading difficulties

- Provision of seating close to screen.
- Ensure all course materials are written in plain English.
- The trainer may read written materials to student on a one on one basis.
- Student may bring family member or friend to help read terminology or more complex issues.
- Increase the use of graphics and signs in course materials.
- Provide large font training course materials.

Writing difficulties

- Trainer may use alternate assessment method (e.g. oral questioning).
- Student may bring a family member or friend to take notes or complete exercises on the student's behalf where writing skills are not essential to course outcomes.

The types of assistance CEACA **will not** be able to offer:

Speaking difficulties

- Provision of foreign language version of course materials.
- Provision of an independent interpreter unless cost is met partially or fully by student (open to negotiation).

Listening difficulties

- Provision of an independent interpreter to 'sign' course content, unless cost is met partially or fully by student (open to negotiation).

Reading difficulties

- Braille version of course materials unless cost is met partially or fully by student (open to negotiation).
- Provision of an independent interpreter to help translate and interpret terminology or more complex issues unless cost is met partially or fully by student (open to negotiation).
- Student may not bring family member or friend to read and advise on all course materials.

Writing difficulties

- Enrolment in the course if competency in the course outcomes depend upon writing skills of the level defined in the course requirements that cannot be met.
- Provide an independent 'writer' to take notes or complete exercises on the student's behalf where writing is not contingent of course outcomes, unless cost is met partially or fully by student (open to negotiation).

Maths / Numeracy difficulties

- Offer enrolment in the course if competency in the course outcomes depend upon Numeracy of the level defined in the LLN course requirements.

Additional training and tutorials

Every effort, within reason, will be made by CEACA personnel to ensure a successful outcome for its students. Additional training and / or tutorial may be negotiated. Note: some options may incur additional costs.

Reasonable Adjustment

Where students are unable, due to physical or mental disabilities, ill health or family emergency, to undergo assessment as outlined in each training block alternative forms and times of assessment may be negotiated with a trainer prior to the assessment date. In the event that illness is the reason why an assessment cannot be completed a doctor's certificate must be supplied.

The following processes will be applied for students considered to be "at risk":

CEACA is at all times concerned with the welfare of our students. Personnel will counsel students as appropriate and/or refer them to qualified counsellors. Personnel are required to respond to and attempt to alleviate any signs of distress or discomfort by students, and to actively render appropriate assistance.

If students require extra support or counselling, they are encouraged to make contact with a member of our team who will be eager to assist and refer them to the appropriate support services.

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If students require extra support or counselling, they are encouraged to make contact with a member of our team who will be eager to assist and refer them to the appropriate support services.

Counselling/Personal Support

- Lifeline – 13 11 14 or www.lifeline.org.au
- Relationships Australia - 1300 364 277 <http://www.relationships.org.au>
- MensLine Australia – (For men of any age) 1300 78 99 78
- Kids Helpline (For young people aged 5-25) – 1800 551 800

Mental health websites

- Mindhealthconnect.org.au

Launched as part of the Australian Government's National E-Mental Health Strategy, this site is a trusted gateway to issues surrounding mental health care and a first step to finding relevant

support and resources to meet mental health needs.

- Beyondblue.org.au

Beyondblue's work is aimed at achieving an Australian community that understands depression and anxiety, empowering all Australians, at any life-stage, to seek help.

- Anxietyonline.org.au

Anxiety Online provides information, assessment, referral and treatment for Panic Disorder, Social Anxiety Disorder, Generalised Anxiety Disorder, Obsessive Compulsive Disorder and Post-Traumatic Stress Disorder.

- Hespace.org.au

Hespace provides mental and health wellbeing support, information and services to young people aged 12 to 25 years and their families.

- Reachout.com

ReachOut.com is Australia's leading online youth mental health service. It's a perfect place to start if not sure where to look. It's got information on everything from finding motivation, through to getting through really tough times.

- Jeanhailes.org.au

Jean Hailes' vision is physical and emotional health and wellbeing in all its dimensions for all Australian women throughout their lives.

