



Student handbook

CHC33015: Certificate III in Individual Support - Disability

CHC33015 Certificate III Individual Support – Disability stream

Contents

NATIONAL CODE and QUALIFICATION	3
VOCATIONAL OUTCOME	3
TRAINING PACKAGE	3
Occupational Licensing/Regulatory requirements	3
PACKAGING RULES.....	3
Course Duration	3
Primary Coordinators.....	3
Delivery context	4
Entry Requirements	4
Information Session and Interview	4
Learner group	4
Individual Learning Needs and Student support	5
Training modes	5
Training attendance.....	6
Unit delivery sequence	6
Course prerequisites	6
Target group size	6
Trainer ratio	6
Units of Competency: Core.....	7
Assessment	7
Reasonable adjustment	8
Credit Transfer/ Recognition of prior learning	9
Volume of learning	9
Resources.....	10
Work Placement	11
Fees.....	11
Non-payment of fees	12
Refunds	12
Guarantee	12
Complaints and appeals.....	12
Privacy.....	13
Recording lectures or classes.....	13
Pathways.....	14
Transition arrangements	14
Vocational Trainer/Assessors	14
Monitoring:	15

Delivery and Assessment Strategy
CHC33015 Certificate III in Individual Support

NATIONAL CODE and QUALIFICATION	CHC33015 Certificate III in Individual Support
VOCATIONAL OUTCOME	<p>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.</p> <p>To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency</p> <p>Occupational titles may include:</p> <ul style="list-style-type: none"> • Accommodation support worker • Personal care worker • Disability support worker • In-home respite worker • Residential support worker
TRAINING PACKAGE	CHC Community Services Training Package release 2.0
Occupational Licensing/Regulatory requirements	No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.
PACKAGING RULES	This qualification contains 13 units of competency; this is comprised of 7 core units and 6 electives as detailed through the packaging rules. See www.training.gov.au for detail
Course Duration	<p>Certificate III in Individual Support is offered either:</p> <ul style="list-style-type: none"> • Full time that is delivered 2 days per week for 16 weeks plus 120-hour Placement; OR • Part-time offered 2 nights per week for 30 weeks plus 120-hour Placement
Primary Coordinators	Daniel Cassar

<p>Delivery context</p>	<p>This program has been designed for learners either currently working in the Community Services industry or seeking to obtain employment in the industry.</p> <p>Learners are likely to be seeking a role, where they would be working primarily as a Support Worker or Personal Care Assistant type role under direct or regular supervision within clearly defined organisation guidelines and service plans.</p> <p>Classes held at SALC premises based within Minda’s Brighton Campus unless alternative arrangements have been made. The program includes visits to other organisations to broaden knowledge. SALC is located within a disability organisation which also hosts an Aged Care facility</p> <p>The qualification is delivered through class based teaching with a strong emphasis on assessor observation during the structured work placements. This is combined with the practical application of new skills in simulated settings to allow learners opportunity to practice within a safe but realistic assessment environment. Learners complete a range of directed independent self-study activities during the course which are structured to capture evidence of ongoing skill and knowledge development designed to meet the unit and qualification assessment requirements.</p>
<p>Entry Requirements</p>	<p>All students need to have a valid visa that allows them to live, study and work in Australia and be able to complete 120 hours of placement.</p> <p>Students need to be physically able to complete all on job requirements of a support worker which may include bending, lifting or pushing.</p> <p>A minimum level of reading and writing is required to meet the Core Foundation skills as per ‘Upfront Assessment of Needs’ along with sufficient IT skills to be able to access email, edit and save documents and PDF’s, scan and attach documents and research using web based browsers.</p> <p>All students must hold or apply for a current DHS clearance.</p> <p>Any student who does not meet these minimum requirements will be advised of the steps required to gain entry.</p>
<p>Information Session and Interview</p>	<p>Students are required to attend an information session then a one on one suitability interview, and will need to provide evidence of entry requirements before completing the enrolment form.</p>
<p>Learner group</p>	<p>On average 54% of participants are above 34 years of age with 55% being female. 35% have done a type of formal study since leaving school in Australia and around 55% have English as a second language. A large cohort of students are hoping to transition from other careers into the disability field.</p>

