Human Services and Education Department

CHC40321 - Certificate IV in Child, Youth and Family Intervention

Training and Assessment Strategy

CHC40321 Part Time Standard

Semester 1 & 2 2025 cohort

**TRAINING & ASSESSMENT STRATEGY**

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| **RTO NAME** | **TAE** | **RTO No.** | **40122** |
| 1. PROGRAM TEAM DETAILS | | | |
| Directorate | VET | | |
| Department | Community Services | | |
| Manager | Aisha El-Sayed | Phone | 0415 987 654 |
| Email | Aisha.el-sayed@tae.edu.au |
| Program Lead | James Lee | Phone | 0412 345 678 |
| Email | James.lee@tae.edu.au |
| OFFSHORE DELIVERY (IF APPLICABLE) | | | |
| Offshore Partner Institute (if applicable) | N/A | | |
| International Office Contact | N/A | Phone | N/A |
| Email | N/A |
| Offshore Partner Contact (if applicable) | N/A | Phone | N/A |
| Email | N/A |

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| 1. Version control | |
| Identify cohort  (e.g. Semester 1, 2022 Full Time, *Semester* 1, 2022 Part time, Offshore Partner/Course/Year Intake) | CHC40321 Part Time Standard Semester 1 & 2 2025 |
| Last approved TAS version number (if applicable) | 2.0 |
| Version number of this TAS– (if new V1.0) | 3.0 |
| TAS prepared by | James Lee |
| TAS owned by | James Lee |
| Date this TAS created | 20/08/24 |
| Next review date | 20/08/25 |

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| 1. Qualification Overview | | | |
| Training Package Code | CHC | Title: | Community Services |
| Version (Release): | 9.3 (1/7/2023) | | |
| National Qualification/Course Code/ State Accredited Course Code | CHC40321 | Title: | Certificate IV in Child, Youth and Family Intervention |
| Version (Release): | 1.0 (8/12/22) | | |
| Description | This qualification reflects the role of those who work in youth and family intervention, including practice specialisations in family support. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications.  To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of units of competency.  The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.  No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. | | |
| National Stand-Alone Unit of Competency Code/s and Titles | N/A | | |
| Currency of National Qualification / Course / State Accredited Course | Current  If superseded, date of release of new qualification on TGA: 07/12/22 | | |
| Superseded Course Details: | CHC40313 | Title: | Certificate IV in Child, Youth and Family Intervention |
| DUAL QUALIFICATION INFORMATION THIS COURSE IS NOT DELIVERED AS A DUAL QUALIFICATION | | | |
| Training Package Code | N/A | Title: | N/A |
| Version (Release): | N/A | | |
| National Qualification/Course | N/A | Title: | N/A |
| Code/ State Accredited Course Code |  |  |  |
| Version (Release): | N/A | | |
| Description | N/A | | |
| National Stand-Alone Unit of Competency Code/s and Titles | N/A | | |
| Currency of National Qualification / Course / State Accredited Course | N/A If superseded, date of release of new qualification on TGA: | | |
| Superseded Course Details: | N/A | Title: | N/A |
| Is this course being offered to International Students? | No | | |
| Offshore Partner qualification (include offshore partner qualification to be co-delivered and a brief description.) | | | |
| Qualification Title | N/A | | |
| Qualification description | N/A | | |

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| 1. DELIVERY INFORMATION | | | | |
| Delivery Mode | | On-campus, Virtual classroom | | |
| Study Mode | | Part Time | | |
| Delivery Sites | | | | |
|  | TAE Campus; E-Campus (Delivered fully online)  State course delivered in:  VIC | | | |
| Third Party Arrangements (if applicable) | | | | |
| Third Party Type |  | | | |
| Third Party Arrangement | N/A | | | |
| Name | N/A | | | |
| Address | N/A | | | |
| Contact name | N/A | | | |
| Email | N/A | | Phone | N/A |