VIC Mental Health Hotline: NURSE-ON-CALL on 1300 60 60 24

2.9 Physical Resources

All staff involved in the delivery and assessment of this qualification have:

- ☒ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes

<http://training.gov.au/Training/Details/CHC33015>

- ☒ Access to appropriate support materials relevant to their areas of delivery and assessment

Trainers Handbook

John Bailey trainers guides

Powerpoint presentations

- ☒ Access to the latest copy of assessment tools used for this program

John Bailey individual trainers guides which include recommended answers & mapping

- ☒ Access to training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process

See student support policy at ceaca.com.au

See equal opportunity policy at ceaca.com.au



Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below).

Specifically, the following physical resources are available for the delivery and assessment of the units of competency selected for this qualification. Where there is more than one training location, specify the location for the specific resources. *(If there is not sufficient space, indicate where to find a comprehensive listing of resources).*

- Access to www.training.gov.au
- Timetable
- Staff will be provided with manuals and/or materials, which are current, sufficient and effective resources for all units to be delivered
- Laptop/computer
- USB stick
- Projector
- Projector screen
- printer
- Whiteboard, whiteboard equipment
- Attendance sheet
- Session plans
- Powerpoint handouts
- The computer lab and internet will be available during class

Student Assignment documentation

The following physical resources owned by external organisations are available for use during delivery and assessment, and a Third Party Agreement outlining the details of this arrangement is in the following location: [Click here to enter text.](#)

2.10 Learning Resources

The following learning resources will be available to ensure learners are able to obtain and absorb the required skills and knowledge required prior to assessment:

John Bayley

- Powerpoint handouts
- Handouts – templates can be either hard copy or on a USB stick
- Computer lab
- USB stick – will have student workbook
- Internet
- www.training.gov.au
- Printer
- tea & coffee facilities

3 Course Structure & Delivery Plan

The units of competency will be delivered as:

- ☒ Stand-alone units
- ☐ Clusters of units
- ☐ Combination of stand-alone and clustered

The table below provides a description of the theme or topic and sequencing of units throughout the program. It also outlines the delivery schedule, the learning materials required, the mode (face-to-face, online, workplace, etc) and the hours required. An indication is given if assessment will occur (refer to assessment section for more information)

Week	Topic/Theme	Unit/s of Competency (Code)	Delivery Mode	Hours	Resources Required (Learning, Physical etc)	Assessment
Click here to enter text.	Provide individualised support	CHCCCS015	Face-to Face	30	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	<input checked="" type="checkbox"/>
Click here to enter text.	Support independence and well being	CHCCCS023	Face-to Face	60	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au	<input checked="" type="checkbox"/>

printer

Click here to enter text.	Communicate and work in health or community services	CHCCOM005	Face-to Face	50	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here to enter text.	Work with diverse people	CHCDIV001	Face-to Face	40	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here to enter text.	Work legally and ethically	CHCLEG001	Face-to Face	55	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
	Recognise healthy body systems	HLTAAP001	Face-to Face	70	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here to enter	Follow safe work practices for direct client care	HLTWHS002	Face-to Face	25	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB	☒

text.					www.training.gov.au printer	
Click here to enter text.	Facilitate the empowerment of older people	CHCAGE001	Face-to Face	50	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here to enter text.	Provide support to people living with dementia	CHCAGE005	Face-to Face	65	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here to enter text.	Meet personal support needs	CHCCCS001	Face-to Face	60	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here to enter text.	Support relationships with carers and families	CHCCCS025	Face-to Face	70	Powerpoint presentation, Learner guide, handouts, workbooks, computer lab, internet, USB www.training.gov.au printer	☒
Click here	Provide home and community support services	CHCHCS001	Face-to Face	50	Powerpoint presentation, Learner guide, handouts,	☒

to
enter
text.

workbooks, computer lab,
internet, USB
www.training.gov.au
printer

Click
here
to
enter
text.

Provide first aid

HLTAID003

Face-to Face

18

Powerpoint presentation,
Learner guide, handouts,
workbooks, computer lab,
internet, USB
www.training.gov.au
printer



Click
here
to
enter
text.

