



MENZIES
INSTITUTE OF TECHNOLOGY

COURSE HANDBOOK

**CHC43015 CERTIFICATE IV IN AGEING SUPPORT
(36 WEEKS)**

DELIVERY MODE: CLASSROOM BLENDED

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1. Packaging Rules

Packaging Rules	<p>Total number of units: 18</p> <ul style="list-style-type: none"> • 15 core units • 3 elective units, consisting of: <ul style="list-style-type: none"> ○ at least 2 units from the elective units listed on https://training.gov.au/Training/Details/CHC43015 ○ up to 1 unit from the elective units listed on https://training.gov.au/Training/Details/CHC43015, any endorsed Training Package or accredited course – these units must be relevant to the work outcome. <p>For more information on the packaging rules, please visit https://training.gov.au/Training/Details/CHC43015</p>																																																																								
Units of Competency	<p>Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on conversations with employers regarding skills gaps through changes in technology or processes and materials or areas of increased pressure on service delivery.</p> <table border="1" data-bbox="373 763 1442 2024"> <thead> <tr> <th>Unit Code</th> <th>Unit Name</th> <th>Core (C) Elective (E)</th> <th>Pre-requisite</th> <th>Co-requisite</th> <th>Licensing Requirements</th> </tr> </thead> <tbody> <tr> <td>CHCDIV001</td> <td>Work with diverse people</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>HLTWHS002</td> <td>Follow safe work practices for direct client care</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>HLTAAP001</td> <td>Recognise healthy body systems</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCCCS023</td> <td>Support independence and wellbeing</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCAGE005</td> <td>Provide support to people living with dementia</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCCCS011</td> <td>Meet personal support needs</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCAGE001</td> <td>Facilitate the empowerment of older people</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCCCS025</td> <td>Support relationships with carers and families</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCHCS001</td> <td>Provide home and community support services</td> <td>E</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCCCS006</td> <td>Facilitate individual service planning and delivery</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> <tr> <td>CHCLEG003</td> <td>Manage legal and ethical compliance</td> <td>C</td> <td>nil</td> <td>nil</td> <td>nil</td> </tr> </tbody> </table>	Unit Code	Unit Name	Core (C) Elective (E)	Pre-requisite	Co-requisite	Licensing Requirements	CHCDIV001	Work with diverse people	C	nil	nil	nil	HLTWHS002	Follow safe work practices for direct client care	C	nil	nil	nil	HLTAAP001	Recognise healthy body systems	C	nil	nil	nil	CHCCCS023	Support independence and wellbeing	C	nil	nil	nil	CHCAGE005	Provide support to people living with dementia	C	nil	nil	nil	CHCCCS011	Meet personal support needs	C	nil	nil	nil	CHCAGE001	Facilitate the empowerment of older people	C	nil	nil	nil	CHCCCS025	Support relationships with carers and families	C	nil	nil	nil	CHCHCS001	Provide home and community support services	E	nil	nil	nil	CHCCCS006	Facilitate individual service planning and delivery	C	nil	nil	nil	CHCLEG003	Manage legal and ethical compliance	C	nil	nil	nil
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	CHCAGE003	Coordinate services for older people	C	nil	nil	nil
	HLTINF001	Comply with infection prevention and control policies and procedures	E	nil	nil	nil
	CHCAGE004	Implement interventions with older people at risk	C	nil	nil	nil
	CHCADV001	Facilitate the interests and rights of clients	C	nil	nil	nil
	CHCPRP001	Develop and maintain networks and collaborative partnerships	C	nil	nil	nil
	HLTWHS003	Maintain work health and safety	E	nil	nil	nil
	CHCPAL001	Deliver care services using a palliative approach	C	nil	nil	nil
***Note: No prerequisite and/or corequisite units in this qualification.						

