

CHC33021

Certificate III in Individual Support

Course Brochure

training.gov.au/Training/Details/CHC33021

Introduction

UMA College is a Registered Training Organisation (RTO 45617) registered with the Australian Skills Quality Authority. UMA College is proud to offer CHC33021 Certificate III in Individual Support as a one-year program. The program involves both scheduled classrooms learning activities and assessment and self-paced study.

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

Who is responsible for your training?

UMA College is responsible under the National Vocational Education and Training Regulator Act 2011 for the quality of the training and assessment being delivered in this course and for the issuance of all AQF certificates.



Units of Competency

The CHC33021 Certificate III in Individual Support comprises of 15 units of competency. UMA College have organised these units of competency to provide the students with the fundamental knowledge before going into the more advanced units. This results in an efficient delivery of training and assessment and a structure that is very logical for learners.

To be issued the qualification CHC33021 Certificate III in Individual Support, a learner must be assessed as competent in 15 units of competency. These units of competency are comprised of 9 core units and 6 elective units.

The course structure has been confirmed through industry engagement undertaken by UMA College.

The CHC33021 Certificate III in Individual Support is delivered using the course structure outlined below:

Term	Seq	Units	
1	Cluster: Work Safely in Client Care 1	HLTINF006 Apply basic principles and practices of infection prevention and control	
		HLTWHS002 Follow safe work practices for direct client care	
	Cluster: Wellbeing, Independence, and Empowerment 2	CHCCCS038 Facilitate the empowerment of people receiving support	
		CHCCCS040 Support independence and well being	
2	3	CHCCCS041 Recognise healthy body systems	
	Cluster: Work in Disability	CHCDIS011 Contribute to ongoing skills development using a strengths-based approach	
		4	CHCDIS020 Work effectively in disability support
		5	CHCCOM005 Communicate and work in health or community services
		6	CHCLEG001 Work legally and ethically
3	7	CHCDIV001 Work with diverse people	
	8	CHCDIS012 Support community participation and social inclusion	
	9	CHCAGE011 Provide support to people living with dementia	
	10	CHCAGE013 Work effectively in aged care	
4	11	CHCPAL003 Deliver care services using a palliative approach	
	12	CHCCCS031 Provide individualised support	

National Recognition

On successfully completing the training and assessment, the CHC33021 Certificate III in Individual Support qualification will be issued. A transcript listing all units of competency will also be issued. The qualification and units of competency are nationally recognised and provide individuals with a valuable qualification that can be applied throughout Australia. UMA College will issue a qualification within 30 days of the final assessment being successfully completed.

Program Outline

The course will be delivered two days per week, face-to-face, in a classroom-based environment. The standard course attendance time is between 9:00AM and 5:00PM two days per week. This provides a total of 16 hours per week attending the RTO premises. Approximately 7 hours each week is allocated to the conduct of training during the learner's attendance. Although, this differs week to week, where students in some weeks will only be completing assessments. Refer to the course program for further details.

Locations

Classroom training and practical skills training will be delivered at the following locations:

Classroom Training Site:

19-20 Enterprise
Ave, Padstow,
NSW 2211



Expected duration

The program is designed to be delivered over twelve (12) months. UMA College is able to support participants that need additional time.

Assessment requirements

The assessment is conducted using a combination of realistic workplace tasks, projects, knowledge tests, response to case studies and feedback from supervisors. The following provides a brief explanation of the assessment methods that are to be applied:

PLEASE NOTE: 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. Work placement will occur in the last two weeks of each term.

Workplace Observation | The learner is required to demonstrate a range of skills and applied knowledge whilst being observed by the assessor. These tasks typically involve the learner demonstrating their skills in meeting client care needs and providing individualised support. These tasks will generally involve a discussion between the learner and the assessor immediately after the demonstration to gather further evidence of competency through verbal questioning, posing 'what if' scenarios. Workplace observation assessment will typically be conducted in the actual workplace working with real clients. Workplace observation assessment will be conducted by a qualified assessor.

Portfolio of work / Project | The learner is tasked with assembling a comprehensive portfolio of work or project that reflects workplace requirements specified in the unit of competency. This method is ideal for cognitive tasks involving multiple steps, each contributing to distinct pieces of work that collectively represent the fulfillment of an overall task. For instance, responding to a complex case study may require completing various written response activities related to a specific client care scenario. Learners are instructed to retain a copy of their work before submission. The assessor will rigorously evaluate the portfolio against the unit's competency requirements. The term "project" in this context denotes a comprehensive approach, indicating that the learner not only produces individual pieces of work but also demonstrates a cohesive understanding of how these components integrate into a larger, unified project. This approach encourages learners to showcase their ability to manage and execute multifaceted tasks in alignment with the competencies outlined in the unit, emphasising practical application of skills and knowledge within a workplace context.

Written Response | The learner is required to respond to a range of questions and/or case study activities. The learner will research their answers from the issued learning material and other references. Some of these tasks may require the learner to provide a response in the context of their experience on work placement. A written response will relate directly to the required knowledge evidence in the units of competency and aims to collect both the valid and sufficient evidence of the candidate's knowledge. The assessor will review the learner's submitted report and using assessment benchmarks will review this work and provide feedback to the learner. The learner is expected to provide a satisfactory response for all questions and case study activities.

