WEST MELBOURNE
INSTITUTE OF TECHNOLOGY

TRAINING AND ASSESSMENT STRATEGY

CHC43121

CERTIFICATE IV IN DISABILITY SUPPORT

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QUALIFICATION DETAILS

QUALIFICATION CODE AND NAME	CHC43121 Certificate IV in Disability Support
DESCRIPTION	This qualification reflects the role of individuals in a range of community settings and peoples' homes, who provide support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work according to and may contribute to an individualised plan, and work without direct supervision. They may be required to supervise and/or coordinate a small team. The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice. No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

REQUIREMENTS	Ten (10) units including seven (7) core units and three (3) elective units are required for the award of the CHC43121 Certificate IV in Disability Support.
	
	The 10 units that must be completed include:
	
	• 7 core units
	• 3 elective units consisting of:
	  ○ at least 2 units from the electives listed at the link below
	  ○ up to 1 unit from the electives listed at the link below, or any current endorsed Training Package or accredited course.
	
	Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level.
	
	The latest release of the qualification and packaging rules can be found at the following link:
	
	https://training.gov.au/Training/Details/CHC43121

LEARNER CHARACTERISTICS AND TARGET GROUP	Target groups for the CHC43121 Certificate IV in Disability Support are students who are: • seeking to pursue or further a career in supporting individuals with disabilities in community settings and peoples' homes • seeking to enter a new industry sector • seeking a pathway to higher level qualifications. Characteristics of the target group are as follows:

	• Students are expected to typically fall into the age range of 18 – 35 as people still establishing or changing careers. • Students will have study experience due to the entry requirements. Credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.
DELIVERY MODE	This program is delivered in the classroom and in a workplace.
DELIVERY SITE	Classroom: Level 10, 474 Flinders St, Melbourne VIC 3000 Various workplaces
COURSE DURATION	This qualification will be delivered over 52 weeks, including 40 weeks of training and assessment spread over 4 terms of 10 weeks each and 12 weeks of holidays.
ENTRY REQUIREMENTS	The Training Package entry requirements are: Completion of: CHC33021 Certificate III in Individual Support (Disability); or Completion of: CHC33015 Certificate III in Individual Support (Disability); or Completion of: CHC30408 Certificate III in Disability and the *CHCSS00125 Entry to Certificate IV in Disability Support* Skill Set. WMIT has the following entry requirements: Students must: • be at least 18 years of age • participate in a course entry interview to determine suitability for the course and student needs. The course entry interview will also assess whether students can use digital technologies • have sufficient language, literacy and numeracy skills as tested through a language, literacy and numeracy assessment. Students will need to achieve ACSF level 3 for reading, writing, numeracy and oral communication to enter the course.
PATHWAYS	Potential employment options are in community, home or residential setting providing support to those who require support due to ageing, disability or other reasons. Students who complete this course may wish to continue their education into a range of community services qualification such as the CHC52025 Diploma of Community Services.
COURSE CREDIT	Students may apply for recognition of existing qualifications or skills, knowledge, and experience (credit transfer or recognition of prior

learning). The granting of RPL and/or credit transfer may affect course fees as well as the duration of the course.

This process is outlined in WMIT's Student Enrolment and Completion Policy and Associated Procedures and Training and Assessment Policy and Associated Procedures.

INDUSTRY ENGAGEMENT

WMIT's training and assessment practices and strategies are informed by effective industry engagement to ensure that training and assessment reflect current industry practices and as documented in our industry consultation plan.

WMIT identifies and engages with relevant industry, employer and/or community representatives to seek their advice and feedback on training and assessment practices and strategies.

WMIT uses this advice and feedback to inform changes to training and assessment practices and strategies.

Feedback from engaging with industry has been reviewed and incorporated into this Strategy. An Industry Consultation Register records outcomes and actions.

CONTINUOUS IMPROVEMENT APPROACHES

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by WMIT as described in the Quality Assurance Policy and Associated Procedures and Training and Assessment Policy and Associated Procedures.