Individual Learning Needs and Student support	<p>Foundation skill assessments (Language, Literacy and Numeracy) are completed pre- enrolment, the outcomes of these are used to develop individualised learning plans where needed. These plans include consideration of reasonable adjustment to assessment. The results of these are used to identify particular training or support needs across individual and group settings.</p> <p>Individual tutorial support is scheduled throughout the course and additional support as identified through the Individual Learning Plan will be provided. These sessions can be accessed for a range of need, from additional clarification following assessment resubmission to alternative assessment methods.</p> <p>SA Learning centre has a current LSS agreement with ATEC to support our students when a need is identified as indicated within the Upfront Assessment of Need process.</p> <p>All trainers are provided with information on processes and procedures that are available to students who may wish to access assistance and support in their training and education.</p> <p>Documentation of issues and subsequent action are detailed in the student’s file.</p> <p>Students with special needs are identified through:</p> <ul style="list-style-type: none"> • Information provided on an enrolment form • Pre-enrolment counselling/interview • Course application forms • Students advising trainers of their learning needs • Language, Literacy and Numeracy diagnostic testing <p>Students become aware of the support structures available to them through:</p> <ul style="list-style-type: none"> • Course information sessions • Interview • Student orientation/induction • Referral by trainers to Learning Support • Pre-enrolment counselling 				
Training modes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Mode 1: Facilitated Delivery – usually face to face classroom delivery where a trainer assists students in the learning process</td> </tr> <tr> <td style="padding: 5px;">Mode 2: Simulated workplace – an approach using an environment that replicates conditions in a workplace, enabling competencies to be learned and practised safely and economically.</td> </tr> <tr> <td style="padding: 5px;">Mode 3: Vocational Placement – any structured workplace learning that is part of an accredited or registered vocational course or program.</td> </tr> <tr> <td style="padding: 5px;">Mode 4: Self-paced learning – learning undertaken at student’s own pace.</td> </tr> </table>	Mode 1: Facilitated Delivery – usually face to face classroom delivery where a trainer assists students in the learning process	Mode 2: Simulated workplace – an approach using an environment that replicates conditions in a workplace, enabling competencies to be learned and practised safely and economically.	Mode 3: Vocational Placement – any structured workplace learning that is part of an accredited or registered vocational course or program.	Mode 4: Self-paced learning – learning undertaken at student’s own pace.
Mode 1: Facilitated Delivery – usually face to face classroom delivery where a trainer assists students in the learning process					
Mode 2: Simulated workplace – an approach using an environment that replicates conditions in a workplace, enabling competencies to be learned and practised safely and economically.					
Mode 3: Vocational Placement – any structured workplace learning that is part of an accredited or registered vocational course or program.					
Mode 4: Self-paced learning – learning undertaken at student’s own pace.					