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| 1. PACKAGING/CURRICULUM RULES | | | |
| UNITS | Total Units: 16 | Core: 11 | Elective: 5 |
| Packaging Rules or Accredited Curriculum Rules | 16 units must be completed:  11 core units  5 elective units, consisting of:  at least 3 units from the electives listed below  up to 2 units from the list below or any endorsed Training Package or accredited course. Where appropriate, electives may be packaged to provide a qualification with a specialisation.  Packaging specialisation:  All Group A electives must be selected for the award of the Certificate IV in Child, Youth and Family Intervention (Residential and Out of Home Care). All Group B electives must be selected for award of the Certificate IV in Child, Youth and Family Intervention (Family Support).  All electives chosen must contribute to a valid, industry-supported vocational outcome.  Offshore packaging rules: N/A | | |

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| UNITS: LIST UNITS AS PACKAGED FOR DELIVERY. ADD MORE ROWS AS REQUIRED. | | | | | |
| National Unit Code | National Unit Title | C = Core  E = Elective  I = Imported | Pre/Co Requisites (Enter relevant Code & Unit Name or Nil) | Nominal Hours (Refer Vic Purchasing Guide) | Points (if applicable) |
| **CHCMHS001** | Work with people with mental health issues | Elective | N/A | 80 | N/A |
| **CHCPRT027** | Work collaboratively to maintain an environment safe for children and young people | Core | N/A | 50 | N/A |
| **CHCPRT025** | Identify and report children and young people at risk | Core | N/A | 40 | N/A |
| **HLTWHS006** | Manage personal stressors in the work environment | Elective | N/A | 25 | N/A |
| **CHCLEG001** | Work legally and ethically | Core | N/A | 55 | N/A |
| **HLTWHS001** | Participate in workplace health and safety | Core | N/A | 20 | N/A |
| **CHCDEV004** | Confirm developmental status | Elective | N/A | 60 | N/A |
| **CHCPRT029** | Work within a practice framework | Core | N/A | 50 | N/A |
| **CHCCCS006** | Facilitate individual service planning and delivery | Core | N/A | 120 | N/A |
| **CHCDIV001** | Work with diverse people | Core | N/A | 40 | N/A |
| **CHCCOM002** | Use communication to build relationships | Core | N/A | 55 | N/A |
| **CHCDIV002** | Promote Aboriginal and/or Torres Strait Islander cultural safety | Core | N/A | 25 | N/A |
| **CHCPRT034** | Work with children and young people with complex trauma and attachment issues and needs | Core | N/A | 75 | N/A |
| CHCECE056 | Work effectively in children's education and care | Core | N/A | 65 | N/A |
| CHCECE038 | Observe children to inform practice | Core | N/A | 40 | N/A |
| CHCECE036 | Provide experiences to support children's play and learning | Core | N/A | 75 | N/A |
| HLTFSE001 | Follow basic food safety practices | Elective | N/A | 30 | N/A |