2. Educational Pathways

Pathways into the Qualification	<p>Individuals may enter into this qualification with limited or no vocational experience and without a lower level qualification. However individuals may have completed one or more of the following and wish to increase their knowledge further:</p> <ul style="list-style-type: none"> • CHC33015 Certificate III in Individual Support. • Other similar qualifications.
Pathways from the Qualification	<p>Learners who successfully complete this qualification may progress into further studies such as:</p> <ul style="list-style-type: none"> • CHC52015 Diploma of Community Services. • Other similar or equivalent qualifications as above.
Employment Pathways	<p>Graduates may find employment in this industry as a:</p> <ul style="list-style-type: none"> • Care Team Leader in Aged Care. • Senior Community Care Worker. • Assistant Aged Care Coordinator. • Personal Care Worker. <p>***Note: It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p>

3. Learner Characteristics

Key Characteristics of Target Learner Cohort	<p>The key characteristics of target learner cohort are individuals who have little or no prior knowledge or experience in this industry and are:</p> <ul style="list-style-type: none"> • able to attend regular face-to-face classes. • individual who are 18 years or older. • planning to pursue a career specific to the automotive sector and gain a qualification. • have a valid visa to study in Australia.
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4. RTO's admission requirements

The CHC43015 Certificate IV in Ageing Support allows direct entry into this qualification at the time of publication in training.gov.au. However, the RTO requires candidates to meet its admission requirements prior to enrolling into this qualification to ensure that they have the required skills and knowledge to successfully complete the qualification at this AQF level. This consists of:

Domestic Students	<ul style="list-style-type: none"> • Minimum age of 18 years and above. • Satisfactory completion of the equivalent of Australian Year 11 or higher. • Have physical attributes suitable for placement in the community service industry that encompasses manual handling of equipment and clients. <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> • Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. • Complete the Language, Literacy and Numeracy (LLN) Test. <p>If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment, then it is not required.</p> <p>The learner must also provide prior to commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> • Provide proof of up-to-date immunization. • Provide a satisfactory National Police Clearance/Australian Federal Police Clearance Certificate (AFP)/NCC. • Provide a Working with Children Check. 																		
International Students	<ul style="list-style-type: none"> • Minimum age of 18 years and above. • Have physical attributes suitable for placement in the individual support industry that encompasses manual handling of equipment and clients. • English Language Requirements (meet one of the requirements outlined below). <p>1.</p> <table border="1"> <thead> <tr> <th>IELTS (General or Academic) overall</th> <th>PTE Academic</th> <th>TOEFL PB</th> <th>TOEFL IBT</th> <th>CAE Scale</th> <th>ELICOS (General English)</th> </tr> </thead> <tbody> <tr> <td>5.5</td> <td>46</td> <td>506</td> <td>62</td> <td>162</td> <td>n/a</td> </tr> <tr> <td>5.0</td> <td>38</td> <td>478</td> <td>51</td> <td>154</td> <td>+ 15 weeks</td> </tr> </tbody> </table>	IELTS (General or Academic) overall	PTE Academic	TOEFL PB	TOEFL IBT	CAE Scale	ELICOS (General English)	5.5	46	506	62	162	n/a	5.0	38	478	51	154	+ 15 weeks
IELTS (General or Academic) overall	PTE Academic	TOEFL PB	TOEFL IBT	CAE Scale	ELICOS (General English)														
5.5	46	506	62	162	n/a														
5.0	38	478	51	154	+ 15 weeks														

	4.5	30	450	40	146	+ 30 weeks
	<p>***Note: Results older than two years are not acceptable (for offshore applicants).</p> <p>OR</p> <p>2. Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States.</p> <p>OR</p> <p>3. Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a Certificate III or higher-level qualification, from the Australian Qualifications Framework.</p> <p>OR</p> <p>4. Applicants originating from student’s visa assessment levels 1 and 2 countries without the required IELTS, or equivalent score must undertake the Language, Literacy and Numeracy (LLN) Test. For further information on student visa assessment levels visit Department of Home Affairs’ website at www.homeaffairs.gov.au</p> <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> • <u>Onshore International Students</u> <ul style="list-style-type: none"> ○ Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. • <u>Offshore International Students</u> <ul style="list-style-type: none"> ○ Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. This will be conducted either via video call (e.g. Skype) or phone call to the prospective learner. <p>If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment, then it is not required.</p> <p>The learner must also provide prior to commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> • Provide proof of up-to-date immunization. • Provide a satisfactory National Police Clearance/Australian Federal Police Clearance Certificate (AFP)/NCC. • Provide a Working with Children Check. 					
Other Conditions	<p>Complete the Language, Literacy and Numeracy (LLN) Test prior to the commencement of the course.</p> <p>Students required to invest approximately 8-9 hours a week of self-directed learning to complete self-study and assessments during the training weeks and does not include the term breaks.</p>					

