

Training and Assessment Strategy (TAS) 2018

Name of RTO	Vivid Learning
TOID	21080
Address	461 High Street Echuca Victoria 3564
Contact Details	<p>P: (03)5480 6611</p> <p>F: (03)5482 6708</p> <p>Email: Jo.Duncan@wearevivid.org.au</p> <p>Website: www.wearevivid.org.au</p>
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> <p>This Training and Assessment Strategy (TAS) will have the outcome of providing the student with a case management specialisation in CHC52015 Diploma of Community Services. There are nine (9) Elective Units of Competency contained in this TAS to ensure the total nominal hours are consistent with the requirements of the training product.</p>
Qualification Code and Title	CHC52015 Diploma of Community Services
Qualification Package Rules	<p>Total Number of Units of Competency: 16</p> <p>Number of Core Units of Competency: 8</p> <p>Number of Electives Units of Competency: 8</p> <p>Link to Packaging Rules: https://training.gov.au/Training/Details/CHC52015</p>
Other Notes	<p>No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication</p> <p>Where appropriate, Elective Units of Competency may be packaged to provide a qualification with a specialisation – Case Management or Social Housing</p> <p>All Elective Units of Competency chosen must contribute to a valid, industry-supported vocational outcome.</p>
Learner Group	Those who have completed a Certificate III or IV level qualification in Disability, or Aged Care, those currently employed in the Disability, Aged Care or other community services sectors or people seeking employment in Case Management.
Delivery Period	24 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	CHCCCS007	<p>Develop and implement service programs</p> <p>This unit describes the skills and knowledge required to engage consumers, analyse service needs of particular groups and develop programs and services to meet those needs.</p> <p>This unit applies to workers coordinating or managing teams and operations in varied service delivery contexts.</p>	Core	100
	CHCCOM003	<p>Develop workplace communication strategies</p> <p>This unit describes the skills and knowledge required to develop communication protocols for a team or business unit.</p> <p>This unit applies to workers responsible for overseeing the communication of organisation-specific information to a range of internal and external stakeholders.</p>	Core	100
	CHCDEV002	<p>Analyse impacts of sociological factors on clients in community work and services</p> <p>This unit of competency describes the skills and knowledge required to function independently and to plan and undertake community work and associated services. The unit describes the application of knowledge of the broad social and cultural context in which work is planned and implemented in the community services industry.</p> <p>This unit applies to workers who seek to better understand their client groups and issues that impact on the lives of their clients and hence on their delivery of services.</p>	Core	100
	CHCDIV003	<p>Manage and promote diversity</p> <p>This unit describes the skills and knowledge required to evaluate and promote diversity in the workplace, and to contribute to the planning of diversity policies and procedures. This may apply to internal work practices or external service delivery.</p> <p>This unit applies to individuals working in any type of leadership role across all industry sectors.</p>	Core	80
	CHCLEG003	<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>	Core	80

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	CHCMGT005	<p>Facilitate workplace debriefing and support processes</p> <p>This unit describes the skills and knowledge required to monitor and support workers. This includes implementing support processes to manage stress and emotional wellbeing of self or colleagues working in varied health and community service contexts. It also involves facilitating structured debriefing sessions to colleagues following incidents with the potential to impact on health and wellbeing.</p> <p>This unit applies to leadership or management roles where the individual provides peer to peer support to colleagues and refers to specialised support services in line with organisation guidelines as required.</p>	Core	120
	CHCPRP003	<p>Reflect on and improve own professional practice</p> <p>This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.</p> <p>This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.</p>	Core	120
	HLTWHS004	<p>Manage work health and safety</p> <p>This unit describes the skills and knowledge required to establish, maintain and evaluate work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements.</p> <p>This unit applies to workers who have responsibility for WHS as part of their role, including workers with obligations under WHS legislation, persons conducting a business or undertaking (PCBUs), or their officers (as defined by relevant legislation).</p>	Core	40
	Group A Electives	Case Management Specialisation (at least 4 units)		
	CHCCCS004	<p>Assess co-existing needs</p> <p>This unit describes the skills and knowledge required to assess the diverse and multi-faceted needs of people and determine both internal and external services required to meet those needs.</p> <p>This unit applies in a range of community service contexts.</p>	Elective	80
	CHCCSM004	<p>Coordinate complex case requirements</p> <p>This unit describes the skills and knowledge required to coordinate multiple service requirements for clients with complex needs within a case management framework.</p> <p>Workers at this level work under supervision within established guidelines but take on a team leadership role in the coordination of services and service providers.</p> <p>This unit applies to work in a range of health and community services contexts.</p>	Elective	75