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| 1. COURSE/QUALIFICATION DURATION | | | |
| Maximum Payable Hours Range (Course 1): | 874 to 920 | Nominal Hours *This is a funding mechanism and not a requirement under the AQF or Standards for RTOs 2015.* | 865 |
| Maximum Payable Hours Range (Course 2 if Dual Qualification): | N/A |
| Amount of Training and Volume of Learning | | | |
| Course Duration | The duration of this course is 9 Months  The course will be delivered as Full-time over a total of 30 weeks over 2 semesters. | | |
| Amount of Training | This section outlines the exact amount of training that the learner will receive ***(Structured Training Hours)***.  Structured Training Hours -   * Timetabled hours comprising of:   Semester 1: 7.5 hours per day, 4 days per week for 6 weeks (45 hours)  Semester 2: 6 hours per day, 4 days per week for 6 weeks (45 hours)  Total timetabled hours = 90 hours  Includes -   * Classroom teaching, tutorials * Supervised Assessment activities * Workshop activities * Trainer Directed Training of **16** hours per week for **49** weeks (*Hours are allocated for independent study, supported by contact with departmental staff via email, phone, Zoom plus access to student services and the online “studiosity” tool*.)   Includes –   * On-line tasks, forums * Structured prescribed reading, follow-up activities such as   + homework activities, classroom or online discussions. * **Work placement** 120 total hours of placement. (Mandated placement)   Additional information about the Amount of Training (if applicable):  This Workplace-based model consists of learners attending intensive learning workshops for 4 full days (7.5 hours/day) initially that covers ONE Cluster and 04 units, followed by 8 full days (7.5 hours/day) that covers 4 Cluster and 12 unit per month over a span of 12 months. 2 semesters 7.5 hours per day, 2 days per week for 6 weeks = 90hrs  In order for learners to work in the Residential Out of Home Care Community Service in the ‘Minimum Qualification Requirements for Residential Care Workers in Victoria, December 2018’, the Program requirements for residential care in Victoria set out the expectations for departmental and community services organisations in the recruitment of residential care workers. It is expected that all residential care workers must have commenced training in the mandatory units of competency prior to providing direct care to a child or young person in residential care. These four units are delivered in the Trauma Informed practice (TIP) cluster.  Trauma Informed Practice (TIP) cluster that has the following 4 units.  • CHCMHS007 Work effectively in trauma informed care  • CHCPRT033 Provide support to children and youth in out-of-home care  • CHCCCS009 Facilitate responsible behaviour  • CHCPRT034 Work with children and young people with complex trauma and attachment issues and needs  Hence, majority of the learners only complete the Trauma Informed Practice (TIP) cluster. The delivery of this cluster is over 4 days x 7.5hrs = 30hrs. Due to this reason this cluster is offered each month for learners to enrol and complete.  The remainder of the 4 clusters are listed below that are offered over 8 full days x 7.5hrs/day over a span of 12 months-  • Applied Client Response Practice  • Client Planning and Support Practice  • Diversity and Communication Practice  • Legal and Safe Work Practice  Refer to section 11 Delivery Modes and Assessment Methods for a list of units in each cluster | | |
| Volume of Learning | The AQF level of this course is Certificate IV. It is recommended to be delivered over a period of between 0.5 and 2 years with a total Volume of Learning of between 600 and 2400 hours.  The recommended self-directed learning (Unstructured Training) for this course is 3 hours per week over 40 weeks.  *The volume of learning for this course is:*  850 hours of Structured Training + 120 hours of Unstructured Training = 970 hours.  If this volume is outside of the range, the rationale will be below:  N/A | | |

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| 1. P**ATHWAYS, LICENSING AND ENTRY INFORMATION** | |
| *Refer to relevant qualification located at* [*www.training.gov.au*](http://www.training.gov.au/) | |
| **Pathways into the qualification** | Learner may have completed CHC32015 - Certificate III in Community Services prior, however, it is not a requirement. |
| **Pathways from the qualification** | Learner may decide to pursue further studies and complete CHC52021 - Diploma of Community Services |
| **Licensing/Regulatory Information:** | Is Licensing or other regulatory approval required? No Name of licensing body: N/A |
| **Prescribed Training Package Entry Requirements:** | N/A |
| **TAE Entry Requirements:** | As a general guide to entry, learners will be best equipped to achieve the course outcome if they have a minimum level of literacy, numeracy and digital skills equivalent to the Australian Core Skills Framework (ACSF) Level   |  |  |  |  | | --- | --- | --- | --- | | Core skills | Reading | Numeracy | Digital Literacy requirements | | 3 | 3 | Intermediate |   All potential learners will undertake **a pre-training review** and an LLN assessment to determine:   * The learner’s ACSF level and any additional support requirements to enable the learner to undertake the course and achieve the course outcomes. * The learner’s interest and /or relevant experience in the selected course * The learner’s previous educational achievements and experience * The learner’s level of digital literacy   Other TAE Entry Requirements (if applicable):  Other TAE Entry Requirements (if applicable):  Learners can enrol in this course with an ACSF level 3 in reading and level 3 numeracy one level below required ACSF ie Level 2. For these learners additional support can be accessed to achieve the course outcomes. At TAE Entry into  this course is based on an applicant’s currently being employed by a Victorian Government Department of Family, Fairness and Housing funded residential out-of- home care service organisation. Learners are referred to TAE by their employer. https://providers.dffh.vic.gov.au/minimum-qualification-requirements-residential-care-workers-victoria-word  International student entry requirements (if any) are listed below:  N/A |
| **Industry prescribed Entry Requirements:** | Industry Prescribed Entry Requirements  In the ‘Minimum Qualification Requirements for Residential Care Workers in Victoria, December 2018’, the Program requirements for residential care in Victoria set out the expectations for departmental and community services organisations in the recruitment of residential care workers.  The minimum qualification require all residential care workers providing direct care in a department operated, or funded residential care home, to hold or be undertaking, either:  • the preferred qualification, Certificate IV in Child, Youth and Family Intervention; or  • a recognised relevant qualification listed in Appendix 2  In addition, all residential care workers must complete three mandatory units of competency (see section “Supporting core capabilities across the residential care workforce”).  Therefore, it is expected that all residential care workers must have commenced training in the mandatory units of competency prior to providing direct care to a child or young person in residential care.  • CHCMHS007 Work effectively in trauma informed care  • CHCPRT033 Provide support to children and youth in out-of-home care  • CHCCCS009 Facilitate responsible behaviour  • CHCPRT034 Work with children and young people with complex trauma and attachment issues and needs  At TAE Entry into this course is based on an applicant’s currently being employed by a Victorian Government Department of Family, Fairness and Housing funded residential out-of- home care service organisation. All learners will have a current working with children check and employment contract with the organisation. |