Contribute to ongoing skills development using
a strengths-based approach

CHCDIS001

Face-to-Face

40

Powerpoint presentation,
Learner guide, handouts,
workbooks, computer lab,
internet, USB
www.training.gov.au
printer



4. Assessment

CEACA is committed to an assessment system that ensures that assessment both complies with the assessment requirements of the training package; and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none">▪ reflecting the learner's needs;▪ assessing competencies held by the learner no matter how or where they have been acquired; and▪ drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none">▪ assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;▪ assessment of knowledge and skills is integrated with their practical application;▪ assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and▪ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

4.1 Evidence Gathering Techniques

The following table provides a general overview of the evidence gathering techniques that will be used to assess each unit of competency. Assessors have flexibility in selecting which techniques or tools they will use to gather sufficient evidence, in a range of contexts, to meet the requirements of the training package and made a decision regarding competence.

Where evidence is gathered over a number of assessments, successful completion of the unit of competency will only be judged after successfully completing each individual assessment. For more information on our assessment process, refer to the **CEACA Assessment Policy** 2015(located ceaca.com.au). In addition, more detailed information regarding the assessment of each unit of competency, including timing and resources can be found in the assessment planners for each unit which are saved on the network in the following location: **Click here to enter text.**

Technique Legend

Examples of techniques *may* include observation of performance, questioning, workbooks, practical tasks, simulation, interviews, third party reports, etc. The techniques used for this qualification and target group are as follows:

A	Workbook	Summative
B	Questions	Formative
C	Portfolio	Project

D Practical placement

E Assignment

F Third party report

Assessment Matrix

Unit Code	Unit Title	Technique (refer to legend)						Notes regarding timing and specific resources required
		A	B	C	D	E	F	
CHCCCS015	Provide individualised support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCCCS023	Support independence and well being		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCCOM005	Communicate and work in health or community services		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCDIV001	Work with diverse people		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCLEG001	Work legally and ethically	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Timetable, John Bayley text, practical placement book, assignments, cover sheet
HLTAAP001	Recognize healthy body systems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley

Unit Code	Unit Title	Technique (refer to legend)						Notes regarding timing and specific resources required
		A	B	C	D	E	F	
								text, practical placement book, assignments, cover sheet
HLTWHS002	Follow safe work practices for direct client care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCAGE001	Facilitate the empowerment of older people		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCAGE005	Provide support to people living with dementia		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCCCS011	Meet personal support needs		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCCCS025	Support relationships with carers and families		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
CHCHCS001	Provide home and community support services		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
HLTAID003	Provide first aid	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Timetable, John Bayley

Unit Code	Unit Title	Technique (refer to legend)						Notes regarding timing and specific resources required
		A	B	C	D	E	F	
								text, practical placement book, assignments, cover sheet
CHCDIS001	Contribute to ongoing skills development using strength based approach	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	Timetable, John Bayley text, practical placement book, assignments, cover sheet
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Please note any adjustments that may be required to cater for different learner requirements:								
Click here to enter text.								

4.2 Authenticity of student work

A student must be able to ensure the authenticity of their own work at all times.

For more information please refer to the **CEACA Assessment Policy** 2015(found on ceaca.com.au)

4.3 Cheating and plagiarism

Plagiarism is the presentation of somebody else's work as your own. This includes copying of somebody else's work without giving credit to the author or submitting someone else's work as your own.

Cheating and plagiarism is not acceptable. A student's enrolment can be suspended if CEACA has reason to believe that the act of plagiarism has been committed.

For more information please refer to the **CEACA Assessment Policy** 2015(found on ceaca.com.au)

4.4 Reassessment

Reassessment

In the event of a 'not yet satisfactory' outcome of an assessment, a student will have an opportunity to re-do the assessments for that unit at no cost. Should the result of the re-sit be an outcome of 'not yet satisfactory' one further re-sit is allowed.

If, after re-doing the assessment(s), a student still does not meet the necessary criteria for competency he/she has the opportunity (to negotiate with CEACA) and seek extra training on a case by case basis. Note: some options may incur additional costs.