5. Training/Delivery Arrangements and Strategies

Delivery Location	Melbourne, Victoria.
	Location
	Spencer Campus – Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions

	This course will only be delivered and assessed in Victoria and not offered for interstate students.
Delivery Mode	Classroom Blended including classroom sessions, self-study, and theory assessments at home and simulated workplace environment. ***Note: During any COVID-19 restrictions as set out by the Government, all the training sessions would be conducted online through CANVAS Learning Management System for the theoretical sessions. Practical and simulation sessions allocation will depend on the COVID-19 restrictions set.
Training support after the classroom training sessions	Training support is provided following the training session. Learners may make individual appointments for training support if required with their Trainer/Assessor. Training support can be provided via face-to-face, phone, Skype, or email.
Individual Learning & Reflection/Self-paced	All the students receive online access to CANVAS Learning Management System where all Learner Guides, PowerPoint and additional resources will be available. Trainers/Assessors will provide quizzes to the students to complete in their own time and discuss the quizzes in the next session/s. Please refer to the Session Plan of each unit of competency for the further information and provision of these quizzes. Completion of Individual Learning and Reflection/Self-Paced learning hours are not monitored by the Trainers/Assessors and form part of “unsupervised hours”. Trainers will ask students questions related to their Individual Learning after each week’s class session to ensure and verify that students have gained the knowledge related to the quizzes.
Assessments	There will be Assessment Tasks that required to be complete outside of the classroom environment and in students’ own time. For example, assignments or case studies requiring student’s further input in their own time. These details will be outlined in each individual Assessment Task Information for Students and Assessment Task Information for Assessors.

6. Course Duration

Course Duration	<p>Full time: over a period of 36 weeks:</p> <ul style="list-style-type: none"> • 36 weeks of delivery is inclusive of 6 weeks of Work Placement (120 hours) and 2 weeks of holiday breaks. The Work Placement is allocated as 20 hours per week and during the Study Period (i.e. 20 hours per week of class and then 20 hours per week of Work Placement for 6 weeks) • Supervised Classroom Sessions of 20 hours per week on campus. • Work Placement hours totalling 120 hours. • Additional Training Support hours including any learning assistance provided to students after the classroom sessions or on additional request by learners outside of supervised classroom session hours either via face-to-face or phone, skype or email to support learners to undertake their individual self-learning activities and assessments outside of classroom hours. • Completion of Individual Learning and Reflection/Self-Paced learning hours are not monitored by the Trainers/Assessors and form part of “unsupervised hours”. Trainers will ask students questions related to their Individual Learning after each week’s class session to ensure and verify that students have gained the knowledge related to the quizzes. <p>***Note: No classes on public holidays.</p>
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	Refer to the Delivery Structure and Delivery Hours table below for the breakdown of delivery hours.
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7. Delivery Details/Strategies

Delivery Methods	<p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none"> • lectures/instructions. • pre-reading. • demonstrations and modelling. • practice opportunities. • brainstorming activities. • group discussions. • guided facilitation of individual or group learning activities, group work or project-based case studies.
Delivery Structure	<p>Delivery structure is comprised of classroom training sessions, structured learning such as training support, learning activities, self-paced (to allow the learners to absorb and reflect on their learning).</p> <p>The unit of competency will be delivered and assessed as stand-alone units.</p>
Units of Competency	All units to be delivered and assessed are listed in the Training and Delivery Structure.

8. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. For further information on protocols and policies on assessments and re-assessments, please refer to the MITP13 Assessment and Reassessment Policy and Procedure.

