



This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centered 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-centered support.

ENTRY REQUIREMENTS / EXISTING SKILLS & KNOWLEDGE

There is no formal entry requirement to enter in the qualification.

TARGET CLIENT GROUP

The client group for this qualification has been identified through consultation with industry. Following is a list of the client groups the RTO will be targeting for this training:

- Wanting to change careers
- Looking to enter the Aged Care Industry

OCCUPATIONAL NAMES

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Care Worker
- Community House Workers
- Client Assistant
- Home Care Assistant

EMPLOYMENT OPPORTUNITIES

Individuals with this qualification are able to perform roles, such as:

- Accommodation Support Worker
- Disability Services Worker
- Personal Care Giver
- Respite Care Worker

CAREER PATHWAY

A number of career pathways are available to you typically with further study, such as aged care Activity worker, care supervisor or disability officer.

SKILLS RECOGNITION

If you already have some training, work or life experience in individual support or age care, you may be eligible to have your existing skills and knowledge recognised and apply for advanced standing for one or more units. Processes for recognition include:

- Credit transfer
- Mutual recognition
- Recognition by assessment

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COURSE OUTCOMES

Gain the skills required to:

- Provide home and community support services
- Facilitate empowerment of the elderly
- Follow safe work practices for direct client care
- Understand healthy body systems
- Support people with dementia

Delivery Arrangements

The Certificate III program is typically delivered over a minimum 12 month period using a blend of on and off the job approaches. We combine group learning sessions with self-directed reading, summative assessment projects and research activities that combined we have allowed up to 1200 volume of learning hours for Certificate III level. The qualifications can be fast-tracked, depending on current competencies of learner as well as their available time in completing the requirements. For learners completing the qualification via classroom/off the job arrangements, we have set a minimum of 26 hours of face-to-face group training sessions (2hrs per unit) for Certificate III level. In this way learners can learn from each other while being guided by the experienced facilitator.

Participants are provided with training manuals for each unit which include all materials participants require to be used in the learning environment as well as supporting resources on a per unit basis as needed. Practical activities are completed by participants in their workplace environment following classroom practice, and completion of these also contributes to formative assessment evidence.

Mode of Delivery

The course will be timetabled over a 40-week period, with students having a full 12 months to complete all of their assessment activities. This is in line with the AQF time frame for a Certificate III level qualification.

Classroom: All training will be delivered face to face within a classroom.

Pre-work placement: Training will commence as 3 days a week, allowing Students to engage in full time learning and full-time support with the Trainer, with a focus on skills development in preparation for entering the workplace.

During work placement: Work placement commences 1 day a week for 15 weeks (students will rotate for sessions of 16 weeks each), classroom training will continue 3 days a week - to allow students a regular opportunity for debrief, support and feedback from the Trainer during the work placement period. This is in response to industry feedback and aims to minimise the risk of students feeling isolated or unsupported.

This delivery mode also aims to support Students who gain employment from their work placement.

Self-Paced: Students will have self-paced activities to conduct at home. These include revising learned material, undertaking allocated readings, reading learning material in advance to prepare for class, and completing workbook tasks. While work placement is running, students will be required to read their Skills Demonstration Booklet to prepare for daily work shifts, and to understand and plan their work placement activities.



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Work Placement: Students will be required to undertake work placement as a part of this course, which includes 120 mandatory hours. This will be scheduled as a block of 1 day a week (8 hours) for 14 weeks for each student in a residential aged care facility plus 2 weeks of 5-hour days in Home and Community Care.

ASSESSMENT METHODS

Observation/Demonstration – A range of observation techniques have been included in the assessment tools to help identify the students' ability to demonstrate their competence against each unit of competency. The assessor observes these either during a practical demonstration or on the job.

Questioning – The student will be provided with written short answer Questions based on their understanding of the Units of competency.

Written – A written assessment tool is provided to the student to gather evidence using a range of methods, these could include short answer questions, long answer questions, scenario -based questions, or multiple choice.

Third Party Feedback – a Third Party Report is provided to a supervisor or employer to gather evidence of the students' competency on the job, which includes observations and written questions for the Supervisor to complete. This Report is then reviewed and signed off by the Assessor.

Case studies – Used to provide the learner with the opportunity to apply their required knowledge within a given context. This method is applied in conjunction with other assessment tasks such as, questioning and portfolio of evidence to assess the ability to problem solve, work in teams, and decision making.

Practical / simulation – This method allows the learner to demonstrate their skill and attitude in their current work environment or a mirrored simulated environment. The evidence gathered from this approach is to assist the assessor by observing their conceptual, interpersonal and technical ability.

COURSE FEES

RPL: There is an RPL fee of \$220 plus GST per unit.

Group sessions: Two hour training sessions are \$1200 plus GST for up to 20 people. The cost of the qualification is \$2500 per person.

Flexible Work Based: \$2500 inclusive of all learning materials, assessment tasks, communication with trainer/assessor and issuing of qualification upon successful completion.

REFUND POLICY:

In the case of cancellations, Target Training will refund full amount paid if 14 days notice [before work is due to commence] is provided, otherwise a cancellation fee of \$500.00 will apply.

MONEY BACK GUARANTEE:

Target Training offers a full money back guarantee on all services, if you are not fully satisfied.

COURSE FEES, PAYMENTS, REFUNDS AND CERTIFICATION:

This information is found in a separate document. Contact us for more details.



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COURSE STRUCTURE

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.