UNITS OF COMPETENCY

CODE	TITLE	CORE / ELECTIVE
CHCCCS044	Follow established person-centred behaviour supports	Core
CHCDIS017	Facilitate community participation and social inclusion	Core
CHCDIS018	Facilitate ongoing skills development using a person-centred approach	Core
CHCDIS019	Provide person-centred services to people with disability with complex needs	Core
CHCLEG003	Manage legal and ethical compliance	Core
CHCMHS001	Work with people with mental health issues	Core
HLTWHS003	Maintain work health and safety	Core
BSBLDR411	Demonstrate leadership in the workplace	Elective
BSBLDR413	Lead effective workplace relationships	Elective
CHCCOM002	Use communication to build relationships	Elective

DELIVERY AND ASSESSMENT OVERVIEW

DELIVERY AND ASSESSMENT SUMMARY

The qualification is delivered over 52 weeks comprising of:

- Four (4) terms of 10 weeks each (40 weeks total)
- holiday breaks amounting to 12 weeks (as specified in the timetable).

DELIVERY AND ASSESSMENT DETAILS

Students are required to attend 20 hours of training and assessment per week.

Additional, unsupervised study is expected to be approximately 5 hours a week.

The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.

DELIVERY AND ASSESSMENT DESCRIPTION AND LOAD

Training

Students will attend face-to-face training.

Face-to-face training comprises of students participating in sessions at WMIT's training facility. The timetable shows the scheduling of these sessions.

The training and assessment schedule includes the face-to-face training (training hours) for each relevant week.

Assessment

Students will be required to complete the assessment tasks in the assessment tool for each unit. Generally, these will consist of knowledge questions and practical assessments such as projects and observations. Knowledge questions and practical assessments will be completed during face-to-face sessions.

The training and assessment schedule includes the face-to-face assessment (assessment hours) for each relevant week.

Students also complete an 80-hour work placement. Further detail is also provided in the section on work placement.

A detailed breakdown of all the above is shown in the training and assessment schedule.

General

Additional, unsupervised study which includes research for assessments and general reading is expected to be approximately 5 hours a week.

TRAINING AND ASSESSMENT HOURS AND VOLUME OF LEARNING

TRAINING	
Face-to-face in the classroom	404 hours
ASSESSMENT	
Face-to-face in the classroom	316 hours
OTHER	
Work placement as per Work Placement information below	80 hours
Unsupervised, unstructured study (may include research for assessments and general reading)	200 hours
Total Volume of Learning	**960 hours**

A detailed breakdown is shown in the training and assessment schedule.

WMIT decided on the course duration and training and assessment hours considering the target group characteristics. It is considered that the duration and training and assessment hours provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time. This is because:

- there is an entry requirement, which means students will have study and work experience.
- the qualification is delivered over a duration that aligns with the AQF Volume of Learning recommendations and students will be able to develop the skills and knowledge they need.
- students will complete a work placement which will mean they will be exposed to a workplace which will be an accelerated way of learning skills and knowledge.
- industry is supportive of the duration for new entrants.
- the training and assessment schedule along with associated session plans demonstrate that there is enough time to cover all training and assessment requirements and ensure there is sufficient time for instruction, practice, feedback and assessment.
- the language proficiency required for entry into the course indicates that students possess a strong grasp of reading, writing, and speaking skills prior to enrolling in the course. The mode of delivery is face-to-face and workplace-based which means students have direct access to their trainer/assessor and can undertake team and practical exercises in class. Our research shows that face-to-face and workplace-based delivery allows students to gain a high level of understanding in a shorter time.

Where learners have prior skills and knowledge, they may apply for RPL or credit transfer, which will reduce the course duration and may result in a reduction of course fees if granted.

DELIVERY ARRANGEMENTS

SUMMARY OF DELIVERY ARRANGEMENTS

Mode of study and rationale	A face-to-face and workplace-based training mode is employed for this qualification and training will take place at WMIT's training facilities and in a workplace. • A face-to-face training study mode provides a structured learning environment where students benefit from direct interaction with trainers, peers, and hands-on learning experiences. It supports engagement, immediate feedback, and collaborative learning opportunities. • Workplace-based training provides students with the opportunity to gain real-world experience by learning in an actual work environment. It also enhances employability by developing job-ready skills and integrating theoretical knowledge with industry practice.
Training techniques and activities	WMIT uses a range of training techniques and activities as outlined below: *Face-to-face training techniques and activities* The following training techniques and activities are used for face-to-face training: • Lectures and presentations by the trainer with visual aids • Interactive group discussions to deepen understanding of concepts • Role playing and simulations for developing and practising skills • Live demonstrations and guided exercises • Case studies that provide real world examples for problem-solving • Knowledge checks such as quizzes • Student presentations. *Workplace-based training techniques and activities* The following training techniques and activities are used for workplace-based training techniques and activities: • Learning under supervision in a real work environment • Observing experienced workers in action