Assessments	<p>Theory Assessment Tasks will be completed by the students outside the Menzies Campus and on the student's own time as unsupervised hours. All Simulated Practical assessment tasks will be conducted and completed on Menzies Campus at Menzies Aged Care Laboratories as supervised hours.</p> <p>Work Placement Assessments are completed by the student during their allocated Work Placement Hours which are supervised hours.</p> <p>***Note: Please refer the individual Assessment task for the further information.</p> <p>Assessments will address:</p> <ul style="list-style-type: none"> • Application of the Unit statement. • Elements. • Performance Criteria. • Performance Evidence. • Assessment Conditions. • Knowledge Evidence. • Foundation Skills. • Dimensions of competency.
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	<p>Where a learner's work is assessed to be 'not satisfactory', he or she will be provided with additional support, coaching, or tutoring and the opportunity to re-submit the work.</p> <p>Specific assessment conditions relevant to each unit are detailed in the assessment tools for a unit of competency.</p> <p>Learners are provided with assessment materials and instructions as to how the assessment will be conducted and by whom.</p> <p>Assessors have flexibility (according to the requirements of the Training Package, including the Performance Evidence and Assessment Conditions for each unit of competency) to accept other forms of evidence from individual learners.</p> <p>All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence (https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-one/clauses-1.8-1.12)</p> <p>Assessment methods to be used for each unit of competency are outlined in the Training and Assessment Delivery Matrix below.</p>
<p>Establish the Assessment Context</p>	<p>The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and identifies the training and assessment materials that have been developed to facilitate the learning and assessment process. It is, therefore, important to establish some of the most common assessment contexts, such as:</p> <ul style="list-style-type: none"> • The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues • Opportunities for gathering evidence in several situations • The purpose of assessment • Who carries out assessment • The period during which the assessment takes place • Apportioned costs or fees (if applicable) • Ensuring that regardless of location or modality, the assessment would be consistent
<p>Submission of Assessments and Feedback</p>	<p>Schedule of submission of assessments are usually indicated on the timetables. Adjustments can be made on discretion of the trainer/assessor.</p> <p>Learner may submit their assessments by hand to the trainer/assessor or by email.</p> <p>Completed and submitted work will be assessed within fifteen (15) working days from the date of submission.</p> <p>Written feedback is provided to the learner as soon as practicable.</p>
<p>Marking and Recording of Assessments</p>	<p>The Trainer/Assessor must:</p> <ul style="list-style-type: none"> • Record the assessment outcomes for each completed assessment task and mark either 'Satisfactory' or 'Not Satisfactory'. • On completion of all assessment tasks, the overall assessment decision is to be recorded as either 'Competent' or 'Not Yet Competent'. • Submit evidence of student's assessments and outcome records on a Unit Competency File. <p>The Student Administration Department must:</p> <ul style="list-style-type: none"> • Record the results into the Student Management System (Wisenet). • File the original assessments into the Unit Competency File.

	<ul style="list-style-type: none"> • Store in the designated secure and locked location of the Unit Competency File for evidence keeping.
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9. Assessment Requirements

Requirements for assessments	<p>The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner.</p> <p>Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc.</p> <p>Templates are provided, if required, with each skill test/assessment task.</p> <p>Performance criteria is provided to each skill test/assessment task but not directly copied from TGA.</p> <p>Benchmarks are set, detailed, and clearly set out on the assessor resources (marking guide consist of all expected accurate or variable response that is 'nearly', ' closely' or 'exactly' expected for the task).</p> <p>Evidence requirements in the marking guide are measurable.</p> <p>The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence.</p> <p>The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit.</p> <p>Assessment Conditions are specified in the assessment tasks.</p> <p>Foundation skills are addressed and mapped adequately in the mapping document.</p> <p>Trainer/Assessor’s feedback are recorded to inform learners on the outcomes of each assessment they undertake.</p> <p>Cumulative assessment records are kept for the purpose of monitoring learner progression.</p>
Assessment Tools	<p>RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> • Assessment type and assessment task description. • The context and conditions for the assessment. • Resubmissions and reattempts. • Location (where assessment is conducted). • Assessment appeals. • Information regarding how trainers/assessors will assess the work. • An outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). • The relevant administration, recording and reporting requirements. <p>Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.</p>

