

Training and Assessment Strategy (TAS) 2018

Name of RTO	Vivid Learning
TOID	21080
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Training Package Code and Title	<p>CHC Community Services Training Package Release 2</p> <p>Status – Current</p> <p>Link to Training Package: https://training.gov.au/Training/Details/CHC</p> <p>Link to Companion Volumes: CHC Training Package Companion Volumes</p>
Qualification Code and Title	CHC43115 Certificate IV in Disability
Qualification Package Rules	<p>Total Number of Units of Competency: 14</p> <p>Number of Core Units of Competency: 11</p> <p>Number of Electives Units of Competency: 3</p> <p>Link to Packaging Rules: https://training.gov.au/Training/Details/CHC43115</p>
Other Notes	<p>No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication</p> <p>All Electives Units of Competency chosen must contribute to a valid, industry – supported vocational outcome</p>
Learner Group	School leavers as a study pathway from a School based Traineeship in CHC33015 Certificate III in Individual Support, those currently employed in disability or aged care sectors, or people seeking employment in the disability sector
Delivery Period	21 months

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Consistent with the qualification packaging rules, the Units of Competency listed below will be delivered for this qualification.				
	Code	Title	Core/ Elective	SCH
Units of Competency	CHCCCS015	<p>Provide individualised support</p> <p>This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.</p> <p>This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.</p>	Core	30
	CHCDIS002	<p>Follow established person-centred behaviour supports</p> <p>This unit describes the skills and knowledge required to implement behaviour support strategies outlined in an individualised behaviour support plan for a person with disability.</p> <p>This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.</p>	Core	50
	CHCDIS005	<p>Develop and provide person-centred service responses</p> <p>This unit describes the skills and knowledge required to develop, implement and monitor service responses with a person with disability. Work is undertaken within a legislative and ethical framework to ensure the provision of high quality, person-centred service delivery which supports the person's aspirations, needs, rights and interests.</p> <p>This unit applies to workers in varied disability service contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.</p>	Core	135
	CHCDIS007	<p>Facilitate the empowerment of people with disability</p> <p>This unit describes the skills and knowledge required to develop and facilitate person-centred strategies for participation in various community settings, functions and activities to enhance the psychosocial well being and lifestyle of a person with disability.</p> <p>This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.</p>	Core	100

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	<p>CHCDIS008</p>	<p>Facilitate community participation and social inclusion</p> <p>This unit describes the skills and knowledge required to develop and facilitate person-centred strategies for participation in various community settings, functions and activities to enhance the psychosocial well being and lifestyle of a person with disability.</p> <p>This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.</p>	<p>Core</p>	<p>60</p>
	<p>CHCDIS009</p>	<p>Facilitate ongoing skills development using a person-centred approach</p> <p>This unit describes the skills and knowledge required to plan, implement and review formal and informal ongoing skills development, in collaboration with a person with disability and incorporate into the person's individualised plan.</p> <p>This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.</p>	<p>Core</p>	<p>50</p>
	<p>CHCDIS010</p>	<p>Provide person-centred services to people with disability with complex needs</p> <p>This unit describes the skills and knowledge required to provide person-centred services to people with disability with complex or special support needs under the supervision of a relevant professional.</p> <p>This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.</p>	<p>Core</p>	<p>90</p>
	<p>CHCDIV001</p>	<p>Work with diverse people</p> <p>This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.</p> <p>This unit applies to all workers.</p>	<p>Core</p>	<p>40</p>
	<p>CHCLEG003</p>	<p>Manage legal and ethical compliance</p> <p>This unit describes the skills and knowledge required to research information about compliance and ethical practice responsibilities, and then develop and monitor policies and procedures to meet those responsibilities.</p> <p>This unit applies to people working in roles with managerial responsibility for legal and ethical compliance in small to medium sized organisations. There may or may not be a team of workers involved.</p>	<p>Core</p>	<p>80</p>