	• One-on-one guidance from staff • Recording learning experiences • Supervisor feedback.
Training resources	WMIT uses training and assessment resources from RTO Works, specifically their Community Services Works range, and has a complete set of training materials which includes the following: • *User Guide:* This provides important information relating to the delivery of quality training and assessment. • *Learner Guide*: The Learner Guide provides training content, activities, delivery resources, and links to videos, further reading and additional material to help guide delivery. • *PowerPoint presentation*: Each Learner Guide is supported by a PowerPoint presentation. The slides highlight key learning points. • *Learner Guide Mapping*: A Learner Guide Mapping is included with each unit of competency. It shows how the content of each Guide aligns to the unit of competency. A Learner Guide Mapping is found in the 'Training' folder for each unit. • *Session plans*: Sets out how the learning will be delivered.
Rationale for using listed training techniques, activities and resources	Training techniques, activities, and resources are designed to support VET students by providing engaging, practical, and flexible learning experiences. They ensure that students develop both theoretical knowledge and hands-on skills through a combination of structured instruction, interactive activities, and real-world applications. Training activities and resources cater to different learning styles, promote active participation, critical thinking, and problem-solving, and provide opportunities for practice, feedback, and assessment to enhance competency and job readiness.

SIMULATED TRAINING ENVIRONMENT

Students will develop skills and knowledge during their work placement. However, a simulated training environment is also provided so that students can practise their skills in a structured setting and prior to their work placement.

The simulated training environment is created in several ways as follows:

- Access to relevant resources and equipment

Students will be able to access all the required resources and equipment, and which are listed in the CHC43121 Equipment Checklist.

- Participation in simulated workplace activities

Further, during their training students will participate in simulated workplace activities that allow them to develop their skills and knowledge and as documented in each learner guide.

- Use of scenarios

Additionally, scenarios that are included in the training materials help students to develop their skills and knowledge. Scenarios are very useful in creating industry realistic training because they provide students with the opportunity to practice problem-solving skills and decision-making in a simulated, but realistic, environment. Scenarios are designed to mimic real-life situations that students are likely to encounter in the workplace, which helps to bridge the gap between theory and practice.

By using scenarios, students experience the consequences of their decisions in a safe and controlled environment, which allows them to learn from mistakes without risking real-world consequences. Scenarios are also used to introduce learners to complex, multi-faceted problems that they might encounter in the workplace and help them to develop the critical thinking skills required to solve those problems.

During all sessions, sufficient time is allocated for students to perform the required tasks, practice their skills, and reinforce their knowledge.

WORK PLACEMENT

Students will be required to complete a work placement of 80 hours. The qualification itself does not require a work placement as 120 hours of work is built into the entry qualification (CHC33021 Certificate III in Individual Support). However, without a work placement students would not be able to meet the requirements of the unit *CHCDIS018 Facilitate ongoing skills development using a person-centred approach* which requires candidates to implement and monitor ongoing skills development, using a person-centred approach, for at least three people with disability, two in simulation and one in the workplace.

The work placement block of 80 hours is completed at the end of the course in Term 4.

Trainer/assessors visit students during the work placement block. The purpose of the visit will be to meet with students to discuss any issues concerning the placement or questions the student has, as well as to conduct observations for assessment purposes.

WMIT will assist all students to obtain work placements. However, students may also find their own work placement. Work placement agreements will be signed with participating organisations. As the participating organisations are approved as community services providers by the relevant approving body (e.g., the NDIS Quality and Safeguards Commission), they will have all the necessary resources and equipment in place.

Workplace supervisors are required to endorse each student's logbook to confirm they have completed the required hours. Workplace supervisors will be suitably qualified being qualified professionals in their role.