10. Assessment Methods Matrix

Unit Code	Unit Name	Knowledge Test (Written Assessment)	Skills Test (Case Studies)	Project	Work Placement Tasks	Work Placement Observations
CHCDIV001	Work with diverse people	X	X	X	X	X
HLTWHS002	Follow safe work practices for direct client care	X	X		X	X
HLTAAP001	Recognise healthy body systems	X	X	X	X	
CHCCCS023	Support independence and wellbeing	X	X		X	X
CHCAGE005	Provide support to people living with dementia	X	X	X	X	X
CHCCCS011	Meet personal support needs	X	X		X	X
CHCAGE001	Facilitate the empowerment of older people	X	X	X	X	X
CHCCCS025	Support relationships with carers and families	X	X		X	X
CHCHCS001	Provide home and community support services	X	X	X	X	X
CHCCCS006	Facilitate individual service planning and delivery	X	X		X	X
CHCLEG003	Manage legal and ethical compliance	X	X	X	X	X
CHCAGE003	Coordinate services for older people	X	X	X	X	X
HLTINF001	Comply with infection prevention and control policies and procedures	X	X		X	X
CHCAGE004	Implement interventions with older people at risk	X	X		X	X
CHCADV001	Facilitate the interests and rights of clients	X	X	X	X	X
CHCPRP001	Develop and maintain networks and collaborative partnerships	X	X	X	X	X
HLTWHS003	Maintain work health and safety	X	X	X	X	X
CHCPAL001	Deliver care services using a palliative approach	X	X		X	X

11. Assessment Feedback

Assessment Feedback	<p>Feedback and input from learners 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 during the validation processes.</p> <p>Feedback will be sought through the following process:</p> <ul style="list-style-type: none"> • Feedback from learners: <ul style="list-style-type: none"> ○ To assist with continuous improvement processes, learners are given opportunities to
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	<p>provide feedback during the course of their study and at the end of the course.</p> <ul style="list-style-type: none"> ○ They are also given a satisfaction survey at the completion of the course. ● Trainer feedback and comments: <ul style="list-style-type: none"> ○ Feedback from trainers/assessor are formally sought during the scheduled validation activities.
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12. Complaints and Appeals

Complaints and Appeals	<p>Complaints:</p> <ul style="list-style-type: none"> ● Learners are informed of RTO’s Complaints and Appeals Policies via the RTO’s website. ● If a learner has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the learner is not satisfied and the issue has not been resolved, the learner will be asked to complete a Complaint/Appeal Form available from either the trainer or administration staff for referral to the compliance manager who will then investigate the complaint and advise the complainant of the outcome, in writing. <p>Refer to the following documents for further details of Complaints:</p> <ul style="list-style-type: none"> ● MITP07 Complaints and Appeals policy and procedure. ● MFS04 Complaints and Appeals Form. <p>Assessment decision appeal</p> <ul style="list-style-type: none"> ● If a Learner was assessed as ‘Not Yet Competent’ in any performance criteria, they are to be provided the opportunity for reassessment. A time for re-assessment is to be set at a mutually agreeable time. ● The learner is granted two attempts to complete each task satisfactorily without any cost to the learner. If deemed ‘Not Yet Competent’ after the second attempt, the learner will be required to do further training before reattempting the unit. ● Fees may apply if learners is to repeat the unit or further re-assessment required. Please refer to MITP13 Assessment and Reassessment Policy and Procedure. ● In the event that a learner is again assessed ‘Not Yet Competent’ and if a learner believes that they have not received a fair and accurate assessment of the unit requirements then they should follow the appeals procedure. <p>For more information, please refer to Complaints and Appeal Policy and Procedure.</p>
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13. Monitoring Attendance and Course Progress