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| 1. **STUDENT/CLIENT COHORT** |
| Full-time Employees; Part-time Employees; CALD People (Culturally and Linguistically Diverse); Indigenous Australians |
| **FURTHER INFORMATION ABOUT THE STUDENT/CLIENT COHORT:**  The Victorian Government Department of Family, Fairness and Housing has determined that this is the preferred qualification required by all residential workers who are providing direct care to children and young people who reside in a Victorian Government funded residential out-of-home care (OoHC) organisations. All learners are employed by an OoHC organisation and are nominated by their employer to undertake this qualification with TAE. Learners will be employed as casual, part time and fulltime. They may work of multiple OoHC houses and organisations.  The average age range for this cohort is 25 - 34 years old. Learners will have usually completed year 12 and may have undertaken previous qualifications in the community sector such as the superseded qualifications of CHC42015 Certificate IV in Community Services and CHC40312 Certificate IV in Disability. There are just over 51 percent of learners who are located throughout regional Victorian and the remaining are working in organisations in Melbourne suburbs.  In order for learners to work in the Residential Out of Home Care Community Service in the ‘Minimum Qualification Requirements for Residential Care Workers in Victoria,  December 2018’, the Program requirements for residential care in Victoria set out the expectations for departmental and community services organisations in the recruitment of residential care workers. It is expected that all residential care workers must have commenced training in the mandatory units of competency prior to providing direct care to a child or young person in residential care. These four units are delivered in the Trauma Informed practice (TIP) cluster.  Trauma Informed Practice (TIP) cluster that has the following 4 units.  • CHCMHS007 Work effectively in trauma informed care  • CHCPRT033 Provide support to children and youth in out-of-home care  • CHCCCS009 Facilitate responsible behaviour  • CHCPRT034 Work with children and young people with complex trauma and attachment issues and needs  Hence, majority of the learners only complete the Trauma Informed Practice (TIP) cluster. The delivery of this cluster is over 4 days x 7.5hrs = 30hrs. Due to this reason this cluster is offered each month for learners to enrol and complete.  Only few of the learners enrol and complete the remainder of the 12 unit of competencies to achiveve full CHC40321 Certificate IV in Child, Youth and Family Intervention course. Apart from Trauma Informed Practice (TIP) cluster there are 4 other clusters that cover the remainder of 11 units. These are offered twice in a year. This model has been designed to ensure there is rolling intake available for learners to commence and complete the course as there is shortage of qualified workes in the industry. |