Students must undergo suitable checks (for example, an NDIS Worker Screening Check and/or a National Police Check) prior to placement which will be at the student's own cost. Immunisations may also be required – this will be advised by the student's workplace.

FACILITIES, EQUIPMENT AND RESOURCES

The following facilities, equipment and resources will be used to deliver and assess this qualification:

- Training rooms, including desks, chairs, whiteboard, and overhead projector.
- Computers with Microsoft Office and access to the Internet.
- Learning and assessment materials as outlined in this TAS.
- Resources as indicated in the CHC43121 Equipment Checklist.

In addition, all students who are undertaking this qualification must have the following resources while in class.

- A laptop or computer that is installed with Microsoft Office or similar.

ASSESSMENT

ASSESSMENT MATERIALS

Assessment resources comprise of:

- *User Guide:* This provides important information relating to the delivery of quality training and assessment.
- *Assessor Marking Guide*: The Assessor Marking Guide includes assessment tasks, checklists and marking guidance. It also provides unit-specific advice on delivering assessment.
- *Student Assessment Tasks*: The Student Assessment Tasks include the tasks as well as guidance about how to complete each assessment. Submission information and relevant forms are also included. The Student Assessment Tasks can be found in the 'Assessment' folder for each unit.
- *Assessment Mapping*: The Assessment Mapping is included as a separate document to show how each assessment task maps to the unit of competency. There is an Assessment Mapping in the 'Mapping' folder for each unit of competency.
- *Supporting resources*: Supporting resources include forms, templates and checklists that should be used when preparing for and marking assessment tasks. There are relevant supporting resources in the 'Assessor Resources' folder for each unit of competency and a list of the supporting resources relevant to each assessment task in the *Assessor Marking Guide*.

ASSESSMENT ARRANGEMENTS

Assessment will occur through a variety of methods including knowledge questions, projects, observations, and a portfolio of evidence. Each assessment task is included in the training and assessment schedule, showing the weeks during which it is to be completed. Regarding where students complete their assessments, the following applies:

- Knowledge questions are completed in class.
- Projects and observations are completed in class.
- Portfolio evidence is gathered in class through simulation, except for CHCDIS018, where evidence for one person is gathered in the workplace during the Term 4 work placement block.

Assessment tasks:

- reflect real life work tasks
- are required to be performed within industry standard timeframes as specified by assessors in relation to each task
- are assessed using assessment criteria that relate to the quality of work expected by the industry
- are performed to industry safety requirements as relevant
- utilise authentic workplace documentation
- require students to work with others as part of a team
- require students to plan and prioritise competing work tasks

- involve the use of standard workplace equipment
- ensure that students are required to consider workplace constraints such as time and budgets.

PRINCIPLES OF ASSESSMENT AND RULES OF EVIDENCE

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The Principles of Assessment are:

- Fairness
- Flexibility
- Validity
- Reliability.

The Rules of Evidence are:

- Validity
- Sufficiency
- Authenticity
- Currency.

To ensure these principles and rules are followed, WMIT:

- Requires students to submit assessment tasks with a signed Assessment Task Cover Sheet stating that the work is their own, thus ensuring Authenticity.
- Uses assessment tools that ensure that all unit of competency requirements are met and using various forms of evidence to inform assessment decisions, ensuring Validity and Sufficiency.
- Relies on evidence collected during the course to ensure currency.
- Ensures reliability by having clearly defined benchmarks and conducting regular validation of assessment evidence and systems.
- Ensures flexibility by utilising a range of assessment methods and being able to make reasonable adjustments if required.
- Ensures fairness through providing clear instructions to students in the Student Assessment Tasks booklet and making reasonable adjustments as required. Students are required to sign a Student Agreement regarding the assessment tasks for each assessment. Students may also appeal an assessment decision by following the process for complaint and appeals.

LEARNING ENVIRONMENT

Our learning environment fosters a safe, inclusive, and culturally respectful space for all students by promoting equity, diversity, and accessibility as outlined in our Training and Assessment Policy and Associated Procedures.

SUPPORT ARRANGEMENTS

WMIT provides learning and welfare support to ensure a supported and successful learning environment for all students.

Support arrangements are detailed in the Student Support Policy and Associated Procedures and details of all student support services are included in the Student Handbook and provided to students at orientation. Students' course progress is monitored throughout the course as per our Course Progress and Attendance Policy and Associated Procedures.