Delivery and Assessment Strategy
CHC33015 Certificate III in Individual Support

Training attendance	<p>*Note Classroom sessions are held for each unit of competency and are essential to student learning so attendance is compulsory, unless the learner holds consent for alternative arrangements from the Training Coordinator.</p> <p>All learners are required to notify the Training Co-ordinator of non-attendance to a scheduled classroom session. A Medical Certificate (MC) is required for non-attendance, for 2 or more consecutive classes.</p> <p>A minimum of 80% attendance is required to fulfil the requirements of the qualification, however some sessions are mandatory to accommodate simulated workplace assessment. At the start of each classroom session students will be asked to sign the register.</p> <p>Where a student misses a classroom session they will be required to complete all classroom activities independently and submit to the coordinator for review.</p> <p>Should students not attend for a period of two weeks, SALC will assume they are no longer interested in continuing with their study and will temporarily suspend the student from the course This means that they will not be able to attend without contacting the course coordinator first. .</p> <p>SALC staff will attempt to contact the student via phone or email for a period of 6 weeks from the last attendance to make arrangements to continue.</p> <p>Following 6 weeks of no contact, the student will be sent a letter advising of their withdrawal from the course. Students who wish to reengage with their learning will be required to re-enrol (<i>subject to places being available</i>) and pay any associated costs in reenrolment.</p>																																
Unit delivery sequence	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Sequence</th> <th style="width: 30%;">Unit</th> <th style="width: 15%;">Sequence</th> <th style="width: 40%;">Units</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CHCCOM005</td> <td>8</td> <td>CHCDIS007</td> </tr> <tr> <td>2</td> <td>HLTWHS002</td> <td>9</td> <td>CHCCCS011</td> </tr> <tr> <td>3</td> <td>CHCLEG001</td> <td>10</td> <td>CHCDIS001</td> </tr> <tr> <td>4</td> <td>CHCDIV001</td> <td>11</td> <td>CHCDIS002</td> </tr> <tr> <td>5</td> <td>CHCCCS015</td> <td>12</td> <td>CHCDIS003</td> </tr> <tr> <td>6</td> <td>HLTAAP001</td> <td>13</td> <td>HLTINF001</td> </tr> <tr> <td>7</td> <td>CHCCCS023</td> <td></td> <td></td> </tr> </tbody> </table>	Sequence	Unit	Sequence	Units	1	CHCCOM005	8	CHCDIS007	2	HLTWHS002	9	CHCCCS011	3	CHCLEG001	10	CHCDIS001	4	CHCDIV001	11	CHCDIS002	5	CHCCCS015	12	CHCDIS003	6	HLTAAP001	13	HLTINF001	7	CHCCCS023		
Sequence	Unit	Sequence	Units																														
1	CHCCOM005	8	CHCDIS007																														
2	HLTWHS002	9	CHCCCS011																														
3	CHCLEG001	10	CHCDIS001																														
4	CHCDIV001	11	CHCDIS002																														
5	CHCCCS015	12	CHCDIS003																														
6	HLTAAP001	13	HLTINF001																														
7	CHCCCS023																																
Course prerequisites	<p>Student must have attended all timetabled sessions sequence 1 - 9 and have submitted all assessments before they can be scheduled for placement.</p> <p>Students must have completed all timetabled sessions sequence 10-13 and submitted all assessment before they can be issued their certificates</p>																																
Target group size	<p>Minimum attendance per group is 12 people with maximum attendance of 20</p>																																
Trainer ratio	<p>In a classroom, the trainer to student ratio will be a minimum of 1 to 15 up to a maximum 1-25.</p>																																

Delivery and Assessment Strategy
CHC33015 Certificate III in Individual Support

Units of Competency: Core		
Code	Title	Pre-requisites
CHCCS015	Provide individualised support	N/A
CHCCS023	Support independence and wellbeing	N/A
CHCCOM005	Communicate and work in health or community services	N/A
CHCDIV001	Work with diverse people	N/A
CHCLEG001	Work legally and ethically	N/A
HLTAAP001	Recognise healthy body systems	N/A
HLTWHS002	Follow safe work practices for direct client care	N/A
Units of Competency: Group B Electives- DISABILITY specialism		
Code	Title	Pre-requisites
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	N/A
CHCDIS002	Follow established person- centred behaviour supports	N/A
CHCDIS003	Support community participation and social inclusion	N/A
CHCDIS007	Facilitate the empowerment of people with disability	N/A
CHCCS011	Meet personal support needs	N/A
HLTINF001	Comply with infection prevention and control policies and procedures	N/A

NB: Electives above are pre-determined after consultation with industry, however alternative electives may be identified by learners as part of their enrolment and individual learning plan

Assessment	
<p>All units include a range of evidence that demonstrates both academic knowledge/understanding and practical skills demonstration. Once submitted evidence is assessed and either marked as CA (Competency Achieved) or NYC (Not Yet Competent). Following a NYC result learners have opportunity to seek further guidance and resubmit the areas identified, see reassessment guidelines below. A CA result is only recorded when the full range of assessment requirements are met for a unit. For those units linked to a placement an AP (academic pass) is given until the placement is completed. Please note that an AP result is NOT transferrable to another RTO.</p>	
Assessment Validation	<p>Development and validation of assessment methods and tools is done in consultation with key stakeholders in industry and a variety of methods are used including:</p> <ul style="list-style-type: none"> • Informal discussions • Industry Network/membership meetings • Community Committee meetings • Industry feedback forms • Casual Trainers – come from industry with extensive industry experience • Records of consultation – formal and informal, noted in minutes of meetings, diaries, reports