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| 1. **EDUCATIONAL AND OTHER SUPPORT SERVICES** | |
| **Language, Literacy and Numeracy Assistance** | All potential learners undertake a pre-training interview and an LLN assessment. If that assessment identifies that students require additional support they will be encouraged to access the following support services:   * Studiosity, a free online tutor service, available via Moodle * Individual Learning Skills support, with a specially trained literacy or numeracy teacher, available via the Library * In-class LN Support, providing literacy and/or numeracy support, is delivered via a co-facilitation model in many courses.   Course-specific details (if any) are below:  N/A |
| **Other learner support** | All learners have access to additional academic, pastoral, social and information resources. These include:   * Student Life at TAE * Library Services * Counselling and Wellbeing Services * International Student Support * International Student Mental Health Peer Support Worker (pilot program) * Koorie Services; tutoring, financial support, cultural safety * Student Hub   Support is available for students with diagnosed physical, mental health challenges, and/or learning barriers from our Student Equity and Access Service. Reasonable adjustment activities including the following are available:  One on one academic support with an Education Access Worker   * Adaptive technology e.g. Roger pens, C * Note-takers * Participation Assistance * Auslan interpreters * Course materials provided in alternative formats. * Supports around alternative assessments, extensions (where appropriate)   Course-specific support services (if any) are listed below:  N/A |

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| 1. **RESOURCES** | | |
| Infrastructure requirements  *Refer to the Facilities and Equipment register for specific details for each unit of competency.* | Facilities | All staff including ongoing and casual teachers involved in the delivery and assessment of the qualification have direct access to trainer, assessor and learner support materials relevant to their areas of delivery and assessment. All Learners have access to:   * Classrooms * Computer labs * Library * Student portal * Group contact teachers for each cohort * Tutorial support from the Learning Skills Assessment Unit   Course-specific details (if any) are listed below:  As part of TAE’s entry requirements learners are employed in a residential out-of- home care service organisation in order to complete their work placement. |
| Equipment | TAE shall ensure availability of all resources and equipment required to train and assess Units of Competency for this qualification. Details of specific resources, including equipment and materials essential for assessment, are listed in the respective Unit Outlines.   * Whiteboard and markers * Computers * Data Projectors   Course-specific resources (if any) are listed below:  Refer to unit outlines for detail list or resources |
| Learning Resources e.g. learner guide, class notes, workbooks, text books, kits, tools etc. | Provided to students | * Learner resources for all units of competency * Assessment resources for all units of competency   Course-specific resources provided to students (if any):  N/A |
| Purchased by students | N/A |
| Link to Moodle landing page for course/unit if applicable | N/A |

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| 1. **DELIVERY MODES AND ASSESSMENT METHODS** | | | | | | | | | |
|  | **Details of delivery schedule, learning materials required, the delivery mode and assessment schedules are provided in the individual Unit Outlines.**  Units may be delivered and assessed as individual units, clustered units or a combination of both. | | | | | | | | |
| **Cluster or Group name if applicable** | **Delivery Sequence** | **Unit Code** | **Unit Title** | **Delivery Mode** | **Work Placement  Required** | **Assess ment Method 1** | **Assess ment Method 2** | **Assess ment  Method 3** | **Assess ment  Method 4** |
| Applied Client Response Practice (ACR) | 0 | CHCMHS001 | Work with people with mental health issues | On-campus,  Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Applied Client Response Practice (ACR) | 0 | CHCPRT027 | Work collaboratively to maintain an environment safe for children and  young people | On-campus, Virtual  classroom | Yes | Written Activities | Project/Folio | Observation |  |
| Applied Client Response Practice (ACR) | 0 | CHCPRT025 | Identify and report children and young people at risk | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Applied Legal and Safe Work Practice | 0 | HLTWHS006 | Manage personal stressors in the work environment | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Applied Legal and Safe Work Practice | 0 | CHCLEG001 | Work legally and ethically | On-campus,  Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Applied Legal and Safe Work Practice | 0 | HLTWHS001 | Participate in workplace health and safety | On-campus,  Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Client Planning and Support Practice (CPS) | 0 | CHCDEV004 | Confirm developmental status | On-campus, Virtual  classroom | No | Written Activities | Project/Folio | Observation |  |
| Client Planning and Support Practice (CPS) | 0 | CHCPRT029 | Work within a practice framework | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Client Planning and Support Practice (CPS) | 0 | CHCCCS006 | Facilitate individual service planning and delivery | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Diversity and Communication Practice (DCP) | 0 | CHCDIV001 | Work with diverse people | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Diversity and Communication  Practice (DCP) | 0 | CHCCOM002 | Use communication to build relationships | On-campus,  Virtual classroom | No | Written Activities |  |  |  |
| Diversity and Communication Practice (DCP) | 0 | CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety | On-campus, Virtual  classroom | No |  |  |  |  |
| Trauma Informed Practice (TIP) | 0 | CHCPRT034 | Work with children and young people with complex trauma and attachment issues and needs | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Trauma Informed Practice (TIP) | 0 | CHCPRT033 | Provide support to children and youth in out-of-home care | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Trauma Informed Practice (TIP) | 0 | CHCCCS009 | Facilitate responsible behaviour | On-campus, Virtual classroom | No | Written Activities | Project/Folio | Observation |  |
| Trauma Informed Practice (TIP) | 0 | CHCMHS007 | Work effectively in trauma informed care | On-campus, Virtual  classroom | No | Written Activities | Project/Folio | Observation |  |