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	CHCCSM005	<p>Develop, facilitate and review all aspects of case management</p> <p>This unit describes the skills and knowledge required to undertake case management meetings to plan, monitor and review service provision.</p> <p>Workers at this level work autonomously and are responsible for own outputs within organisation guidelines.</p> <p>This unit applies to work in a range of health and community services contexts.</p>	Elective	75
	CHCCSM006	<p>Provide case management supervision</p> <p>This unit describes the skills and knowledge to take a leadership role in the delivery of quality case management. This includes disseminating information and providing advice on practice issues relating to case management within the organisation.</p> <p>Workers at this level work autonomously and are responsible for own outputs within broad but defined organisation guidelines.</p> <p>This unit applies to work in a range of health and community services contexts.</p>	Elective	120
	Other Electives			
	BSBWOR502	<p>Lead and manage team effectiveness</p> <p>This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.</p> <p>It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p>	Elective	60
	CHCCCS009	<p>Facilitate responsible behaviour</p> <p>This unit describes the skills and knowledge required to monitor individuals, respond to behaviours of concern, deal with conflict and support responsibility for behaviour management and change.</p> <p>This unit applies to workers who work directly with people in a range of community service contexts.</p>	Elective	40
	CHCCCS019	<p>Recognise and respond to crisis situations</p> <p>This unit describes the skills and knowledge required to recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.</p> <p>This unit applies to any community services worker involved in crisis intervention. Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.</p>	Elective	45

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	CHCMHS008	<p>Promote and facilitate self advocacy</p> <p>This unit describes the skills and knowledge required to encourage, support and promote self-advocacy. The promotion and facilitation of self-advocacy contributes to a person's self-determination, empowerment and right to make informed choices in regard to all aspects of their life.</p> <p>This unit applies to work with people living with mental illness in a range of community services work contexts.</p>	Elective	50
	CHCMHS 011	<p>Assess and promote social, emotional and physical wellbeing</p> <p>This unit describes the skills and knowledge required to work collaboratively with individuals to assess, promote and review all aspects of wellbeing.</p> <p>This unit applies to work with people living with mental illness in a range of community services work contexts.</p>	Elective	80
Total Hours				1365
	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 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	<p>This qualification reflects the roles of community services, case management and social housing workers involved in the managing, coordinating and/or delivering of person-centred services to individuals, groups and communities.</p> <p>At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management; program coordination or the development of new business opportunities.</p>			
Minimum Work Requirement	To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of the units of competency.			

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Study Pathways	<p>The further study pathways available to learners who undertake this qualification include: CHC62015 Advanced Diploma of Community Sector Management and CHC82015 Graduate Certificate in Client Assessment and Case Management</p> <p>Note: Vivid Learning may not offer all qualification listed above in possible pathways</p>
Employment Pathways	<p>Career opportunities include: a case manager in aged care, government, non-government agencies, not for profit organisations such as community health services, disability and mental health support, correctional services, youth work, and employment services.</p>
Learners	<p>The target participants are primarily currently employed in the community services sector, including Home & Community Care, Disability and Aged Care and have a mature outlook and life experience, as well as a strong interest in welfare issues and commitment to social justice principles.</p>
Pre-training review	<p>Vivid Learning aims to provide services that build on a student’s existing abilities and develop new ones. The individuals’ 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>

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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> <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>
Educational & Support Services	<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>

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Response to student needs	<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>
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 Diploma qualification level is typically 1 – 2 years.</p> <p>Graduates of a Diploma will demonstrate the application of knowledge and skills with depth in some areas of specialisation, in known or changing contexts, to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations, with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality, with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters.</p>
Duration	<p>This course is delivered over a 24 month period, although it can be completed earlier than that if the student expresses a willingness to take on a heavier workload.</p>

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Amount of Training	<p>The course is self-paced but will include:</p> <p>34 hours of supervised instruction</p> <p>1331 hours of unsupervised activities</p> <p>100 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 • 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>
Structure of program and assessment process:	<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</p>

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	<p>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> <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 Delivery Plan</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>