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	HLTAAP001	<p>Recognise healthy body systems</p> <p>This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.</p> <p>This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.</p>	Core	70
	HLTWHS002	<p>Follow safe work practices for direct client care</p> <p>This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.</p> <p>This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.</p>	Core	25
	Electives			730
	CHCCCS011	<p>Meet personal support needs</p> <p>This unit describes the skills and knowledge required to determine and respond to an individual's physical personal support needs and to support activities of daily living.</p> <p>This unit applies to workers who provide support to people according to an established individualised plan in any community services context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.</p>	Elective	60
	CHCCCS024	<p>Support individuals with autism spectrum disorder</p> <p>This unit describes the skills and knowledge required to work with individuals with autism spectrum disorder (ASD), with regard for their needs and within the context of support work.</p> <p>This unit applies to workers in a range of community services contexts who are responsible for their own outputs and are required to use some discretion and judgement.</p>	Elective	50
	CHCDIS004	<p>Communicate using augmentative and alternative communication strategies</p> <p>This unit describes the skills and knowledge required to communicate with people who have complex communication needs through effective use of Augmentative and Alternative Communication (AAC) strategies and systems.</p> <p>AAC refers to methods that replace or supplement speech to address the needs of people whose oral speech skills limit their ability to meet their participation and communication needs.</p> <p>AAC systems comprise communication aids, symbols, strategies, and techniques and methods that may be aided or unaided.</p>	Elective	60

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		This unit applies to disability support work in a variety of contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.		
Total Hours				900
	The skills in all the above units must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.			
Entry requirements	There are no entry requirements for undertaking this qualification but a Pre enrolment interview and Pre-training review are required to be completed to assist in identifying if this qualification and TAS are the most appropriate for the education and employment aspirations of the target learner.			
Employability Skills Summary/ Foundation Skills	<p>The Employability Skills Summary for this qualification can be accessed from the training.gov.au web site at the following link:</p> <p>https://training.gov.au/</p> <p>Foundation skills essential to performance are explicit in the performance criteria of each unit of competency.</p>			
Description	This qualification reflects the role of workers in a range of community settings and clients' homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.			
Minimum Work Requirement	To achieve this qualification, the student must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.			
Study Pathways	The further study pathways available to students who undertake this qualification include: CHC52015 Diploma of Community Services. Where appropriate, electives may be packaged to provide a qualification with a specialisation in Case Management or Social Housing. Note: Vivid Learning may not offer all qualification listed above in possible pathways			
Employment Pathways	Once completed the qualification this will enable the learner to create a pathway within the disability services sector, including accommodation settings, employment, recreation, adult day support services, advocacy, respite and peer support programs. It addresses work in community residential homes, training centres, respite services, employment including supported employment and community based supports.			

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Learners	<p>The target participants for this instance of course delivery are school leavers, adult learners currently not employed or recently employed in the disability sector. Learner can be from other employment backgrounds and are looking for a career change, or are seeking to re-enter the workforce.</p>
Pre-training review	<p>Vivid Learning aims to provide services that build on a student's existing abilities and develop new ones. The individual's existing educational and vocational attainment, other demonstrated capabilities, career aspirations and general interests are considered in course selection.</p> <p>A Pre- Training review will be used to determine whether this qualification is the most suitable training option for the student and identify any competencies previously acquired that may be used as credit transfer or Recognition of Prior Learning (RPL).</p> <p>The Pre Training review will seek to gain an indication of the student's preferred learning style, as well as their language, literacy and numeracy skills levels to determine if additional support will be needed to enable the student to complete the qualification.</p>
Reasonable Adjustment	<p>Vivid Learning provides equitable access to all required educational and support services so that no student is disadvantaged regardless of their mode of study or location. In assessing whether an adjustment to the course in which the student is enrolled, or proposes to be enrolled, is reasonable, Vivid Learning is entitled to maintain the academic requirements of the course, and other requirements or components that are inherent in or essential to its nature.</p> <p>Before making an adjustment for the student, the student or their associate will be consulted about whether the adjustment is reasonable, the extent to which the adjustment would achieve the aims in relation to the student, and whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.</p> <p>If an adjustment is to be made, Vivid Learning will assess whether the adjustment may need to be changed over the period of a student's education or training.</p>
Recognition of Prior Learning	<p>Vivid Learning ensures students are not required to repeat any Unit of Competency in which they have already been assessed as competent, unless a regulatory requirement or license condition (including industry licensing schemes) requires this.</p> <p>Students are able to have their competency from prior learning and work experience recognised in this qualification through an application for Credit Transfer or Recognition of Prior Learning (RPL).</p> <p>Credit transfer is a process that provides students with credit outcomes for Units of Competency previously undertaken, and deemed competent in, based on identified equivalence in content and learning outcomes.</p>