For more information please refer to the **CEACA Assessment Policy** 2015(found at ceaca.com)

4.5 Assessment appeals and grievances

CEACA seeks to prevent assessment appeals by ensuring students are satisfied with the training and assessment process. All training personnel are expected to be fair, courteous and helpful in all dealing with students. Before making a formal appeal, students are required to discuss the matter with the relevant Assessor in an effort to reach an agreement.

The Assessor will undertake to reassess the decision that has been made. If a student is still unhappy, they may lodge a formal appeal in writing to The Head of School of Community Services. Upon receiving a formal appeal, CEACA will appoint a further member of its RTO Personnel as a third party to try to resolve the issue. Any decision recommended by the third party is not binding to either party.

If a student is still unhappy, CEACA will appoint another Registered Training Organisation (RTO) to review the appeal. This Registered Training Organisation will either:

- Uphold the appeal;
- Reject the appeal; or
- Recommend further evidence gathering by either party.

If the student is still unhappy, he/she has a right to complain to the national regulator; the Australian Skills Quality Authority (ASQA) via the appropriate process.

For more information please refer to the *CEACA Assessment Policy 2015*(*found at ceaca.com.au*)

5. Human Resources

The requirements of clauses 1.1-1.16 of the *Standards for RTOs 2015* are summarised below. The RTO ensures all trainers and assessors comply with these requirements and copies of qualifications are stored together with the PD evidence with the trainer/assessor profile in the following location: Stored online in the Student Management System (Wisenet). Refer to **CEACA Professional Development Policy 2015** (found at ceaca.com.au)

The table below summarises the requirements for trainers and assessors.

Role		Vocational Competence	Current Industry Skills	Trainer and Assessor PD	2015	2016 No equivalence	2017 No equivalence
Vocational Training Areas	Trainer	✓	✓	✓	TAE40110* or equivalent or a diploma or a higher level qualification in adult education	TAE40110* or a diploma or a higher level qualification in adult education	TAE40110* or a diploma or a higher level qualification in adult education
	Assessor	✓	✓	✓	TAE40110 or the Assessor Skill Set* or equivalent, or a diploma or higher level qualification in adult education	TAE40110, Assessor Skill Set* or a diploma or higher level qualification in adult education	TAE40110, Assessor Skill Set* or a diploma or higher level qualification in adult education
	Trainer under supervision (of a qualified trainer listed above)	✓	✓	--	1 x Enterprise Trainer Skill Set^ or equivalent	1 x Enterprise Trainer Skill Set^	1 x Enterprise Trainer Skill Set^
	Team Assessment Qualified assessor	--	--	✓	TAE40110 or the Assessor Skill Set* or equivalent, or a diploma or higher level qualification in adult education	TAE40110 or the Assessor Skill Set* or a diploma or higher level qualification in adult education	TAE40110 or the Assessor Skill Set* or a diploma or higher level qualification in adult education
	Team Assessment Industry Expert	✓	✓	--	N/A	N/A	N/A
Training and Assessment Qualifications	TAE40110* Trainer/Assessor	✓	✓	✓	TAE40110/TAE50111/TAE50211* or equivalent or a higher level qualification in adult education	TAE40110/TAE50111/TAE50211* or a higher level qualification in adult education	TAE50111* or TAE50211* or a higher level qualification in adult education
	TAE50111* OR TAE50211* Trainer/Assessor	✓	✓	✓	TAE50111*/TAE50211* or equivalent or a higher level qualification in adult education	TAE50111*/TAE50211* or a higher level qualification in adult education	TAE50111* or TAE50211* or a higher level qualification in adult education