Assessment methods	<p>4 methods are used within our course:</p> <ol style="list-style-type: none"> 1) Test (quiz; written responses; question and answer) 2) Project (case study; research; report) 3) Observation (colleagues record; watched by assessor; classroom or simulated workplace) 4) Placement booklet <p>The student must be able to demonstrate essential knowledge and skills required to effectively perform task skills; task management skills; contingency management skills and job/ role environment skills as outlined in elements and performance criteria of the units.</p>
Assessment attendance	<p>*Note where a Classroom observation assessment is held for a unit of competency attendance is compulsory.</p> <p>Where a student misses a classroom assessment, the student is responsible for negotiating with the coordinator to redo the assessment at another time. This may mean sourcing their own volunteers to make up a workplace simulation.</p> <p>The student may not be deemed competent until this is completed to the satisfaction of the training coordinator. This may necessarily extend the length of the course.</p>
Assessment pathways	<p>Learners holding current qualifications within the Community Services training package will be offered Credit transfer while those with previous/ current experience within the industry may be offered assessment only or Recognition Assessment pathways to complete units of competency or the full qualification. Learners with no prior experience in the industry will be expected to follow a Learning and Assessment pathway as detailed within the course timetable.</p>
Reassessment guidelines	<p>For each assessment method where a student is marked NYC, the student can resubmit twice and if still NYC will need to reattend class theory at their own expense to complete the unit again.</p>
Reasonable adjustment	<p>Inherent requirements are the fundamental parts of a course that must be met by all students in order to be deemed competent. They are the abilities, skills and knowledge students need to complete the course — those components which, if removed, would compromise the learning outcomes.</p> <p>Students with specific needs that have been identified by a health professional (or equivalent) will be provided with reasonable adjustments to enable them to meet these inherent requirements. (Supplementary evidence may be required) However, if a student cannot meet the inherent requirements, even with adjustments, they cannot complete the course.</p> <p>If a student has a disability and declares in advance they need reasonable adjustments we could consider:</p> <ul style="list-style-type: none"> • note-taking support • course material in alternate formats—electronic, large print, braille • extra time or extensions for assessments • alternate assessment tasks <p>The training coordinator will place a record of all actions taken on the student file to provide all possible reasonable adjustments</p>

Delivery and Assessment Strategy
CHC33015 Certificate III in Individual Support

Credit Transfer/ Recognition of prior learning	<p>Students are made aware of the availability of RPL and credit transfer at Information Sessions and Course Counselling with more detailed information about requirements and processes being supplied if required.</p> <p>Credit is awarded upon production of original relevant certificates/ academic transcripts. RPL applications are considered and where evidence is sufficient to demonstrate equitable competencies in relation to unit skills and knowledge this is awarded and documented within Training Plans.</p> <p>Refer to RPL Policy/ Procedure for more information</p>
Volume of learning	<p>SA Learning Centre has decided on the course duration taking into account the following factors:</p> <ul style="list-style-type: none"> • All students are adults and have some working experience, this will build on this experience • whether students have family commitments whilst undertaking their study and how much time they have available to commit to study. <p>Students will participate in a total of 320 hours of training, learning and assessment activities. This is broken up into 200 hours of class/clinic/workplace which is split over two days per week and 120 hours of work placement.</p> <p>In addition, students will be required to complete 200 hours of homework/online study which may involve reading text books, class materials, researching on-line, discussing their work with their trainer/assessor and/or other students and completing assessment tasks that are not done in class.</p>

Resources	<p>This qualification is staffed by two course coordinators and two trainers and assessors for the classroom sessions. Staff are scheduled either 3 days per week for the full-time day course or 2 nights per week for the part-time night course.</p> <p>Students are provided with one resources manual which they can utilise for the duration of the course, including self-directed study.</p> <p>All assessment workbooks are provided in electronic copy and are emailed to the student prior to the commencement of the class delivery.</p> <p>On commencement, all learners are given a copy of the Delivery strategy along with a copy of the plagiarism, complaints and appeals policy.</p> <p>All students have access to a student lounge with fridge/microwave and drinks facility for use at break times. There is a cafe on site that is open during the day from 8.30am- 3pm and a vending machine for after hours.</p> <p>SALC is resourced with a computer suite for both independent and group learning study; this computer suite can also be accessed outside of class times subject to availability.</p> <p>The SALC site has a designated training room for practical skills (Skills Laboratory) for learners to practice- and where required - undertake practical assessment in a simulated work environment. The Skills Lab contains the following:</p> <ul style="list-style-type: none">• 2x electronic medical beds• 2x Hydraulic Lift transfer hoists• Manual handling aids i.e.: walking frames and wheel chairs• Personal protective equipment• 2x life sized mannequins• Mobile shower chair• Personal care resources i.e.: continence, oral hygiene, hair care, menstrual care, eating, drinking and feeding, showering and bathing and shaving aids• Hand washing training and assessment kit• Access to a fully functional bathroom and toilet, with in built disability aids i.e.; handrails, toilet seat raiser, hand shower and hand basin. <p>Learners are expected to supply their own stationary (notebooks, pens etc.).</p>
------------------	--