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	<p>If a student wishes to apply for Credit Transfer they must provide Vivid Learning with:</p> <ul style="list-style-type: none"> • Academic transcript of completed qualification(s); or • Statement of Attainment containing Unit/s of Competency for consideration of Credit Transfer <p>There is no fee charged, by Vivid Learning , to the student, for an application for Credit Transfer.</p> <p>RPL is a form of assessment used to evaluate skills and knowledge acquired outside the classroom for the purpose of recognising competence against a given set of standards, competencies, or learning outcomes. Evidence must be gathered and presented to Vivid Learning , by the student, in order for RPL assessment to occur.</p> <p>A fee will be charged, by Vivid Learning , to the student, for each application for assessment by RPL.</p> <p>Government Funding for RPL assessment is only available for RTO’s that are Approved RPL Providers. Vivid Learning is not an Approved RPL Provider. As a result, applications for RPL will be charged at FEE FOR SERVICE per Unit of Competency.</p> <p>Once the Pre Training Review form has been completed, and any Recognition of Prior Learning application has been successful, the Training Plan will be prepared.</p>
<p>Educational & Support Services</p>	<p>In accordance with the Standards for RTO’s 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 develop strategies to make support available where gaps are identified.</p> <p>Vivid Learning will support students by offering additional tutoring and assistance in using technology for online delivery components if it is identified this is necessary. If a student does not hold the Language, literacy or numeracy levels required for entry into the course, or gaps are identified, a pathway will be determined by the trainer and student to a suitable RTO to develop the skills required to complete this qualification.</p>
<p>Response to student needs</p>	<p>The Pre Training Review form will determine whether the proposed assessment tools, learning material and strategies are appropriate for the student or whether additional language, literacy or numeracy support will be required.</p> <p>The adequacy of any additional support will be assessed by the trainer on an ongoing basis.</p> <p>Induction information will be supplied to the student after enrolment has been confirmed. This will include assessment submission processes and other related information in regards to completing requirements of the qualification.</p>

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Course Delivery	<p>The environment where the qualification will be delivered includes:</p> <ul style="list-style-type: none"> • Training rooms (at Vivid Learning and worksites) for study, monitoring and assessment visits. • Workbooks and assessment tools. • Up to date technical equipment for the trainer and worksite staff and access to a suitable worksite. • Skilled trainers and assessors.
Location of RTO delivering training	<p>Vivid Learning is located at 461 High Street Echuca 3564.</p> <p>Work sites include:</p> <p>Day Programs :Echuca, Kyabram, Kerang and Swan Hill</p> <p>Residential : Echuca, Kerang</p> <p>Supported Employees work sites: Echuca, Kerang and Swan Hill</p> <p>Students may be able to undertake practical placement at one or more of the above work sites depending on availability of placement and location of student but any training that is not self-paced will take place at Vivid Learning .</p>
Volume of Learning	<p>The volume of learning of a Certificate IV is typically 1 – 2 years.</p> <p>Graduates of a Certificate IV will demonstrate the application of knowledge and skills to specialised tasks or functions in known or changing contexts, with responsibility for own functions and outputs, and may have limited responsibility for organisation of others and with limited responsibility for the quantity and quality of the output of others in a team within limited parameters</p>
Duration	<p>This course is delivered over a 21 month period, although it can be completed earlier than that if the student expresses a willingness to take on a heavier workload.</p>
Amount of Training	<p>The course is self-paced but will include:</p> <p>28 hours of supervised instruction</p> <p>872 hours of unsupervised activities</p> <p>120 hours of practical placement</p>
Physical Resources	<p>All staff involved in the delivery and assessment of this qualification have direct access to:</p> <ul style="list-style-type: none"> • the current version of the Units of Competency, assessment requirements, relevant Training Package and companion volumes, • appropriate support materials relevant to their areas of delivery and assessment • the latest copy of assessment tools