* or its successor

Key		^ Enterprise Trainer Skill Set includes one of the following or its successor:			
TAE40110	Certificate IV in Training and Assessment	TAESS00007	Enterprise Trainer – Presenting Skill Set	TAESS00003	Enterprise Trainer and Assessor Skill Set
TAE50111	Diploma of Vocational Education and Training	BSBCMM401A	Make a presentation	TAEASS401B	Plan assessment activities and processes
TAE50211	Diploma of Training Design and Development	TAEDEL301A	Provide work skill instruction	TAEASS402B	Assess competence
TAESS00001	Assessor Skill Set	TAESS00008	Enterprise Trainer – Mentoring Skill Set	TAEASS403B	Participate in assessment validation
	TAEASS401B Plan assessment activities and processes		TAEDEL404A Mentor in the workplace	TAEDEL301A	Provide work skill instruction
	TAEASS402B Assess competence		TAEDEL301A Provide work skill instruction		
	TAEASS403B Participate in assessment validation				

Documentation is kept for each trainer/assessor to demonstrate their competence and currency in line with the relevant directive described above. These documents are held on file and stored in the following location:

Stored online in the Student Management System (Wisenet).Refer to **CEACA Professional Development Policy 2015** (found at ceaca.com.au)

Staff Matrix

Staff Member/s	Trainer	Assessor	Train/Assess Qualification	Vocational Qualification	Training arrangements (team teaching, working under supervision, etc)	Units of Competency Delivering/Assessing
Leigh Munro	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TAE40110	Diploma of Paramedical Science	Click here to enter text.	HLTAID003
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				CHCCCS015,CHCCCS023, CHCCOM005,CHCDIV001, CHCLEG001,HLTAAP001, HLTWHS002,CHCAGE001, CHCAGE005, CHCCS011, CHCAGE001, CHCCCS025, CHCHCS001, CHCDIS001
Cynthia Leitinger			TAE40110	Bachelor of Science (Nursing)	Click here to enter text.	
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.

6. Assessment Moderation

6.1 Moderation Meetings

Moderation meetings will be held according to a set schedule to ensure a systematic approach. This is separate to the validation process and is intended to ensure reliable judgements have been made prior to issuing results to learners.

Moderation of judgements will occur on a regular basis, prior to issuing results to students, at least every **Choose an item**. The moderation process involves the review of samples folios of evidence (assessments and RPL submissions) to confirm reliability and consistency of judgements that meet the requirements of the training package as well as meet industry standards. Materials such as learning and reference materials, training package assessment guidelines, feedback forms and other resources will be utilised.

Discussions and recommendations during moderation meetings will be recorded on a Moderation Form and stored in the following location:
Stored on CEACA server data base

6.2 Validation

Validation will occur in alignment with the RTO's 5 year plan. Refer to the plan/schedule in the following location: See CEACA Validation Policy 2015 at ceaca.com.au

6.3 Assessment Feedback

Feedback and input from students and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and in the validation and moderation processes. Feedback will be sought through the following process:

Feedback from students:

Trainer feedback form each semester (twice a year)

End of semester course review feedback form (twice a year)

Trainer feedback:

End of year review feedback form

Industry feedback:

Facility Supervisor Feedback form at end of practical placement

Industry questionnaire (once a year)

6.4 Transition Arrangements

The RTO Manager is subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Australian Skills Quality Authority | <input checked="" type="checkbox"/> Velg Training Newsletters |
| <input checked="" type="checkbox"/> Training.gov.au | <input type="checkbox"/> Other – specify Click here to enter text. |
| <input type="checkbox"/> VET Reform Taskforce | <input checked="" type="checkbox"/> ISC Newsletters – indicate which ISCs Click here to enter text. |

When there is a change to the Training Package that impacts on this TAS, the RTO Manager will notify all staff affected as soon as possible.

The RTO complies with clauses 1.26 & 1.27 of the *Standards for RTOs 2015*. When there are major changes to the Training Package, the RTO Manager and management team will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the RTO Manager and the management team.


Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).

7. Review of Training and Assessment Strategy (TAS)

This TAS will be reviewed as required by changes to the Training Package, organisational resources and in meeting individual client needs. A systematic approach will also be used to review the TAS and any recommended changes will be discussed by trainers, assessors, the RTO Manager and Management Team. These changes will be implemented when/if approved.

Approved by:

RTO Manager Name:	Charlotte Bisset
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RTO Manager Signature:	
Date:	7/06/2016