

IS THIS COURSE RIGHT FOR YOU?

PRE-TRAINING REVIEW ACSF 3

NAME:

Michelle Perera

COURSE & CODE:

CHC33021 Certificate III in Individual Support



WHAT'S THIS DOCUMENT FOR?

Everyone considering taking a Training Academy of Excellence (TAE) course needs to complete this document. We use the information to make sure you're taking the right course – at the right level – to reach your personal and career goals. Your course facilitator could also use it to select the right units for you.

You'll need to complete this document with someone from TAE. This will either be a facilitator who teaches your course – or both a facilitator and a TAE rep.

What this document covers:

- Career plan – this explores your current skills and education history. It also helps you define your career goals and the most suitable course for you.
- Learning style check – to help you get the most out of your course, we'll find out how you prefer to learn and offer tips relevant to your style.
- Reading, writing, maths and speaking assessments – these aren't to catch you out, we just want to make sure you'll be able to follow the course. If you struggle with these assessments, ask your facilitator to help you out.
- Checklist – just a few questions to check that we've explained everything to you properly.

Please note, your facilitator will be checking your spoken English as you work through this document together. It's nothing to be concerned about, just talk as you normally would.



CAREER PLAN

Complete this plan with your rep/facilitator. It will help you work out your career goals and how to achieve them through education.

Your career goals

Short term (next 6 – 18 months): *Work as a disability support worker while completing my Master of Physiotherapy. This will give me hands-on experience with consumers with disabilities and help support my studies.*

Long term (5 years – 10 years): *Work in a specialised role supporting people with disabilities, integrating my physiotherapy and support skills to improve consumer quality of life.*

Your skills and qualities

Tick the top 3 skills and top 3 qualities that best describe you

Teamwork.....	☐	Loyal.....	☐
Communicator.....	☒	Committed.....	☐
Problem-solving.....	☒	Honesty	☒
Technical abilities.....	☐	Enthusiasm.....	☒
Planning and organising.....	☒	Reliability	☒
Self-management.....	☐	Personal presentation	☐
Creativity.....	☐	Common sense.....	☐
Leadership.....	☐	Positive self esteem	☐
Motivation.....	☐	Sense of humour	☐
Ability to deal with pressure	☐	Balanced attitude to work and home life	☐
Adaptability.....	☐	Others:.....	☐
Others:	☐		



Your expectations

I hope this course teaches me the following skills and knowledge: *I want to learn practical support skills, like how to safely assist with mobility and personal care, and understand person-centered care to apply it to disability support.*

Right now, my learning might be affected by the following commitments (i.e. work, family, sport): *I am about to start studying for a master's degree and share caregiving responsibilities for my grandfather with my siblings. Balancing these with my part-time work will require good time management. However, in the past, I have successfully balanced work and study.*

Previous education

You may have completed similar courses in the past – if so, you may be able to apply relevant units, credits or experience to this course. This is referred to as Recognition of Prior Learning (RPL) or Credit Transfer.

Please write down any relevant, proven qualifications you already have partially or fully completed: *Bachelor of Exercise and Sport Science.*

*You may be asked to provide copies of your certificate and/or statement of attainment

LEARNING STYLE CHECK

Your learning style

Everyone learns in different ways. Knowing your personal learning style (or styles) will help us deliver your course in the best way for you. Check out our tips for each learning style too.

You can tick as many of the statements below as you like:

A	B	C	D
☐ I learn best when I can see and touch things directly.	☐ I like to ask lots of questions.	☒ I like to analyse and break things into parts before trying something.	☐ I like experimenting to see what would happen.
☐ When learning something new it helps if I've experienced something similar.	☐ I like to learn by watching.	☒ I like to understand the theory behind things.	☐ I like to try things out in order to understand them.
☐ I rely on my feelings to help me understand things.	☒ I like to explore all aspects of a situation when I am learning.	☐ I learn best when things are presented in a logically.	☐ I always like to be doing things. I don't like sitting quietly.
Results			



If you have ticked more than one in column A your style is: EXPERIENCING	If you have ticked more than one in column B your style is: REFLECTING	If you have ticked more than one in column C your style is: THINKING	If you have ticked more than one in column D your style is: APPLYING
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What your results mean

EXPERIENCING

You prefer learning by doing. You like using your hands and actively exploring the physical world. You may find it hard to sit still for long periods. Courses with a practical element suit you.

Tip: If you're doing an online course, try to study in short sessions rather than longer ones.

REFLECTING

You prefer observing others and contemplating new information. You may like to sit at the front of the classroom to avoid visual obstructions (e.g. people's heads). You may think in pictures and learn best from diagrams, illustrated text books, videos, flipcharts and hand-outs.