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	<ul style="list-style-type: none"> • training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process <p>Training and assessment resources will include Aspire learner guides and Practical Placement Log Books (PPLs). A Learner guide will be supplied to the student at the commencement of training in each Unit of Competency. This will ensure students are able to obtain and absorb the required skills and knowledge required prior to assessment. Each student will work directly from the hard copy learner guide.</p>
<p>Structure of program and assessment process:</p>	<p>The student will normally study one Unit of Competency at a time. The order of delivery is outlined below and is recorded on the individual training plan.</p> <p>The trainer will discuss with, and deliver to, the student various sections (together with the assessment requirements) of the learner guide for the Unit of Competency being studied. The student will also be informed of any additional tasks to be completed (such as case studies, independent research and critical analysis of policies and procedures).</p> <p>In addition to developing required skills and knowledge through the learner guide, and feedback from the trainer, the student will undertake practical placement to ensure all assessment requirements for each Unit of Competency are competently demonstrated over a period of time and at appropriate industry standards.</p> <p>Time frames for submission of assessment are outlined below and on the individual training plan. The student will have, at the discretion of the trainer, between 3- 6 weeks to complete all assessment requirements. The submission date will be set by the trainer at the commencement of training in each Unit of Competency.</p> <p>The student will be encouraged to contact the trainer by telephone, email or in person if the student has any questions. The trainer will contact the student and the workplace supervisor each month to check progress against the training plan. Monitoring and assessment forms will be used to record these visits, any other contact and feedback between trainer and student.</p> <p>If the student anticipates that all assessment requirements for a Unit of Competency will not be submitted by the submission date as recorded on the training plan, at commencement of training,, an Application for Assessment Submission Extension Form must be completed and lodged with, for consideration by, Vivid Learning at least one week prior to the date for submission of the Unit of Competency.</p> <p>Applications for Assessment Submission Extensions are considered by Vivid Learning on a case by case basis. Vivid Learning will notify the student within one business day of the result of the application. If the application is successful the maximum length of an extension is two weeks.</p> <p>If the student does not submit all assessment requirements by the extension end date, the student may be marked Not Yet Competent and be required to resubmit.</p>

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	<p>This may attract an additional Fee.</p> <p>More information can be found in Fees, Charges & Refund Policy (accredited courses/qualifications) Policy and Procedures available at: www.wearevivid.org.au</p> <p>Extensions to the deadline date for submission of all assessment requirements of a Unit of Competency will not extend the date for completion of the course.</p>
<p>Course structure and assessment process:</p>	<p>The Units of Competency will be delivered as Stand-alone units.</p> <p>The table below provides a description of the delivery schedule, the assessment methods and the Scheduled Contact Hours (SCH). Assessment will occur during each Unit of Competency and practical activities will be undertaken during practical placement or simulated activities.</p>
<p>Practical Placement</p>	<p>The opportunity of practical placement provides the student with the opportunity to gain real work experience in their chosen industry, to gain access to a potential future employer, and for the host employer to support the student and ‘test ‘a student as a potential employee.</p> <p>Vivid Learning ensures that students with special needs are provided with opportunities on the same basis as other students. This includes identifying and liaising with the workplace around adjustments and accommodations that students with disabilities may require.</p> <p>Vivid Learning is primarily responsible for organising practical placement arrangements, and will provide PPL’s and a formal Practical Placement Agreement as arrangements with a suitable employer are finalised.</p> <p>Practical placement job roles undertaken by a student will include providing support for people with disability: to participate in group activities or 1:1 client support as well as to gain community access, and social inclusion. The Practical placement student will be attend organisation staff meetings and participate in staff professional development activities. Access to organisational policies and procedures will be arranged by work place supervisor.</p>
<p>Simulated Work Environment</p>	<p>If a simulated work environment is required, it will be achieved by using suitable facilities, equipment and resources including individualised plans and equipment outlined in the plan, modelling of industry operating conditions, including presence of problem solving activities and organisational policies, procedures and protocols.</p>
<p>Assessment Outcome</p>	<p>An assessment outcome will occur within two weeks of the date of submission of all assessment requirements. This includes all theory components as outlined in the individual assessment plan and PPL, completed and signed by the student and workplace supervisor.</p>