We also ensure that there are sufficient support staff as outlined in our Staffing Policy and Associated Procedures.

TRAINERS AND ASSESSORS

All trainers and assessors must satisfy the trainer and assessor competencies requirements as set out in the Outcome Standards for RTOs and the Credential Policy.

STAFF NAME	QUALIFICATIONS	TRAINER (T) OR ASSESSOR (A)	UNITS BEING DELIVERED (ALL OR LIST SPECIFIC)
See trainer / assessor file	See trainer / assessor file	T / A	All

VALIDATION

WMIT has a plan for, and implements, systematic validation of assessment practices and judgments. The Validation Plan ensures that each training product on WMIT's scope of registration is validated at least once every five years and as informed by risks to training outcomes, any changes to the training product, and feedback from stakeholders, including students, trainers and assessors, and industry.

The Validation Plan includes:

- when assessment validation will occur
- which training products will be the focus of the validation
- who will lead and participate in the validation activities.

Validation is conducted on a regular basis for each training product in line with the requirements of Standard 1.5 of the Outcome Standards for RTOs. Collectively, those involved in validation must have:

- industry competencies, skills and knowledge relevant to the training product
- a practical understanding of current knowledge industry practices relevant to the training product
- one of the credentials for validation specified in the Credential Policy.

CONDUCTING VALIDATION

For each validation session, there will be a leader who will be assigned to lead the process.

In conducting validation, WMIT will use a risk-based approach to determine a suitable sample size of assessments and will randomly select the student assessments to be validated in line with ASQA's guidance on assessment validation.

Validation is conducted using a Validation Tool that guides the validation team through the process and records outcomes.

RECORD KEEPING AND IMPROVEMENTS

Validation outcomes are documented, and results of validation acted upon to bring about improvements to training and assessment systems and practices.

Validation plans and outcomes are recorded in the Validation Plan and Validation Tool.

Refer to Training and Assessment Policy & Associated Procedures for more detail on validation arrangements.

ACADEMIC INTEGRITY

WMIT requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism, and collusion. WMIT will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism, and collusion and what will be the outcome if they undertake such practice. WMIT has the following definitions for cheating, plagiarism, and collusion.

Cheating: this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others. Usage of AI/LLM created work is not acceptable in any submission made as part of an official assessment at WMIT. The use of such tools as aids for the purpose of brainstorming and idea generation are acceptable, but any use of them to generate answers to assessment questions directly is not allowed.

Plagiarism: plagiarism is the submission of somebody else's work as if it were the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other peoples' work in submissions e.g., passages from books or websites, then reference should be made to the source.

Collusion: this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism, or collusion has occurred, this will result in the student's assessment submission being invalidated and students will be investigated for academic misconduct.

RE-ASSESSMENT

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of three (3) attempts to complete each task and achieve a 'Satisfactory' outcome (noting that the third attempt is chargeable as per the fees and refunds policy). The student will be advised of the timeframe for resubmission and advised what they must include in their re-submission.

If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enrol in the unit.

ASSESSMENT APPEALS

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook.

Appeals will be dealt with following the Complaints and Appeals Procedure.

SUPPORTING DOCUMENTS

DOCUMENT NAME	USED FOR
Training resources: • User Guide • Timetable • Learner Guide • PowerPoint • Session Plan	Training
Assessment resources: • User Guide • Assessor Marking Guide • Student Assessment Tasks • Assessment Mapping • Supporting resources	Assessment
Industry Consultation Register	Industry consultation and trainer currency
Trainer and assessor files	Trainers and assessors
CHC43121 Equipment Checklist	Training and assessment
Work Placement Agreement	Work placement
Workplace hours log (logbook)	Work placement
Validation Plan and Validation Tool	Validation

TRAINING AND ASSESSMENT SCHEDULE

TERM 1

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
Week 1	HLTWHS003 Maintain work health and safety	Topic 1: WHS regulation, hazard identification and risk control		20		5
Week 2		Topic 2: WHS communication and consultation		20		5
Week 3			Assessment Task 1: Knowledge questions Assessment Task 2: Portfolio		20	5
Week 4	CHCLEG003 Manage legal and ethical compliance	Topic 1: Research information required for legal compliance Topic 2: Determine ethical responsibilities		20		5