Tip: Take lots of notes in class, or as you study online. Try drawing your own visuals and diagrams to help you understand and remember information too.

THINKING

Theories, data and a logical approach appeal to you. You may find it hard to stay in a classroom for long periods and prefer to research a topic by yourself as well as being given the information.

Tip: Try backing up your study with a bit of extra research at home.



APPLYING

You prefer learning through applying new skills or knowledge to a real situation – and seeing the results first-hand.

Tip: Try applying the ideas and skills you learn to your day and experience them in action.

Your results

What's your preferred learning style (or styles) *Thinking*.....

Do you agree with your results? Please explain why you agree or disagree *I like learning the "why" behind concepts, so I agree with these results*.....

.....

.....

Is there anything about your learning style that you'd like your facilitator to know? *N/A*.....

.....

.....



SPEAKING READING, WRITING AND MATHS

Self-assessment

During your course do you think you will need any help with:

	yes	sometimes	no
Speaking.....	☐	☐	☒
Listening.....	☐	☐	☒
Reading.....	☐	☐	☒
Writing.....	☐	☐	☒
Maths.....	☐	☐	☒
Using computers.....	☐	☐	☒

Part 1

Speaking

Your TAE facilitator will have been assessing your spoken English while you've been filling out this document. They will have been checking things like your ability to answer questions directly, form an opinion, persuade and compromise.

If they need further assurance of your speaking ability, they will ask you a few questions about your hometown.



Reading and writing

Read through this article, then answer the questions. If you have any questions, feel free to ask your facilitator.

THE AGE

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February 2014

Australian workers have become more anxious about keeping their jobs, a survey has found.

The number of people who are concerned about their own job security jumped by 5 per cent to 31 per cent in the six months to December last year, the latest ME Bank Household Financial Comfort Report shows.

Job insecurity is now among the top three concerns nominated by the households in the survey.

Respondents concerned about "finding a new job within two months if unemployed" rose 1 per cent to 55 per cent of the working population over the same period.

"The rise in job insecurity, a result of increasing unemployed persons and increasing casual/part-time jobs, is

household comfort with emergency cash buffers and, more generally, current savings and investments," ME Bank chief executive Jamie McPhee said.

The biggest worry for households was the "cost of necessities" like fuel, groceries and utilities followed by the level of savings.

Households are still relatively cautious about their finances and many are avoiding risky investments, risk-avoiders outnumbering risk-takers 37 per cent to 18 per cent.

The report said the level of overall household financial comfort was 5.52 out of 10 in December last year, which was largely unchanged from six months earlier.



exacerbated by a relatively low level
of

Written by: Matt Wade

Part 2

Q1 What is the newspaper article about?

It discusses the increase in job insecurity among Australian workers.

Q2 Who wrote the article?

Matt Wade

Q3 In your own words, identify why you think there's been an increase in job insecurity? Use around 30 words.

The job market has more casual and part-time roles, making it harder for people to find stable work.

Part 3

Maths

This graph is based on the article about job insecurity.

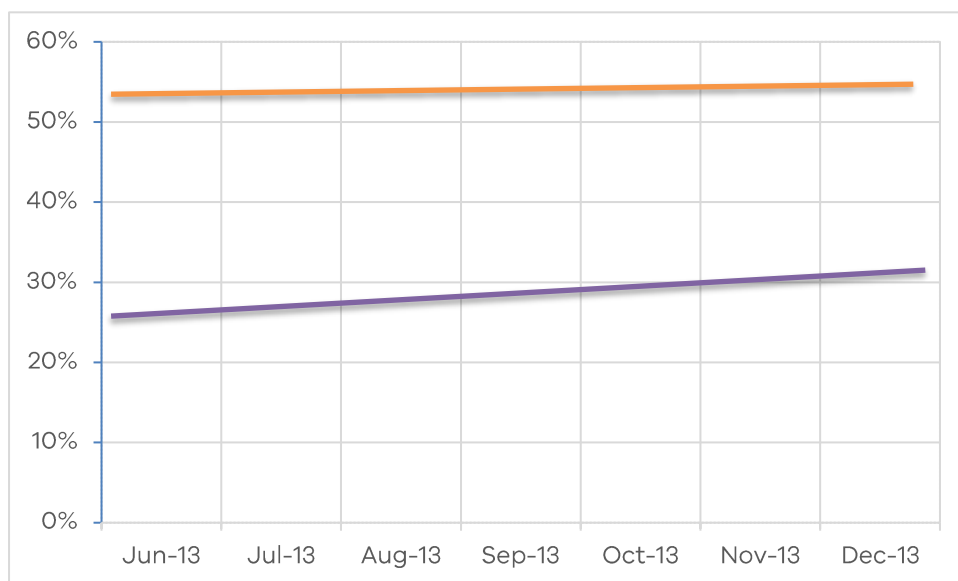
Please use the graph to show:

- A. The rise in concern for job security
- B. The rise in concern over finding a job within two months if unemployed

Tip: Use the article to find the data you'll need. Use the data from December, and work out what the values were 6 months ago.