Work Placement	<p>This training product requires a minimum of 120 hours of workplace experience. For learners that are currently working in the industry, students can apply for recognition of this work against their required placement hours. For learners who are not currently employed in a relevant role, SALC will source appropriate placements OR if a student is currently in a suitable work placement, and that work place is able to provide placement hours, SALC staff will support the student to negotiate a placement on their own behalf.</p> <p>Students who cancel their placement prior to completion will be required to source another placement independently.</p> <p>All placements are scheduled for weekday shifts to ensure access to a placement co-ordinator if urgent issues arise.</p> <p>Volunteer work hours may be able to be recognised against placement hours if the student has met the requirements of the placement units in their volunteer role. Evidence is required to verify work undertaken in the volunteer role to ensure it meets the course requirements.</p> <p>All students & employers must complete and sign a placement agreement prior to the commencement of the placement.</p> <p>Students on placement are covered by Minda Inc indemnity Insurance.</p> <p>No student can go on placement without the required current DSCI clearances or permission from the SA Learning Centre.</p> <p>While on placement, all learners will be supported through an initial placement visit and ONE subsequent contact / observation/ progress visit per placement. The student will be supported by an onsite buddy or mentor and meet regularly with their supervisor. For ongoing support a placement coordinator is available via email or phone.</p> <p>The student is expected to carry out assessment tasks whilst on placement and liaise regularly with their workplace supervisor who will be jointly responsible with the SALC trainer/assessor for signing when competency has been achieved.</p>
Fees	<p>The qualification is available through SALC as WorkReady STL funded (<i>eligibility criteria applies</i>) OR as a full fee-paying course. There is a non-refundable deposit fee which is payable on enrolment.</p> <p>Our courses contains a two(2) day cooling off period.</p> <p>If a student changes their mind during this period they just need to contact Administration via salc@minda.asn.au to obtain a full refund. This cooling off period exists for the student to check they have chosen a qualification that suits them. It is their responsibility to identify potential barriers to learning and discuss them with the coordinator during this period. Once the cooling off expires students are NOT entitled to a refund.</p> <p>As an RTO we comply with Australian Consumer laws. For current details regarding the course, incidental costs/expenses and fees please refer to the pre-enrolment information handout</p> <p>Payment plans for learners are available- <i>subject to negotiation</i></p>

Non-payment of fees	<p>During enrolment students negotiate and sign a payment agreement. This agreement requires an upfront payment and regular instalments within a set period.</p> <p>If a student does not meet the payment agreement terms</p> <ul style="list-style-type: none"> • They will NOT be able to attend class OR • Have assessment marked OR • Attend any placement until the amount outstanding is up to date <p>A student may recommence a course once all payments have been received. The student will be expected to make up any content missed through negotiation with the coordinator, however this may include re-enrolling in another course.</p> <p>All payments MUST be up to date BEFORE the certificate will be issued.</p>
Refunds	<p>Refunds will not be granted automatically. You are expected to be aware of your work and personal commitments before you enrol, and will need to demonstrate that the cause of your withdrawal could not be reasonably anticipated prior to enrolment</p> <p>For a refund to be considered all applications must be:</p> <ul style="list-style-type: none"> • submitted in writing to the L&D Administration Coordinator • and demonstrate a valid reason why the refund should be given <p>Note; any deposit paid is NON-REFUNDABLE except under exceptional circumstances Please see <i>Fees and Refunds Policy</i> for more information</p>
Guarantee	<p>In the unlikely event that the SA Learning Centre is no longer able to provide the training and assessment services as initially agreed, then the SA Learning Centre will arrange for agreed training and assessment to be completed through another Registered Training Organisation (RTO) – no fees will be incurred for this change or a the student will be offered a full refund.</p> <p>Prior to any transfer, students will be formally notified in writing of the arrangements including any refund that is applicable.</p>
Complaints and appeals	<p>SA Learning Centre is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible and offered to students at no charge</p> <p>Any learner dissatisfied with any aspect of the programme, should refer the matter to the Training co-ordinator in the first instance. If the student is not comfortable approaching the Training Coordinator directly, the complaint/ grievance should be put in writing and directed to the SALC Senior Manager for follow up. At all times, the learner’s right to confidentiality will be respected.</p> <p>Learners are entitled to seek a review of their final assessment results where relevant grounds exist. Where a learner believes there is a discrepancy in their result they must first seek a review of the result with the Program Coordinator.</p> <p>If a learner is dissatisfied with the outcome, they can request to refer the matter to the RTO Manager who will complete a second review within 10 working days.</p> <p>Please see <i>Complaints and appeals Policy & Procedure</i> for more information.</p>