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
Week 5		Topic 3: Develop and communicate policies and procedures Topic 4: Monitor and maintain knowledge of compliance requirements		20		5
Week 6			Assessment Task 1: Portfolio		20	5
Week 7			Assessment Task 1: Portfolio (continued)		20	5
Week 8	CHCCOM002 Use communication to build relationships	Topic 1: Communication in the workplace Topic 2: Communication needs		20		5
Week 9		Topic 3: Facilitating meetings	Assessment Task 1: Knowledge questions Assessment Task 2: Project Portfolio	4	16	5
Week 10			Assessment Task 2: Project Portfolio (continued)		20	5

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT	
Week 11	Term Break
Week 12	Term Break
Week 13	Term Break
Week 14	Term Break

TERM 2

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
Week 15	BSBLDR411 Demonstrate leadership in the workplace	Topic 1: Prepare to demonstrate leadership Topic 2: Align behaviour with organisation values		20		5
Week 16		Topic 3: Model leadership behaviour		20		5
Week 17			Assessment Task 1: Knowledge questions Assessment Task 2: Project Portfolio		20	5
Week 18	BSBLDR413 Lead effective workplace relationships	Topic 1: Prepare to lead workplace relationships Topic 2: Lead workplace relationships		20		5
Week 19		Topic 3: Review leadership		20		5
Week 20			Assessment Task 1: Project		20	5
Week 21	CHCCCS044 Follow established person-	Topic 1: Applying a person-centred approach to behaviour support		20		5

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
	centred behaviour supports	Topic 2: Reviewing the context of behaviours of concern				
Week 22		Topic 3: Providing positive behaviour support Topic 4: Completing documentation		20		5
Week 23			Assessment Task 1: Knowledge questions Assessment Task 2: Portfolio		20	5
Week 24			Assessment Task 2: Portfolio (continued)		20	5

QUALIFICATION: CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT	
Week 25	Term Break
Week 26	Term Break
Week 27	Term Break
Week 28	Term Break

TERM 3

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
Week 29	CHCDIS017 Facilitate community participation and social inclusion	Topic 1: Identifying and engaging in social networks		20		5
Week 30		Topic 2: Implementing a community support plan		20		5
Week 31			Assessment Task 1: Knowledge questions Assessment Task 2: Project Portfolio		20	5
Week 32			Assessment Task 2: Project Portfolio (continued)		20	5
Week 33			Assessment Task 2: Project Portfolio (continued)		20	5
Week 34	CHCDIS019 Provide person-centred services to people with disability with complex needs	Topic 1: Disability and complex needs		20		5
Week 35		Topic 2: Planning and coordination		20		5

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
Week 36		Topic 3: Implementing and updating individualised plans		20		5
Week 37			Assessment Task 1: Knowledge questions Assessment Task 2: Portfolio		20	5
Week 38			Assessment Task 2: Portfolio (continued)		20	5

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT	
Week 39	Term Break
Week 40	Term Break
Week 41	Term Break
Week 42	Term Break

TERM 4

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
Week 43	CHCMHS001 Work with people with mental health issues	Topic 1: The context of mental health		20		5
Week 44		Topic 2: Working with people with mental health issues		20		5
Week 45			Assessment Task 1: Knowledge questions Assessment Task 2: Portfolio		20	5
Week 46	CHCDIS018 Facilitate ongoing skills development using a person-centred approach	Topic 1: Identify and plan skill development needs		20		5
Week 47		Topic 2: Implement and evaluate skills development		20		5
Week 48			Assessment Task 1: Knowledge questions		20	5

CHC43121 CERTIFICATE IV IN DISABILITY SUPPORT				VOLUME OF LEARNING		
WEEK	UNIT	TRAINING SCHEDULE	ASSESSMENT SCHEDULE	TRAINING HOURS	ASSESSMENT HOURS	UNSUPERVISED STUDY
			Assessment Task 2: Portfolio (2 x simulation completed)			
Week 49	Work placement (20 hours)					5
Week 50	Work placement (20 hours)					5
Week 51	Work placement (20 hours)					5
Week 52	Work placement (20 hours)					5