Concern for job security

Finding a new job



Part 4

Understanding and writing

Look at this picture from a health and safety textbook, then answer the questions below.



Task

Circle 5 different risks and for each risk, write down a solution

1. Place a "Wet Floor" sign.....
.....
2. Secure cables with tape or covers.....
.....
3. Wipe up spills immediately.....
.....
4. Store tools in designated spots after use.....
.....

.....

5. Close all cupboards after use.....

.....

CHECKLIST

Please answer these questions after you've looked through your Introduction Pack (including your course guide and student handbook).

	yes	no
The course delivery method is suitable for me	☒	☐
I will be able to attend/study for the full duration of the course	☒	☐
I can commit to the extra study hours suggested	☒	☐
There are no things that might prevent me from progressing through my training	☐	☒
I know who TAE is, what they do and what an RTO is	☒	☐
State and Federal Funding has been explained to me	☒	☐
Tuition fees & refund processes have been explained to me	☒	☐
Competency-based learning has been explained to me	☒	☐
I am aware that I am required to sign a training plan and select units. I will do this with my facilitator	☒	☐
RPL and Credit Transfer have been explained to me	☒	☐
I know what I need to do if I want to cancel my course	☒	☐
I know what happens when I finish my course	☒	☐
I know how I can give feedback on my course and/or facilitator	☒	☐
I believe I am suited to this course	☒	☐
I am entering into this training program under my own free will and I understand that there are no incentives and no promise of a job	☒	☐

If you've answered 'no' to any of these questions, please let us know how we can



help:

Balancing my Master's program, caregiving and work could be challenging, but I have a good support system.

.....

ONLY ANSWER THIS QUESTION IF YOUR COURSE REQUIRES A WORKPLACE-BASED PRACTICAL ASSESSMENT (Ask your rep/facilitator if you're not sure)

yes no

I am able to use my current job, previous job or work experience for my practical assessment.....



Student name:

Michelle Perera

Signed:

Mi Perera

Date:

13 January 2025.....



Thanks for completing your pre-training review. We need to keep this original document, but we recommend that you make a copy for your records.

TAE USE ONLY

Speaking assessment

As you work through the pre-training review, assess the student's oral communication skills and answer questions 1 – 4 below.

Q1 Does the student answer directly?

Yes.....
.....

Q2 Can the student form an opinion?

Yes.....
.....

Q3 Can the student use persuasion techniques?

Yes.....
.....

Q4 Can the student present options for compromise?

Yes.....
.....

If you need to test the student further, ask them to describe their hometown and ask them these questions:

- Imagine I'm coming to visit your hometown or nearest city, are there any famous sights to visit?
- Where are your favourite places to go? Why?
- Convince me to visit those places. Why should I go?
- I like museums and swimming – can you suggest a plan for my day that incorporates the famous sights, your favourite place and what I like to do?



Career plan and checklist sign off - TAE rep or facilitator to complete

Based on the information provided by the student, I agree that:

	yes	no
Enrolment in this course aligns with the student's work/career plan	☒	☐
The course level meets the student's ability and expectations.....	☒	☐
Student can commit to the hours of study recommended for this course.....	☒	☐
RPL/credit transfer has been discussed with student.....	☒	☐
Learning strategies have been discussed and documented.....	☒	☐
Assistance available in class has been explained.....	☒	☐
This is the most suitable course for this student.....	☒	☐

If you answered 'no' to any of the above, what course of action do you suggest:

.....
.....

Name: James Lee

.....

Signature: *James Lee*

Date: 13 January 2025

.....



Language, literacy and numeracy sign off - FACILITATOR USE ONLY

☒ No support required

SPEAKING

- ☐ Monitor student and offer support as necessary
- ☐ Outside assistance required

WRITING

- ☐ Monitor student and offer support as necessary
- ☐ Outside assistance required

READING

- ☐ Monitor student and offer support as necessary
- ☐ Outside assistance required

NUMERACY

- ☐ Monitor student and offer support as necessary
- ☐ Outside assistance required

Any notes:

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Name: James Lee

.....

Signature: *James Lee*

Date: 13 January 2025

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