CHC33021

Certificate III in Individual Support

Course Information

Unified Quality Training

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RTO Code: 46235

RTO Name	Unified Quality Training Pty Ltd
RTO Code	46235
Training Package Code	CHC
Training Package Title	Community Services
Training Package Release	7.0-9.3

| Version (Release) of Qualification | 1.0 | Status | Current | ⊠ |
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| Qualification Code | CHC33021 |

| Qualification Title | Certificate III in Individual Support (Ageing and Disability) |

| Link to Qualification | https://training.gov.au/Training/Details/CHC33021 |

| Qualification Description | This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

As per the qualification description, to achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. |

| Licensing/Regulatory Information | No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. |

| 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 = **15**
• 9 core units
• 6 elective units, of which:
  o at least 3 units under Group A or B
  o the remaining units from any of the Groups A, B or C.

All Group A and all Group B electives must be selected for award of the Certificate III in Individual Support (Ageing and Disability).

All electives chosen must contribute to a valid, industry-supported vocational outcome. |

Entry Requirements	There are no entry requirements for the individual units of competencies that make up this qualification.
	RTO specific requirements:
	• Minimum age: 18-years of age or older (students must provide a current ID upon enrolment)
	• Students are required to complete a Language, Literacy and Numeracy Assessment.
	• Students must have access to a reliable Wi-Fi connect and laptop/computer.
	• As health and disability is a mandated industry, students undertaking Placement must hold the following prior to commencing Placement:
	o You must complete your online NDIS Worker Screening Clearance application at this link - NDIS Worker Screening Unit
	o Police Clearance
	o Immunisation records: Students will need to be immunised, or in the process of being vaccinated, for the following diseases:
	o annual seasonal influenza
	o Hepatitis B
	o MMR (measles, mumps, and rubella)
	o Pertussis (Whooping cough).
	COVID-19
	Some facilities may also mandate the number of vaccinations required. These requirements will be provided to the student, prior to arrangements being made for the completion of placement. These requirements will be provided to the student, prior to arrangements being made for the completion of placement.
	Please note: Vaccination and screening/testing evidence requirements may alter during your studies, in accordance with changes to industry requirements and/or Australian Immunisation Guidelines.
Specific Requirements	**Placement requirements:**
	CHCCCS040 - Support independence and wellbeing
	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:
	• safely supported at least 3 people to enhance independence and wellbeing
	• performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability, or community service organisation.
	Those units of competency where the skills must be demonstrated in an approved facility and/or workplace include:
	• CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
	• CHCAGE011 Provide support to people living with dementia.

	• CHCDIS020 Work effectively in disability support • CHCCCS031 Provide individualised support • CHCCCS038 Facilitate the empowerment of people receiving support • CHCCCS040 Support independence and wellbeing
Student Required Resources	• Students must have access to their own laptop and access to reliable Wi-Fi for the duration of your course. • Students must have access to Microsoft suite including (word, excel and outlook). • Students must wear black pants, a polo shirt and enclosed shoes during their work placement. Some facilities may have additional uniform requirements. Please note, all other material, equipment and resources required to complete this course are provided to students by Unified or through placement arrangements.
Target Group	The program has been developed for learners with no previous experience within the industry of aged, disability or community and/or residential setting and/or support workers and those within the industry seeking to formalise their skills as workers. Positions can include: • Support worker • Personal care giver Respite care worker • Personal care worker in the community and/or residential setting • Supervisor or Team Leaders in the community and/or residential setting • Aged Care Worker • Disability Services Worker • Residential Disability Support Worker These positions require the participants to take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation, and use of available resources.
Facilities	Please refer to the "*Site Checklist*" for a list of the applicable resources required for this delivery. To ensure students have access to relevant facilities and equipment the "*Site Checklist*" must be completed for all Unified Quality Training venues and student placements prior to the delivery of training and assessment activities to ensure all required facilities, equipment, material (excluding written resources) and personnel are available. This document can also be used as a guide for trainers and assessors to ensure they are aware of all required facilities, equipment, material (excluding written resources) and personnel required for delivery of each unit of competency

	The "*Placement Agreement*" outlines the placement hosts roles and responsibilities as well as the facilities, equipment and supervision required to successfully complete this course.
Delivery Locations	This qualification will be delivered face to face at: **Domestic** 6 Claret Street, Carseldine QLD 4034 & Online VIA LMS (e-skilled) **Offshore** Face to face practical components and placement hours will be delivered at one of our training locations: Sts Francis and Paul General Hospital, San Pablo City General Hospital, Nazareth Bahay Pag Ibig Students will also be required to complete a practical placement component of at least 120 hours within an approved community and/or residential setting. **Note:** If a student is already working at an approved community and/or residential setting, they may be eligible for workplace training. Please contact Mary @ Unified Quality Training directly at mary@uqtlearn.edu.au or 0430 024 818.
	We recognise that not all people are able to read, write and perform calculations to the same Standards. We will endeavour to help you where we can accommodate anyone with difficulties with Language, Literacy or Numeracy. Students are required to complete an LLN assessment before they commence training. Trainers will need the information contained within the assessment to understand students' literacy, language and numeracy skills and identify if they may require extra support during their course. If a student gets more than one question wrong from a section within the LLN assessment, the trainer is to flag it as a potential support need against the relevant category. The Trainer is to arrange a time to go through the results of the test with the student and discuss the questions the student got wrong. The Trainer is to detail the discussion and the steps required (as detailed within the "Student Support Strategy" that will be used to support the student. To ensure that students receive the most appropriate assistance, we have clear and well-defined referral protocols in place. If a student's needs surpass our in-house capabilities, we have established processes to refer them to external support services or programs that are better equipped to provide the necessary assistance. This ensures that every student receives the care and support they require during their educational journey with us. Enrolments are processed by Unified Quality Training`s Student Support officer and entered to SMS. Students are further provided with a copy of their student handbook and specific program information again at this point. In the event that a learner is experiencing any difficulties with his/her studies the learner is to contact the trainer as the first line of support. If the matter requires more attention, then the learner will be referred to the CEO to

| | determine what additional support could be offered to the student. This is in conjunction with the trainer. |
| | At this point an analysis of the nature of the problem will be undertaken to identify the key issue(s) such as language problems, time management problems, conceptual understanding etc. |