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| 1. WORK PLACEMENT (WHERE APPLICABLE) | |
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| Placement types | All Learners are employed in a Victorian government funded residential Out of Home-Care community service |
| Process undertaken to source Work Placements | 1. Learners are referred to TAE by their employer who work in Victorian government funded residential Out of Home-Care community service 2. Employers verify in writing as part of the third party assessment report that learners have undertaken the mandatory hours |
| Hours required | 120 |
| Timing of placement in the delivery schedule | Placement hours are undertaken concurrent to learners undertaking the TIP cluster delivery and assessment. |
| Structure of placement | As learners are working in residential Out of Home-Care industry the 120hrs are undertaken during the TIP cluster of delivery. The days/ hours per week are flexible according to the learners employment roster. |
| Number of workplace visits | Due to the extremely sensitive nature of working with children experiencing trauma and who are under statutory out- of-home care, during the 120 hours, an assessor is not able to visit learners workplace. TAE liaise with the work placement organisation supervisor during the placement on the progress of the learner. |
| Length of Workplace visits | N/A |
| How competency is assessed | Due to the extremely sensitive nature of working with children experiencing trauma and who are under statutory out- of-home care, during the 120 hours, the learner performs activities which is verified as part of the third party report.  The third party report is completed by the workplace place supervisor. |
| Assessor requirements | Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |

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| 1. **RECOGNITION OF PRIOR LEARNING (RPL)** |
| Students are advised prior to enrolment of the option to apply for Recognition of Prior Learning (RPL) based on the skills they have gained through life, previous work experience, previous education and training (other than) nationally accredited training courses and programs. If a student elects to apply for RPL they are assessed individually to determine their RPL outcome.  Not Applicable for Offshore Students  Course-specific RPL details(if any):  N/A |

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| 1. RISKS ASSOCIATED WITH DELIVERY |
| Below are any risks that are associated with the delivery of this qualification/course/unit of competency |
| Delivery relies on a partnership/third party arrangement |
| If risks have been identified, see below for details of how risk will be minimised.  Work placement hours- Learners are required to have completed at least 120 hours work in a child protection or similar setting. To minimise risks attached to required work placement hours all learners are employed with out-of-home providers that have an agreement with the Victorian Government Department of Families, Fairness and Housing. TAE liaise with the work placement organisation supervisor during the placement. |