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	<p>The assessment outcome will result in the student being determined competent or not yet competent in that Unit of Competency.</p> <p>If the student is deemed Not Yet Competent, the assessment will need to be re-submitted at a time arranged between the student and trainer. The trainer will provide feedback in relation to what is required of the student to enable a Competent outcome to occur.</p>																																									
Trainer Competency	<p>Training and assessment will be undertaken by a trainer/assessor who has equivalent or higher competencies to the qualification being studied and, also, holds a TAA40110 Certificate IV in Training and Assessment, or equivalent competencies.</p> <p>Trainers/ Assessors remain industry current by attendance of professional development opportunities and continued connection to disability service organisations.</p> <p>Documentation is kept for each trainer/assessor to demonstrate their competence and industry currency in line with Clause 1.1 – 1.6 <i>Standards for RTOs 2015</i>.</p>																																									
	Assessment Evidence Gathering Techniques																																									
	K e y	A	Demonstration	C	Scenario-problem solving	E	Manual	G	Observation Report																																	
		B	Discussion	D	Role play	F	Practical Placement Log Books																																			
Training and Assessment Delivery Schedule	<p>Schedule: Each Unit of Competency will have a number of weeks in which it will need to be completed and submitted to trainer/assessor</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Program structure</th> <th>Hours</th> <th>Unit of Competency</th> <th>Trainer</th> <th>Assessment methods</th> <th>Trainer/Assessor Qualification</th> </tr> </thead> <tbody> <tr> <td>1-6</td> <td>Self paced</td> <td>80</td> <td>CHCLEG003 Manage legal and ethical compliance</td> <td>Karen Carpenter</td> <td>E,F</td> <td>CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)</td> </tr> <tr> <td>7-12</td> <td>Self paced</td> <td>25</td> <td>HLTWHS002 Follow safe work practices for direct client care</td> <td>Karen Carpenter</td> <td>E,F</td> <td>CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)</td> </tr> <tr> <td>13-18</td> <td>Self paced</td> <td>40</td> <td>CHCDIV001 Work with diverse people</td> <td>Karen Carpenter</td> <td>E,F</td> <td>CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)</td> </tr> <tr> <td>19-24</td> <td>Self paced</td> <td>70</td> <td>HLTAAP001 Recognise healthy body systems</td> <td>Karen Carpenter</td> <td>E,F</td> <td>CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)</td> </tr> </tbody> </table>							Week	Program structure	Hours	Unit of Competency	Trainer	Assessment methods	Trainer/Assessor Qualification	1-6	Self paced	80	CHCLEG003 Manage legal and ethical compliance	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)	7-12	Self paced	25	HLTWHS002 Follow safe work practices for direct client care	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)	13-18	Self paced	40	CHCDIV001 Work with diverse people	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)	19-24	Self paced	70	HLTAAP001 Recognise healthy body systems	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
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25-30	Self paced	100	CHCDIS007 Facilitate the empowerment of people with disability	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
31-36	Self paced	90	CHCDIS010 Provide person-centred services to people with disability with complex needs	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
37-42	Self paced	30	CHCCCS015 Provide individualised support	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
43-48	Self paced	135	CHCDIS005 Develop and provide person-centred service responses	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
49-54	Self-paced	50	CHCDIS002 Follow established person-centred behaviour supports	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
55-60	Self paced	50	CHCDIS009 Facilitate ongoing skills development using a person-centred approach	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
61-66	Self paced	60	CHCDIS008 Facilitate community participation and social inclusion	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
67-72	Self paced	60	CHCCCS011 Meet personal support needs	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
73-78	Self paced	50	CHCCCS024 Support individuals with autism spectrum disorder	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
79-84	Self paced	60	CHCDIS004 Communicate using augmentative and alternative communication strategies	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
Total of 84 weeks = 21 months with no school holidays taken into consideration.						


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<p>Assessment Moderation and Validation process</p>	<p>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 judgments have been made prior to issuing results to students.</p> <p>Moderation of judgments will occur on a regular basis, prior to issuing results to students, at least every 12 months. The moderation process involves the review of samples folios of evidence to confirm reliability and consistency of judgments 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.</p> <p>Students will contribute to the validation of the Units of Competency in the qualification by completing feedback forms during and at completion of study. Data collected from students is discussed at RTO staff meetings.</p> <p>All Units of Competency within the qualification are systematically, independently validated with an RTO that has the same qualification on their Scope of Registration. All Units of Competency will be validated within the “life” of the parent training package. Vivid Learning has a documented ‘5 year plan’ that is available on request.</p> <p>Vivid Learning has an obligation to the student to ensure the quality of the training and assessment in is compliance with the NVR Standards for RTO’s 2015 and for the issuance of the AQF certification documentation.</p>
<p>Transition Arrangements</p>	<p>The CEO is subscribed to email updates from the below sources to ensure Vivid Learning is advised of any changes to the Training Package: Australian Skills Quality Authority (ASQA), training.gov.au, VELG Training newsletters, Insources newsletters, The Vocational Education Community (vetr) newsletters, VET Reform Taskforce and Department of Education and Training (DET)</p> <p>When there is a change to the Training Package that impacts on this TAS, the CEO will notify all staff affected as soon as possible.</p> <p>Vivid Learning complies with clauses 1.26 & 1.27 of the <i>Standards for RTOs 2015</i>. When there are major changes to the Training Package, Vivid Learning 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 CEO.</p> <p>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).</p> <p>If during or after a student enrolment, the qualification in which the student has enrolled is updated in line with national industry standards, Vivid Learning reserves the right to transition the student into the updated qualification. If this becomes necessary, Vivid</p>