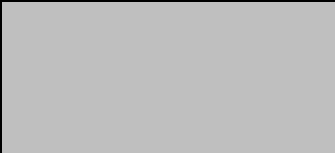| Student Support | Once a mutually agreed upon plan of action has been set out, which could include being provided with additional learning materials or one on one lessons with their trainer, it will be documented in the learner file. |
	These resources may include:
	• local counselling services
	• disability support organisations
	• LLN specialists
	• Aboriginal or Torres Strait Islander support networks.
	When necessary, we refer students to these external services to ensure they receive the most relevant and expert assistance.
	Unified Quality Training will make available its full resources to ensure the learner achieves the required level of competency in the qualification. Some specialist support could also be made available to students:
	• Social emotional support if needed
	• External support if required
	Unified Quality Training will also make monthly calls for students, as an additional support, to check on progress on a 1 on 1 basis.
	Students who are lagging behind will be flagged within the LMS/SMS and will be provided with additional support/an adjusted learning plan as needed.
Delivery	A flexible blended environment has been applied to this target group. The expected duration of this course is over a **28-week** period **(29 weeks for offshore students)** as detailed by **Unified Quality Training**.
Credit Transfer	Learners who have completed units within their course at other institutions will be given recognition on presentation of a verified transcript, Award or Statement of Attainment. If application is successful it may result in a shorter course duration. Evidence may include:
	• Original qualification with record of results
	• Original statement of attainment.
	• USI transcript.

Placement requirements	All students are required to complete a minimum of **120 hours** of placement within an approved community and/or residential setting as outlined by Unified Quality Training.
	Unified Quality Training's students have options to complete placement including:
	1. a) Vocational placement arranged by Unified Quality Training
	Students who are not currently in paid employment within an approved community or residential setting can undertake their placement utilising Unified Quality Training's arrangements. Unified Quality Training will be responsible for arranging the vocational placement utilising its agreements with various Aged Care Facilities.
	b) Vocational placement
	Students who are not currently in paid employment within an approved environment can arrange their own vocational placement and complete a *"Placement Agreement"* prior to the commencement of their placement.
	2. Work placement
	Student who are currently in paid employment within an approved community or residential setting can arrange their own work placement. Work placement is paid employment, and the *"Placement Agreement"* must be completed prior to the commencement of their placement.
	For all placements the following is applicable:
	Unified Quality Training holds the necessary insurance to cover students during placement activities.
	Students will have appropriate supervision during their placement. Evidence of the placement supervisors' credentials and CV are captured during enrolment utilising the *"Placement Agreement"*.
	Unified Quality Training requires students to complete a *"Placement Logbook"* which details the activities performed during each shift that need to be recorded within. Students are required and directed within the assessments and *"Placement Logbook"* to undertake a range of tasks to meet the competency requirements for the specified units. The *"Placement Logbook"* is also used to monitor student's course progress and attendance during the placement component of their course.
	Regular placement visits (as detailed within the Logbook) are required by the assessor, this is to confirm information within the *"Placement Logbook"* is true and correct. It also allows the assessor to speak to the approved placement supervisor and student to gain feedback on how the student is progressing and to see if they have any issues within the Placement. Evidence of regular visits and discussions

with the placement supervisor are to be recorded by the trainer utilising "*Contact record form*" section found within the *"Placement Logbook"*.

	During visits and discussions with the placement supervisor - if it is identified that all tasks were unable to be completed in the facility, the trainer will inform the Unified Quality Training's Student Support Officer and alternative arrangements will be made to fulfil the training products assessment requirements.
Reasonable Adjustment	Reasonable adjustments are made to ensure that the learner is not presented with barriers to demonstrate achievement in the program. Reasonable adjustments may include the use of adaptive technology, educational support, alternative methods of assessment such as oral assessment. While reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions should not be altered in any way. The standards expected should be the same irrespective of the group and/or individual being assessed; otherwise, comparability of standards will be compromised. Assessors will note any specific adjustment made and this will also be recorded in the learner's file. Unified Quality Training seeks to assist learners achieve the required competency standards where it is within its ability. Where a learner cannot be assisted, she/he will be referred to an agency that can assist. There are no fees charged for referral, although fees may apply for the accessed service.
Qualification Outcome	Upon successfully completing this course (the student being deemed competent in all units) the student will be awarded a *CHC33021 Certificate III in Individual Support (Ageing and Disability)*. If only units are completed and not the full qualification, the Unified Quality Training will award a Statement of Attainment. The qualification will be awarded in line with the guidelines outlined in the VET Quality Framework.
Career Opportunities and Pathways	This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support. After achieving this qualification, possible job roles may include: • Support worker • Personal care giver Respite care worker • Personal care worker in the community and/or residential setting

- Supervisor or Team Leaders in the community and/or residential setting
- Aged Care Worker
- Disability Services Worker
- Residential Disability Support Worker.