Course Completion and monitoring course progress	<p>Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none"> ● early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource, and assistance. ● identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification. ● contacting (by phone or email) those learners with poor attendance and have not contacted their trainer to discuss any difficulties which may be impacting their ability to participate in the course and on how the RTO can provide reasonable support that may be relevant to their situation.
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	For more information, refer to the MITP01 Vocational Attendance Recording, Monitoring and Reporting Policy and Procedure and MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure for further information.
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14. Performance and knowledge evidence

Performance and Knowledge Evidence	<p>During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:</p> <ul style="list-style-type: none"> • Direct: <p>This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not yet satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.</p> <ul style="list-style-type: none"> • Indirect: <p>This involves evidence which supports the learner being able to complete a task. For example:</p> <ul style="list-style-type: none"> ○ a written assessment piece responding to specific knowledge questions. ○ any documentation prepared as part of this training program.
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15. Training and Delivery Structure

Total Volume of Learning Hours = Supervised Training and Assessments Hours + Unsupervised Hours:

- **Supervised Training and Assessment Hours explanation:**

Title	Explanation
Supervised Classroom Learning and Training Hours	The number of hours with Trainer supervision and delivery of learning content (i.e. lectures, discussions, reflection). Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on Campus	The number of hours with Trainer/Facilitator supervision for simulation practical demonstrations and assessments. Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Work Placement Hours and Work Placement Assessment Hours	The number of hours completed during Work Placement Experience which includes hours for assessments completion.

- **Unsupervised Hours explanation:**

Title	Explanation
Individual Learning & Reflection/Self-paced Hours outside of Classroom/Campus	Students to complete additional learning activities and quizzes outside of the formal training hours to build on their learning and knowledge.
Theory Assessments hours completed outside of classroom and on student's own time	Students to complete all theoretical assessments outside of classroom hours and on their own time.

Training and Delivery Structure:

Unit Code	Unit Name	Core (C) Elective (E)	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS
			Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Work Placement and Work Placement Assessment Hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection/Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	
CHCDIV001	Work with diverse people	C	20	0	Yes	20	20	2	2	4
HLTWHS002	Follow safe work practices for direct client care	C	28	12	Yes	40	40	4	4	8
HLTAAP001	Recognise healthy body systems	C	32	28	Yes	60	60	4	4	8
CHCCCS023	Support independence and wellbeing	C	32	28	120	180	60	8	8	16
CHCAGE005	Provide support to people living with dementia	C	32	28	Yes	60	60	4	4	8
CHCCCS011	Meet personal support needs	C	32	28	Yes	60	60	4	4	8
CHCAGE001	Facilitate the empowerment of older people	C	32	8	Yes	40	40	4	4	8
CHCCCS025	Support relationships with carers and families	C	12	8	Yes	20	20	4	4	8
CHCHCS001	Provide home and community support services	E	12	8	Yes	20	20	4	4	8
CHCCCS006	Facilitate individual service planning and delivery	C	12	8	Yes	20	20	4	4	8

CHCLEG003	Manage legal and ethical compliance	C	32	8	Yes	40	40	4	4	8
CHCAGE003	Coordinate services for older people	C	12	8	Yes	20	20	4	4	8
HLTINF001	Comply with infection prevention and control policies and procedures	E	24	16	Yes	40	40	4	4	8
CHCAGE004	Implement interventions with older people at risk	C	32	8	Yes	40	40	4	4	8
CHCADV001	Facilitate the interests and rights of clients	C	12	8	Yes	20	20	4	4	8
CHCPRP001	Develop and maintain networks and collaborative partnerships	C	32	8	Yes	40	40	4	4	8
HLTWHS003	Maintain work health and safety	E	28	12	Yes	40	40	4	4	8
CHCPAL001	Deliver care services using a palliative approach	C	28	12	Yes	40	40	4	4	8
TOTAL			444	236	120	800	680	74	74	148