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Simulated Work Environment	<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>																												
Assessment Outcome	<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> <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>																												
	<p>Assessment Evidence Gathering Techniques</p> <table border="1" data-bbox="345 1182 1537 1402"> <tr> <td data-bbox="345 1182 435 1276">Key</td> <td data-bbox="435 1182 492 1276">A</td> <td data-bbox="492 1182 716 1276">Demonstration</td> <td data-bbox="716 1182 773 1276">C</td> <td data-bbox="773 1182 1016 1276">Scenario-problem solving</td> <td data-bbox="1016 1182 1073 1276">E</td> <td data-bbox="1073 1182 1284 1276">Manual</td> <td data-bbox="1284 1182 1341 1276">G</td> <td data-bbox="1341 1182 1537 1276">Observation Report</td> </tr> <tr> <td></td> <td data-bbox="435 1276 492 1402">B</td> <td data-bbox="492 1276 716 1402">Discussion</td> <td data-bbox="716 1276 773 1402">D</td> <td data-bbox="773 1276 1016 1402">Role Play</td> <td data-bbox="1016 1276 1073 1402">F</td> <td data-bbox="1073 1276 1284 1402">Practical Placement Log Books</td> <td></td> <td></td> </tr> </table>								Key	A	Demonstration	C	Scenario-problem solving	E	Manual	G	Observation Report		B	Discussion	D	Role Play	F	Practical Placement Log Books					
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Training and Assessment time frames	<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" data-bbox="345 1556 1537 1927"> <thead> <tr> <th data-bbox="345 1556 435 1619">Week</th> <th data-bbox="435 1556 561 1619">Program structure</th> <th data-bbox="561 1556 659 1619">Hours</th> <th data-bbox="659 1556 1000 1619">Unit of Competency</th> <th data-bbox="1000 1556 1130 1619">Trainer</th> <th data-bbox="1130 1556 1284 1619">Assessment Methods</th> <th data-bbox="1284 1556 1537 1619">Trainer/ Assessor Qualification</th> </tr> </thead> <tbody> <tr> <td data-bbox="345 1619 435 1850">1-6</td> <td data-bbox="435 1619 561 1850">Self paced</td> <td data-bbox="561 1619 659 1850">80</td> <td data-bbox="659 1619 1000 1850">CHCLEG003 Manage legal and ethical compliance</td> <td data-bbox="1000 1619 1130 1850">Karen Carpenter</td> <td data-bbox="1130 1619 1284 1850">E,F</td> <td data-bbox="1284 1619 1537 1850">CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)</td> </tr> <tr> <td data-bbox="345 1850 435 1927">7-12</td> <td data-bbox="435 1850 561 1927">Self paced</td> <td data-bbox="561 1850 659 1927">40</td> <td data-bbox="659 1850 1000 1927">HLTWHS004 Manage work health and safety</td> <td data-bbox="1000 1850 1130 1927">Karen Carpenter</td> <td data-bbox="1130 1850 1284 1927">E,F</td> <td data-bbox="1284 1850 1537 1927">CHC60108 Advanced Diploma</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	40	HLTWHS004 Manage work health and safety	Karen Carpenter	E,F	CHC60108 Advanced Diploma
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7-12	Self paced	40	HLTWHS004 Manage work health and safety	Karen Carpenter	E,F	CHC60108 Advanced Diploma																							

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						Disability TAE40110 Certificate IV in Training & Assessment (current)
13-18	Self paced	60	CHCDEV002 Analyse impacts of sociological factors on clients in community work and services	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
19-24	Self paced	100	CHCCOM003 Develop workplace communication strategies	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
25-30	Self paced	100	CHCCCS007 Develop and implement service programs	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
31-36	Self paced	80	CHCDIV003 Manage and promote diversity	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
37-42	Self paced	80	CHCCCS004 Assess co-existing needs	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
43-48	Self paced	75	CHCCSM005 Develop, facilitate and review all aspects of case management	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
49-54	Self paced	120	CHCMGT005 Facilitate workplace debriefing and support processes	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
55-60	Self paced	120	CHCPRP003 Reflect on and improve own professional practice	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
61-66	Self paced	50	CHCVivid Learning 008 Promote and facilitate self advocacy	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability

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							TAE40110 Certificate IV in Training & Assessment (current)
	67-72	Self paced	45	CHCCCS019 Recognise and respond to crisis situations	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
	73-78	Self paced	60	BSBWOR502 Lead and manage team effectiveness	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
	79-84	Self paced	75	CHCCCS009 Facilitate responsible behaviour	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
	85-90	Self paced	120	CHCVivid Learning 011 Assess and promote social, emotional and physical wellbeing	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
	91-96	Self paced	75	CHCCSM004 Coordinate complex case requirements	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
	97-100	Self paced	120	CHCCSM006 Provide case management supervision	Karen Carpenter	E,F	CHC60108 Advanced Diploma Disability TAE40110 Certificate IV in Training & Assessment (current)
	Total of 100 weeks =24 months with no school holidays taken into consideration						
Assessment Moderation and Validation process	<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>						

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	<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 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>
<p>Continuous Improvement</p>	<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>
<p>Industry Engagement</p>	<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>

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	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
	4 August 2017	Murray Human Services	Nicole Doolan Ph 03 5480 6611 Services Manager
Outcomes of Consultation	<p>Elective Units of Competency contained in the qualification address the identification of skills and knowledge required in the workplace, particularly at this level qualification, including lead and manage team effectiveness, and facilitate responsible behavior.</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	Jo Duncan Administration	jo.duncan@wearevivid.org.au	03 5480 6611
	Karen Carpenter Trainer	karen.carpenter@wearevivid.org.au	03 5480 6611
Authorised and Approved by:	<p>Scott Alexander Chief Executive Officer</p> 		
Date Implemented	8 August 2017	2 January 2018	
	1 August 2018	2 January 2019	

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Review Date	Previous Review Date		
	Date	Reviewed by	Approved by
	6 December 2015	Jo Duncan – Administration Karen Carpenter- Trainer Maree Miliano – Program Manager	Scott Alexander – CEO
4 August 2017	Jo Duncan - Administration Karen Carpenter- Trainer Nicole Doolan – Services Manager	Scott Alexander - CEO	