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| 1. INDUSTRY CONSULTATION | | | |
| This course has been reviewed with industry members. The table below provides information including dates and industry representatives involved in the consultation process. | | | |
| Date of Consultation: | Organisation: | Contact Person: | Contact Details (*email/phone*): |
| 21/06/24 | VinCare Victoria | Kevin McNab | kmcnab@vincarevic.org.com.au |
| 19/06/24 | Wells Foundation | Martina Durand | martinad@wellsfoundation.org.com.au |
| 29/03/24 | Pathways | Bart Janowski | Bart-janowski@pathways.com.au |
| 10/07/24 | DFFH | Eleni Karagiannis | eleni.karagiannis@dffh.vgov.au |
| 30/05/24 | DFFH | Julia Donaldson | Julia.donaldson@dffh.vgov.au |
| **Outcomes of industry consultation**:  Out-of-home care (OoHC) is a temporary, medium or long-term living arrangement for children and young people who cannot live in their family home. In Victoria, around 10,300 children and young people live in OoHC at any one time (Australian Institute of Health and Welfare Child protection 2020-21). Of these, around 2,000 are aged from newborn to five years. Some children stay in OoHC for only a few days a week, while others are in OoHC for many years. Residential care is when a young person is placed into a home staffed by residential out of home care workers. The Victorian Government is prioritising targeted care packages to help children and young people to live in suitable care arrangements and to prevent entry into residential care. They are also funding more therapeutic supports in residential care homes and address child sexual exploitation.  To support industry to meet the minimum qualification requirements learners commence with the 3 mandatory units CHCMHS007, CHCPRT033, CHCCCS009 and 1 highly recommended unit CHCPRT034 equivalent as outlined in the Minimum Qualification Requirements for Residential Care Workers in Victoria (2018), publication by State of Victoria, Department of Health and Human Services Children, Families, Disability and Operations Division, Out of Home Care Unit.  Industry consultation with  30/05/2024 - The Department of Families, Fairness and Housing  The department hasn't come to a final conclusion on the top-up Units (TIP Cluster) and will provide an update when finalised later in the year.  10/7/2024 - The Department of Families, Fairness and Housing  The Department of Families, Fairness and Housing (DFFH) are currently reviewing the 4 units of competency that were mandated for the Minimum Qualification Requirements for Residential Care Workers in Victoria workforce redevelopment project. DFFH recognise that these units have adequately covered trauma, working in residential care and managing behaviour residential care workers across Victoria over the past 6 years there is a need for further workforce capability development to delive r therapeutic supports in residential care homes and address child sexual exploitation. The targeted care packages are child and young person driven which support the United Nations Convention on the Rights of the Child, Charter for children in out-of-home care and current trauma informed strength-based practices. The Victorian Government will announce by the end of 2023 the selection of these accredited units of competency. It was advised to select units of competency that support the mental health and wellbeing of children and young people.  Workforce turnover is still a persistent challenge for the OoHC organisations, and the wellbeing of the workers is a priority. Having a course that also focuses on an individual’s own health and wellbeing is also important.  Outcome: The unit of competency CHCMHS001 Work with people with mental health issues was chosen as an elective. Retain the unit HLTWHS006 Manage personal stressors in the work environment  21/6/2024 - VinCare Victoria and Pathways provide residential out-of-home care in regional area are strong advocates of continuing with remote delivery as this supports their staff to stay within their community and minimises disruptions to their lives. As the organisations are for purpose (non-profit) remote delivery allows for budgetary allocation which is appreciated.  Outcome: to continue with blended delivery with delivery being conducted remotely (zoom). If there is the demand for on campus delivery this can occur.  19/6/2024 – Wells Foundations, VinCare Victoria, and Pathways mentioned the volume of placement hours for learners. They all discussed the number of assessments that learners are required to complete. Due to the extreme sensitivity of the workplace assessments have required learners to produce written evidence, third party reports and have a triadic interview to be able to provide performance evidence.  Outcomes:  For units of competency that require observable skills to be demonstrated in the workplace or in a simulated environment that reflects workplace conditions assessments. There is now the inclusion of assessments that occur in a simulated environment that reflects work in a child protection or similar setting.  Removal of elective CHCCCS016 Respond to client needs which requires learners to responded holistically to the needs of at least 5 clients.  29/3/2024 - Wells Foundations, VinCare Victoria, and Pathways mentioned the volume of placement hours for learners.  Outcome: The learning packaging rules has changed, and the hours have been reduced to 120. | | | |