***Note: If any class days fall on a public holiday, then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday.

16. Workplace Experience Placement

Workplace Experience Placement	<p>There is compulsory Workplace Placement component in this qualification. The details of the work placement policy and procedures are outlined in MITP78 Work Placement Agreement Policy and Procedure and MFA50 Work Placement Agreement Form. The total hours for work placement in this qualification is 120 hours (20 hours per week x 6 weeks).</p> <p>The Work Placement period is allocated during the Study Period of classes (i.e. 20 hours per week of class and then 20 hours per week of Work Placement for 6 weeks):</p> <ul style="list-style-type: none"> • Abberfield Aged Care. • Benetas Aged Care. • Freemasons Aged Care. <p>***Note: Work placement provider information are subject to change.</p> <p>Please refer the following documents related to work placement for further information:</p> <ul style="list-style-type: none"> • MFA50 Work placement agreement. • MITP78 Work placement agreement policy and procedure. • MITP13 Assessment and reassessment policy and procedure.
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	<ul style="list-style-type: none"> • Work Placement Tasks booklet for Work Placement. • Work Placement Observation booklet for Work Placement. <p>Work placement agreement must sign prior to starting the placement by the student, workplace provider and RTO representative.</p> <p>Placement Facilitator and Assessor/Supervisor will be allocated to rostered group of students during the placement. Placement Facilitator and Assessor/Supervisor would provide guided learning and practical demonstrations for students and observe and assess the students' performance and provides feedback continuously. The student required to complete the work placement hours and collect the signature of the Facilitator and Assessor/Supervisor to confirm the hours completed.</p> <p>Students required to complete the work placement task booklet during the placement and submit to the Placement Facilitator and Assessor/Supervisor.</p> <p>The Placement Facilitator/Assessor will provide the final assessment outcome for the students and provide feedback accordingly. The completed Placement Tasks Booklets by students and Observation Booklets by assessor will be submitted to the Work Placement Coordinator.</p> <p>The Head of School Aged Care will review the submissions and finalise the sign off on completion of the placement for each student. If there are any re-assessments required, then the MITP13 Assessment and Re-assessment Policy and Procedure to be followed. Furthermore, during the Placement, necessary interventions and adjustments for students would have to be identified prior to the final outcome. As outlined in the MITP78 Work Placement agreement policy and procedure and this will be done in collaboration with the Placement Facilitator and Assessor/Supervisor, Work Placement Coordinator and Head of School Aged Care.</p> <p>The ultimate accountability and responsibility for the assessment of students during the work placement professional experience is Menzies Institute of Technology.</p>
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17. Facilities and Resources

Training Resources	<p><u>Learning & Assessment Resources provided by the Institute to Students</u></p> <p><input checked="" type="checkbox"/> Learner Workbook, Learner Guide and PowerPoint</p> <p>Learner guide for each unit provided to the students and is the core learning material for students. Learner workbook has questions that students complete to check their knowledge and form formative assessments to make sure MIT provide underpinning knowledge and skills to all the students prior to summative assessments.</p> <p>Formative assessment may include:</p> <ul style="list-style-type: none"> • Quizzes. • Short answer questions. • Practical demonstration checklists. <p><input checked="" type="checkbox"/> Other handouts</p> <p>For each unit of competency, there are additional handouts and supplementary resources available. Refer to the Student Unit Guide and Session Plan of each unit of competency for information.</p> <p><input checked="" type="checkbox"/> Access to Office365 Student Email Accounts and Office Software</p> <p>Each student will be provided with Office365 student account to access Microsoft software (Word, PowerPoint, Excel, etc) and provided with dedicated Menzies Student email account.</p> <p><input checked="" type="checkbox"/> Learning Management System</p>
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Each student will have access to CANVAS Learning Management System. This is where the students can communicate and interact with trainers and assessors, interact with learning resources and materials and download resources for each unit of competency.

Student Management System/Online portal

Each student will have access to the Student Management System through WiseNet (LearnerApp) for course administrative related items (timetabling, course progress, update information).

Ageing Support Uniform

Each student will be provided with 2 pieces of Ageing Support uniform shirts that the students must wear during simulation practical sessions and during Work Placement.

Learning & Physical Resources that the students must provide

The following is a list of learning and physical resources for students to have access to undertake the training and assessment of this training product:

- General stationery for study (e.g. pens, notebooks).
- Computer or tablets with internet access.