Privacy	<p>Recording of lectures or classes: The South Australian Learning Centre may agree that a student is permitted to audio record classes provided there is a fair and valid reason. This may include the use of Smart Pens, digital recorders or computer software. Permission MUST be obtained from the course co-ordinator and fellow students BEFORE you record.</p> <p>When working in the community services industry, it is common for staff and learners to be asked to maintain confidentiality on matters such as clients, partnerships, intellectual property and business practices.</p> <p>Learners as the SA Learning Centre are expected to maintain this same level of confidentiality, including but not limited to any matter in regard to individuals, Minda Inc, The SA Learning Centre and staff and other learners.</p> <p>This includes, but is not limited to, discussing these matters with friends and family, putting information or photos on social networking sites or discuss these matters with other learners in a public environment.</p> <p>Please be aware that any breach of confidentiality is a serious matter and may lead to formal discipline including suspension from your course.</p> <p>Refer to the <i>Code of Conduct</i> for more information</p>
Recording lectures or classes	<p>The South Australian Learning Centre may agree that a student is permitted to audio record classes provided there is a fair and valid reason.</p> <p>This may include the use of Smart Pens, digital recorders or computer software. Permission MUST be obtained from the course co-ordinator and fellow students BEFORE you record.</p> <p>Video recording is NOT permitted under ANY circumstances</p>

Delivery and Assessment Strategy
CHC33015 Certificate III in Individual Support

Pathways															
<p>Following successful completion of this qualification graduates will be able to apply for these types of jobs:</p> <ul style="list-style-type: none"> • In-home respite worker • Personal care assistant/ worker • Support worker • Community care worker • Personal care giver <p>Alternative study pathways could include:</p> <ul style="list-style-type: none"> • Certificate IV in Disability • Certificate IV in Mental Health • Diploma of Community Services 															
Transition arrangements		No current Transition arrangements required for this cohort However where transition arrangements are required, SA Learning for follow the SALC Transition policy.													
Vocational Trainer/Assessors			CHCCCS015	CHCCCS023	CHCCOM005	CHCDIV001	CHCLEG001	HLTAAP001	HLTWHS002	CHCDIS001	CHCDIS002	CHCDIS003	CHCDIS007	HLTWHS006	CHCCCS011
		Daniel Cassar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Brian Mooney	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Peter Wilkes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		<p>The above list shows training and/ or assessors who deliver training and/ or assessment activity across this product.</p> <p>All trainers and assessors have equal or higher occupational qualifications relevant to this qualification and current industry competency in the units they teach.</p> <p>For more details refer to the Trainer Matrix</p>													

Delivery and Assessment Strategy
CHC33015 Certificate III in Individual Support

Monitoring:	
Feedback from learners	<p>All students will complete an online feedback survey Mid- way through the course and complete a course reflection form along with the NCVET student questionnaire at the final classroom session.</p> <p>Results from this feedback will be analysed and all SALC staff will receive an update during our regular team meetings.</p> <p>All issues highlighted from this feedback will be actioned and tracked via the continuous improvement register. Refer Feedback and evaluation flowchart</p>
Feedback from trainers and assessors.	<p>Trainers and assessors are expected to monitor all training and assessment activities and any improvements / feedback should be documented and emailed to the Lead Trainer.</p> <p>This feedback will then be actioned and tracked via the continuous improvement register</p>
Industry consultation	<p>Industry consultation will occur continuously across the duration of courses. Placement coordinators and trainers are in regular contact with industry and will document this contact using a 'record of industry contact'.</p> <p>This valuable information will feed into the review of our Delivery and Assessment strategies annually.</p> <p>Any suggestions or feedback provided by Industry will be actioned and tracked via the continuous improvement register</p>