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| 1. TRAINER AND ASSESSOR MATRIX | | | |
| A complete list of trainers and assessors approved to deliver this training product, and relevant units of competency listed below***.*** Further details of vocational competency and currency are retained in the associated Vocational Competency Matrix (VCM) and provide evidence of vocational and trainer industry currency. VCMs and associated evidence can be found in the [Approved VCM Library](https://melbournepolytechnic.sharepoint.com/sites/VETCourseData/Approved%20VCM%20Library/Forms/AllItems.aspx) | | | |
| National Code of Qualification, Course or Units of Competency | Trainer/Assessor Name | Role | Last approved VCM date |
| CHCCCS006 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCCCS006 | Aisha El-Sayed | Assessor | 27/02/24 |
| CHCCCS009 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCCCS009 | Aisha El-Sayed | Assessor | 27/02/24 |
| CHCCOM002 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCCOM002 | Aisha El-Sayed | Assessor | 27/02/24 |
| CHCDEV004 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCDEV004 | Aisha El-Sayed | Trainer/Assessor | 20/06/24 |
| CHCDIV001 | James Lee | Trainer/Assessor | 20/06/24 |
| CHCDIV001 | Aisha El-Sayed | Trainer/Assessor | 15/02/24 |
| CHCDIV002 | James Lee | Trainer/Assessor | 29/02/24 |
| CHCLEG001 | James Lee | Assessor | 27/02/24 |
| CHCLEG001 | Aisha El-Sayed | Trainer/Assessor | 20/06/24 |
| CHCMHS001 | James Lee | Trainer/Assessor | 20/06/24 |
| CHCMHS001 | Aisha El-Sayed | Assessor | 15/02/24 |
| CHCMHS007 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCMHS007 | Aisha El-Sayed | Trainer/Assessor | 20/06/24 |
| CHCPRT025 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCPRT025 | Aisha El-Sayed | Assessor | 27/02/24 |
| CHCPRT027 | James Lee | Trainer/Assessor | 15/02/24 |
| CHCPRT027 | Aisha El-Sayed | Trainer/Assessor | 27/02/24 |
| CHCPRT029 | James Lee | Trainer/Assessor | 27/02/24 |
| CHCPRT029 | Aisha El-Sayed | Trainer/Assessor | 15/02/24 |
| CHCPRT033 | James Lee | Assessor/Assessor | 27/02/24 |
| CHCPRT033 | Aisha El-Sayed | Trainer/Assessor | 20/06/24 |
| CHCPRT034 | James Lee | Trainer/Assessor | 27/02/24 |
| CHCPRT034 | Aisha El-Sayed | Trainer/Assessor | 15/02/24 |
| HLTWHS001 | James Lee | Trainer/Assessor | 15/02/24 |
| HLTWHS001 | Aisha El-Sayed | Assessor | 27/02/24 |
| HLTWHS006 | James Lee | Trainer/Assessor | 15/02/24 |
| HLTWHS006 | Aisha El-Sayed | Assessor | 27/02/24 |

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| 1. CONTINUOUS IMPROVEMENT | |
| Techniques may include: | Link to documentation summaries (Recommendations/Actions): |
| Assessment Validation | Validations are scheduled on the Academic Operations Assessment Validation 5 Year Plan. Assessment Validation records are stored in course-specific folders on Course Management.  Action Plans are stored in the approved Action Plan library and Action Items are logged and tracked on the Action Items Central Register |
| Industry Engagement | Industry Engagement records are stored in course-specific folders on Course Management.  Action Plans are stored in the approved Action Plan library and Action Items are logged and tracked on the Action Items Central Register |
| Course Review | Action Plans are stored in the approved Action Plan library and Action Items are logged and tracked on the Action Items Central Register QPI data gathered during Course Review is collated on the QPI data report. |

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| 1. VALIDATION SCHEDULE |
| It is a requirement of the Standards for Registered Training organisations 2015 to ensure that the Institute has implemented a plan for the ongoing systematic validation of assessment practices and judgements. Link to Academic Operations 5 year Validation Plan: Academic Operations Assessment Validation 5 Year Plan |

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| REVIEW AND ENDORSEMENT - REGULAR TAS TO BE SIGNED BY DEPARTMENT MANAGER | | | |
| REVIEW Manager | | | |
| *Name* | Shirley Hines | | |
| *Signature* | Shines | *Date* | 20/08/24 |