Appropriate clothing requirements for practical sessions

- Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder.
- Wear closed toe shoes (no runners, ugg boots or sandals) and dental laboratory appropriate clothes (no jeans or denim).
- Hair is neatly presented and is off your face and above your collar.
- Remove all rings and wrist jewelry including watches during practical sessions. The only jewelry permitted is ear studs/nose studs.
- Fingernails must be short and filed.
- No fingernail extensions ('acrylics') and no nail polish allowed.

Physical Resources & Equipment for each unit of competency

The following physical resources will be provided:

- Theory classrooms.
- AV Equipment.
- Whiteboard.
- Internet access.
- Simulation Automotive Workshop.
- Computer lab.
- Printer.
- Student common areas (lunch, study, recreation).

18. Access and Equity

Access and Equity	<p>Principles, practices, and legislative requirements relating to equity, access, anti-discrimination, and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to students' commencing programs. Customized delivery and assessment strategies, including reasonable adjustments, will be designed to meet student needs.</p> <p>The RTO has a range of student support services that students are able to access. Support services include student administration services, academic support services to assist students who may require further assistance.</p>
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19. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	<p>The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to commencement of training.</p> <p>During the course of a learner's study, any additional needs of learners are identified and addressed, where possible.</p> <p>In responding to the learner's needs, the RTO provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to:</p> <ul style="list-style-type: none">• Taking into account language, literacy, and numeracy requirements.• Making adjustments to the physical environment or venue.• Considering age, gender; cultural beliefs and background, traditional practices, religious observances.• Considering learners with disabilities.• Deferment of study.• Help with a Special Consideration application.• Assistance with study skills through practical advice.• Monitoring course progress. <p>In addition, support on assessment arrangements is provided as follows, but not limited to:</p> <ul style="list-style-type: none">• Scheduling flexible assessment sessions.• Providing assessment materials in a variety of formats (large fonts, electronic, symbols).• Providing LLN support.• Arranging for or allowing a member of their community to be present at the assessment, if required.• Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes.• Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner's work is assessed to be 'not satisfactory' on a given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency.• Learners are given adequate time to work on assessments and projects.• Additional training and tutorials, if required.• Referral to further learner support service or external counsellors. <p>Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise.</p>
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	<p>Reasonable Adjustment requirements will be recorded on the assessments and/or learner's file.</p> <p>The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification.</p> <p>Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management.</p> <p>Assistance is available to learners via telephone, email and/or face-to-face.</p> <p>The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.</p>
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20. Recognition of Prior Learning (RPL) and Credit Transfers (CT)

Demonstration of Competence through Recognition of Prior Learning (RPL)	<p>Learners can demonstrate competency through formal, non-formal and informal learning:</p> <ul style="list-style-type: none"> • Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma, or university degree). • Non-formal learning refers to learning that takes place through a structured program of instruction but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business). • Informal learning refers to learning that results through the experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative). • Learners are encouraged to apply for RPL before or immediately after formal enrolment but before the facilitated delivery of units to ensure that they do not miss any class/workshop opportunities offered should they be unsuccessful in the RPL process. • To know more about how RPL is conducted please refer to the following documents: <ul style="list-style-type: none"> ○ RPL policy and procedure. ○ RPL kit for the qualification. <p>How prospective learners will be made aware of RPL:</p> <ul style="list-style-type: none"> • Prospective learners will be informed of the RPL policy and process before enrolment into the program, via discussions, orientation, Pre-Enrolment and Post Enrolment learner information.
Credit Transfers (CT)	<p>RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.</p> <p>Learners must show evidence that can be verified such as a statement of results to be considered for CT. Learners should advise and provide evidence of their acquired or pending qualifications/statements of attainment before or during the enrolment process.</p>

21. Certification Issuance and Statement of Attainments

Professional Recognition	<p>At the successful completion of the program, the learner will be awarded with the CHC43015 Certificate IV in Aging Support qualification along with a transcript of units showing the assessment results.</p> <p>At any point before the completion of the program, a learner may request a Statement of Attainment for each unit of competency where he/she has been assessed as competent.</p>
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