To achieve this qualification, the candidate must have completed at least 120 hours of work in this field as detailed in the Assessment Requirements of the units of competency.

To achieve this qualification, 13 units must be completed, comprising 7 core units and 6 elective units. At least 4 units must be selected from the electives listed below, and at least 2 must be from those listed under Group A. Up to 2 units may be selected from any other qualification offered by Target Training, ensuring they are relevant to work outcomes.

As a core component of this course, students will be required to complete a mandatory work placement of 120 hours work within at least one aged care, home and community, disability or community service organisation. Students may undertake work placement primarily in one workplace, and 10 hours with a home and community care provider to allow exposure to different environments.

CORE UNITS

| | |
|------------------|--|
| CHCCCS015 | Provide individualised support |
| CHCCCS023 | Support independence and well being |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| CHCLEG001 | Work legally and ethically |
| HLTAAP001 | Recognise healthy body systems |
| HLTWHS002 | Follow safe work practices for direct client care |

GROUP A ELECTIVE UNITS – Choose Minimum 2 units

| | |
|------------------|--|
| CHCAGE001 | Facilitate the empowerment of older people |
| CHCAGE005 | Provide support to people living with dementia |
| CHCCCS001 | Meet personal support needs |

OTHER ELECTIVE UNITS – Choose Minimum 2 units

| | |
|------------------|--|
| CHCADV001 | Facilitate the interests and rights of clients |
| CHCCCS009 | Facilitate responsible behaviour |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| CHCECD002 | Deliver and monitor contracted employment services |
| CHCPRT003 | Reflect on and improve own professional practice |
| HLTAID003 | Provide first aid |
| BSBCUS301 | Deliver and monitor a service to customers |
| BSBINM201 | Process and maintain workplace information |
| BSBWOR204 | Use business technology |
| BSBWOR301 | Organise personal work priorities and development |



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CORE UNIT:

CHCCCS015 Provide individualised support

1. Determine support needs
2. Provide support services
1. Monitor support activities

CHCCOM005 Communicate and work in health or community services

1. Communicate effectively with people
2. Collaborate with colleagues
3. Address constraints to communication
4. Report problems to supervisor
5. Complete workplace correspondence and documentation
6. Contribute to continuous improvement

CHCCCS023 Support independence and well being

1. Recognise and support individual differences
2. Promote independence
3. Support physical wellbeing
4. Support social, emotional and psychological wellbeing

CHCDIV001 Work with diverse people

1. Reflect on own perspectives
2. Appreciate diversity and inclusiveness, and their benefits
3. Communicate with people from diverse backgrounds and situations
4. Promote understanding across diverse groups

CHCLEG001 Work legally and ethically

1. Identify and respond to legal requirements
2. Identify and meet ethical responsibilities
3. Contribute to workplace improvements

HLTWHS002 Follow safe work practices for direct client care

1. Follow safe work practices for direct client care
2. Follow safe work practices for manual handling
3. Follow safe work practices for infection control
4. Contribute to safe work practices in the workplace
5. Reflect on own safe work practices

HLTAAP001 Recognise healthy body systems

1. Work with information about the human body
2. Recognise and promote ways to support healthy functioning of the body



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GROUP A ELECTIVE UNITS

CHCAGE001 Facilitate the empowerment of older people

1. Develop relationships with older people
2. Provide services to older people
3. Support the rights of older people
4. Promote health and re-ablement of older people

CHCAGE005 Provide support to people living with dementia

1. Prepare to provide support to those affected by dementia
2. Use appropriate communication strategies
3. Provide activities for maintenance of dignity, skills and health
4. Implement strategies which minimise the impact of behaviours of concern
5. Complete documentation
6. Implement self-care strategies

CHCCCS001 Meet personal support needs

1. Determine the person's needs
2. Support the person in a holistic manner
3. Contribute to a coordinated service approach

OTHER ELECTIVE UNITS:

CHCADV001 Facilitate the interests and rights of clients

1. Facilitate the realisation of client interests, rights and needs
2. Advocate in accordance with client preferences and requests to optimise client outcomes
3. Provide ongoing support to clients
4. Support clients making a complaint
5. Review progress

CHCCCS009 Facilitate responsible behaviour

1. Observe individuals
2. Manage conflict
3. Respond to behaviours of concern
4. Complete reporting requirements

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

1. Identify cultural safety issues in the workplace
2. Model cultural safety in own work
3. Develop strategies for improved cultural safety
4. Evaluate cultural safety strategies

CHCECD002 Deliver and monitor contracted employment services

1. Identify key requirements of government contract
2. Comply with contractual requirements
3. Monitor and improve contractual compliance



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CHCPRT003 Reflect on and improve own professional practice

1. Implement principles of child protection
2. Apply agreed protocols and guidelines for collaborative practice
3. Work collaboratively with children and families from diverse backgrounds

HLTAID003 Provide first aid

1. Respond to an emergency situation
2. Apply appropriate first aid procedures
3. Communicate details of the incident
4. Evaluate the incident and own performance

BSBCUS301 Deliver and monitor a service to customers

1. Identify customer needs
2. Deliver a service to customers
3. Monitor and report on service delivery

BSBINM201 Process and maintain workplace information

1. Collect information
2. Process workplace information
3. Maintain information systems

BSBWOR204 Use business technology

1. Select and use technology
2. Process and organise data
3. Maintain technology

BSBWOR301 Organise personal work priorities and development

1. Organise and complete own work schedule
2. Monitor own work performance
3. Co-ordinate personal skill development and learning

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