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	<p>Learning will advise the student of the change and the arrangements which will be available for the student to complete the updated qualification.</p> <p>There may be a cost associated with the transition process.</p>												
Continuous Improvement	<p>Continuous Improvement occurs through participating in Validation and Moderation processes with other RTO's that deliver the same qualification, data collected from student and business survey feedback and participation in personal development program by trainers, assessors and administration.</p>												
Industry Engagement	<p>Vivid Learning ensures that employers or other parties who contribute to each student's course services and outcomes are informed and engaged in the development, delivery and monitoring of training and assessment. This may include course services involving work placement, and traineeship arrangements.</p> <p>Industry engagement has occurred with:</p> <table border="1"> <thead> <tr> <th>Date of Contact</th> <th>Business Name</th> <th>Contact Details</th> </tr> </thead> <tbody> <tr> <td>5 September 2016</td> <td>Murray Human Services</td> <td>Nicole Doolan Ph 03 5480 6611 Services Manager</td> </tr> <tr> <td>16 September 2016</td> <td>Murray Human Services</td> <td>Leanne Lockyer Ph 03 5480 2699 Supported Employment Manager</td> </tr> <tr> <td>11 October 2016</td> <td>Campaspe College of Adult Education</td> <td>Karen Hagan Community Services and Compliance Coordinator Ph 03 5482 4601</td> </tr> </tbody> </table>	Date of Contact	Business Name	Contact Details	5 September 2016	Murray Human Services	Nicole Doolan Ph 03 5480 6611 Services Manager	16 September 2016	Murray Human Services	Leanne Lockyer Ph 03 5480 2699 Supported Employment Manager	11 October 2016	Campaspe College of Adult Education	Karen Hagan Community Services and Compliance Coordinator Ph 03 5482 4601
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Outcomes of Consultation	<p>Elective Units of Competency are contained in the qualification to address the identification skills and knowledge required in the workplace, particularly behaviour support, and communication with clients and colleagues</p> <p>The introduction of Practical Placement Log Books which specifically reflect the environment and activities in the employers' workplaces.</p>												
Impact of consultation on strategy	<p>Regular, and documented, meetings with employers.</p> <p>Learning and assessment programs are contextualised to the workplace.</p>												
Review of Training & Assessment Strategy	<p>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, administration and the CEO. These changes will be implemented when/if approved.</p>												
Contact Person/s	<table> <tr> <td>Jo Duncan</td> <td>Administration</td> <td>jo.duncan@wearevivid.org.au</td> <td>03 5480 6611</td> </tr> <tr> <td>Karen Carpenter</td> <td>Trainer</td> <td>karen.carpenter@wearevivid.org.au</td> <td>03 5480 6611</td> </tr> </table>	Jo Duncan	Administration	jo.duncan@wearevivid.org.au	03 5480 6611	Karen Carpenter	Trainer	karen.carpenter@wearevivid.org.au	03 5480 6611				
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Training and Assessment Strategy (TAS) 2018

Authorised and Approved by:	Scott Alexander Chief Executive Officer 		
Date Implemented	1 January 2017	2 January 2018	
Review Date	1 January 2018	2 January 2019	
	Previous Review Date		
	Date	Reviewed by	Approved by
	6 December 2015	Jo Duncan – Administration Karen Carpenter- Trainer Maree Miliano – Program Manager	Scott Alexander – CEO
	11 October 2016	Karen Hagan – Community Services and Compliance Coordinator – Campaspe College of Adult Education Jo Duncan – Administration Karen Carpenter- Trainer	Scott Alexander – CEO