Role Play Observation | The learner is required to participate in various role-plays which are conducted according to specific scenarios in a simulated workplace environment. This environment will simulate the residential aged care and disability care environment where the learner and others participating in the role-play will be briefed prior to each activity. Role-plays are used to collect evidence of the candidate's ability to perform tasks and interact with other work colleagues in situations where observation in the workplace is either not practical or might otherwise risk the dignity of a client. This is particularly relevant to situations involving contingency based scenarios such as legal and ethical dilemmas, workplace safety, infection control, loss and grief or behaviour of concern. The assessor will observe the learner during these role-plays to assess their abilities and applied knowledge.

Workplace Supervisor Feedback | The learner will be supervised by designated workplace supervisors during the work placement. These supervisor's work with students during the performance of their work allocating their work activity and monitoring their performance of work according to the required care standard. Importantly, the supervisors will observe the candidate's during the delivery of personal support and take note of the candidate's interaction with clients in supporting independence and well-being. Feedback from workplace supervisors is gathered directly by assessors. This is achieved by the assessor undertaking an informal interview with supervisors about a particular student's performance based on defined criteria within each supervisor feedback record. These records do not seek to gather feedback on every aspect on all units of competency but instead take a targeted approach on the types of tasks that is supervisor is likely to have observed and is best placed to provide feedback on to support the collection of valid and sufficient evidence.

Entry requirements

UMA College requires persons who undertake this course to:

- be over 16 years of age.
- able to commit to course attendance requirements.
- hold a level of language, literacy and numeracy levels; sufficient to read and interpret complex theological text and prepare written reports to demonstrate knowledge and understanding.
- have completed an equivalent secondary schooling level of a School Certificate or can demonstrate suitable work or life experience.

Please note: UMA College will engage with persons expressing interest in enrolment to discuss their language, literacy and numeracy skills. UMA College can provide additional learning support to students who require basic assistance. For students who have more fundamental support needs, UMA College can refer these students to a specialist language, literacy and numeracy development provider who can assist students to improve their language, literacy and numeracy skills to enable them to suitably commence the course.



Student Information

Detailed student information is available within our Student Handbook which is available on our website. The handbook contains important information about a student's rights and obligations such as their right to privacy, a safe training environment and the right to complain or appeal an assessment decision. It is important that persons applying for enrolment have had an opportunity to review this information first. Please contact us and we can send this information to you straight away.

Dress and Equipment Requirements

Students are required to present to class in neat, casual attire suitable for participation in practical activities. Specific clothing requirements for practical placement will be discussed during Day 1 Induction.

Students will require basic stationery and a notebook according to their own study preferences during classroom learning sessions and their own self-paced study. Access to a computer which has an internet connection is recommended to assist students to undertake study and research in response to some assessment tasks.

Students may bring portable electronic devices to classroom sessions such as small laptops or tablets if they wish. Students are advised that no provision will be made to charge these devices in the classroom and charging or power extension leads are not to be used in the classroom.

Cost

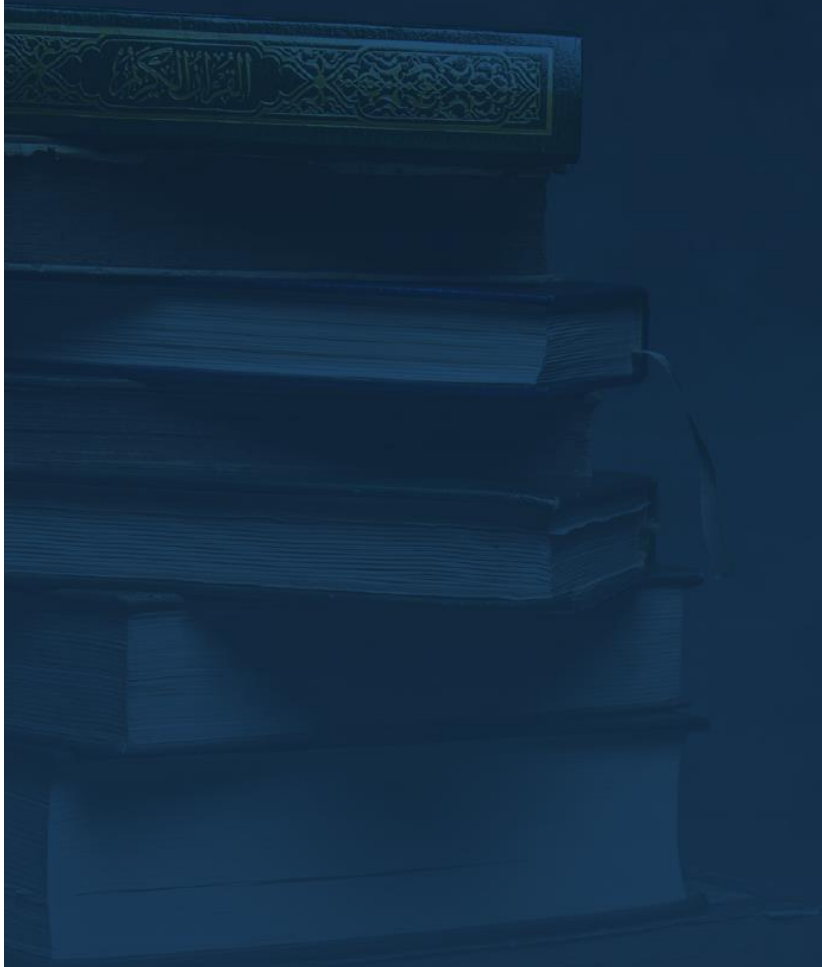
This course is available on a fee for service arrangement. The current cost can be found in our Fee Schedule on our website along with details of refund rights and obligations. Please contact us if you would like this information sent to you.

Contact us and get the ball rolling!

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