



**CHC52015 Diploma of Community
Services (Release 3)
Course Information**



Contents

1.2 Qualification Details.....	2
1.3 Units of Competency	3
1.4 Target Group	5
1.7 Training Product Outcomes.....	5
2. Entry Requirements and Support Arrangements	6
2.1 Entry Requirements.....	6
3. Delivery Plan.....	9
3.1 Delivery Arrangement.....	9
4.4 Assessment Types and Methods	9

1.2 Qualification Details

Qualification Code	CHC52015
Qualification Name	Diploma of Community Services (Release 3)
Training Package Details	CHC Community Services Package Release 6.2
Packaging Rules	<p>To be awarded this qualification, competency must be demonstrated in</p> <p>Total number of units = 16</p> <ul style="list-style-type: none"> ▪ 8 core units ▪ 8 elective units, consisting of: <ul style="list-style-type: none"> ▪ at least 6 units from the electives listed below ▪ up to 2 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome <p>Any combination of electives that meets the rules above can be selected for the award of the <i>Diploma of Community Services</i>. Where appropriate, electives may be packaged to provide a qualification with a specialisation.</p> <p>https://training.gov.au/Training/Details/CHC52015</p> <p>Packaging for each specialisation:</p> <ul style="list-style-type: none"> ▪ at least 4 Group A electives must be selected for award of the <i>Diploma of Community Services (Case Management)</i> ▪ at least 3 Group B electives must be selected for award of the <i>Diploma of Community Services (Social Housing)</i> ▪ all Group C electives must be selected for award of the <i>Diploma of Community Services (Statutory & forensic child, youth & family welfare)</i>



All electives chosen must contribute to a valid, industry-supported vocational outcome.

AQF Level

Australian Qualification Framework Level 5

Qualification Overview
Source: TGA

This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups and communities.

At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management; program coordination or the development of new business opportunities.

Note that the *Statutory & forensic child, youth & family welfare* specialisation must be achieved in order to meet the minimum education requirements for child protection and youth justice practice in Victoria. In addition, to meet the minimum education requirements for entry into child protection practice in Victoria, diploma qualifications must be approved by the Australian Community Workers Association (ACWA)

To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency.

1.3 Units of Competency

Consistent with the packaging rules, the units listed below will be delivered for this training product. The unit code and title are provided, and units are grouped into Core and Elective units. Pre-requisites are listed where relevant.

**CORE UNITS**

Unit Code	Unit Title	Pre-Requisite
CHCLEG003	Manage legal and ethical compliance	Nil
CHCCCS007	Develop and implement service programs	Nil
CHCCOM003	Develop workplace communication strategies	Nil
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	Nil
CHCDIV003	Manage and promote diversity	Nil
CHCMGT005	Facilitate workplace debriefing and support processes	Nil
CHCPRP003	Reflect on and improve own professional practice	Nil
HLTWHS004	Manage work health and safety	Nil

ELECTIVES

Unit Code	Unit Title	Pre-Requisite
CHCCCS003	Increase the safety of individuals at risk of suicide	Nil
CHCCCS004	Assess coexisting needs	Nil
CHCCDE011	Implement community development strategies	Nil
CHCCSL001	Establish and confirm the counselling relationship	Nil
CHCCSM004	Coordinate complex case requirements	Nil
CHCCSM005	Develop, facilitate and review all aspects of case management	Nil
CHCDEV001	Confirm client developmental status	Nil
CHCFAM003	Support people to improve relationships	Nil

1.4 Target Group

Target groups for the CHC52015 Diploma of Community Services are international students who are:

- Seeking to pursue a career in community services.
- Seeking to enter a new industry sector.
- Seeking a pathway to higher-level qualifications

Characteristics of the target group are as follows:

International students from various countries who are seeking to develop their skills and knowledge in community services to further their career prospects or study pathways.

Students may have had work and study experience if they have already completed a relevant qualification such as the CHC43015 Certificate IV in Ageing Support or CHC43115 Certificate IV in Disability. 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.

Most students will be aged between 18 – 35.

Students may be onshore students currently based in Australia or offshore students applying from overseas. Most students speak English as a second language and must satisfy English language proficiency in order to successfully enrol into the course.

Cohort characteristics for this training and assessment strategy:

International students must:

- Be at least 18 years of age and have completed the equivalent of Year 12.
- Participate in a course entry interview to determine suitability for the course and student needs.
- Have an IELTS* score of 5.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following:
 - Educated for 5 years in an English-speaking country; or
 - Completed at least 6 months of a Certificate IV level course in an Australian RTO; or
 - Successful completion of an English Placement Test

*Note that other English language tests such as PTE and TOEFL can be accepted.

Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 5.5

1.7 Training Product Outcomes

Employment Outcomes

Employment may include, but not limited to, Community Care Manager, Coordinator of Volunteer Work, Team Leader, Care Team Leader, Family Services Coordinator, Support Facilitator



(Community Services), Community Housing Resources Worker, Community Development Worker for Social Housing, Community Recreation Coordinator, Housing Manager, Housing Assistant, Assistant Community Worker, Community Worker, Aboriginal Housing Worker, Community Services Coordinator, Case Coordinator (Disability), Youth Housing Support Worker, Family Support Worker, Community Access Coordinator, Pastoral Care Counsellor, Aboriginal Neighbourhood House Coordinator, Case Coordinator (Community Services), Welfare Support Worker, Senior Youth Worker, Disability Team Leader, Support Facilitator (Disability), Community Housing Worker, Community Work Coordinator, Early Intervention Worker, Community Program Coordinator, Pastoral Care Worker, Assistant Community Services Worker

Further Study Pathway

Potential employment options are in a range of community services management roles.

Students who complete this course may wish to continue their education into Advanced Diploma or Bachelors or a range of other community services qualifications.

Entry and Exit into Training Product

Participants will be offered the opportunity for recognition of prior learning during the enrolment process. If a student does not complete the full qualification but has successfully achieved a number of units, a Statement of Attainment will be issued upon request by the student, indicating that they do not plan to complete the full qualification.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

2. Entry Requirements and Support Arrangements

2.1 Entry Requirements

Below table includes the entry requirements for Diploma of Community Services.

Students entering this course at Melbourne Institute of Training and Education must meet the following entry requirements:

English Language Requirement	Have an IELTS* score of 5.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following: <ul style="list-style-type: none">○ Educated for 5 years in an English-speaking country; or○ Completed at least 6 months of a Certificate IV level course in an Australian RTO; or
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	<ul style="list-style-type: none"> ○ Successful completion of an English Placement Test <p>*Note that other English language tests such as PTE and TOEFL can be accepted. Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 5.5.</p>
Other Requirement	<p>Students may have had work and study experience if they have already completed a relevant qualification such as Certificate IV in Ageing Support or Disability. 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.</p> <p>Students will be required to make a declaration that there is no reason to their knowledge that they would not be able to obtain an Australian National Police Clearance without disclosure</p> <p>Ability to complete a first aid course (HLTAID011 Provide first Aid)</p>
Age Requirement	<p>Students must be a minimum age of 18 years or above at the time of course commencement.</p>
Pre-Training Review	<p>All learners will undertake an initial skills assessment to determine suitability for the course and student needs. The review aims to identify their training needs through questions on previous education or training, the relevance of the course and relevant experience. Determination of course suitability and additional support (if any) will be made by a qualified assessor.</p>
Language Literacy and Numeracy (LLN)	<p>All students will be required to complete an LLN assessment prior to the commencement of the course. Melbourne Institute of Training and Education uses LLN robot platform for the assessment. All reports, training supplements and recommendations are generated by the LLN Robot system after comparing the learner's ACSF spiky profile to the profile of this course.</p>
Hardware/Software requirements	<p>For students to work on assessments, tasks and self-study all learners are expected to have access to a laptop or computer with windows operating system and office application like Microsoft word at their own cost.</p>





3. Delivery Plan

3.1 Delivery Arrangement

Mode of Delivery	Face-to-Face and Work Placement
Delivery Location	Unit 211; 111 Overton Road Williams Landing VIC 3027
Program Duration	<p>This qualification is expected to be completed in 2 years. This will include 80 weeks of training and assessment spread over eight (8) study periods of 10 weeks each and a total 24 weeks of study break periods interspersed between study periods.</p> <p>This qualification requires that a work placement of 100 hours is completed.</p>

A training plan will be supplied to each student prior to course commencement. Students will also be provided with an orientation to the course to outline the training and assessment processes, support services and other relevant information. This forms part of the general orientation that Melbourne Institute of Training and Education provides to students.

All students will be provided with a range of learning support options and resources to help them achieve competency.

Melbourne Institute of Training and Education uses a range of techniques during face-to-face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.

Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with community services (or related) role in the workplace.

4.4 Assessment Types and Methods

A range of assessment methods employed by Melbourne Institute of Training and Education ensures that assessments are fair, valid, reliable and reasonable while ensuring that Melbourne Institute of Training and Education meets the requirements of the relevant Training Package and the rules of evidence. Assessments for this course have been designed for classroom-based face-to-face delivery and assessment.

Based on the assessment methods for each unit of competency, assessment styles incorporated by Melbourne Institute of Training and Education include a range of assessment tasks such as knowledge questions; research tasks; assessor observations; projects, which may include case studies, round tables and project portfolios; role-plays; undertaken at prescribed assessment schedules. Tasks will require in-class work to evidence aspects of skills and knowledge as well as ensure a consistent approach to the unit of competency through continuous engagement and feedback.



- Knowledge questions are designed to help the student demonstrate the knowledge which they have acquired during the unit
- Research tasks are used in two ways. The first is to assess the student's ability to conduct and analyse research/gather information and is in response to performance criteria or performance evidence. The second is to assess the student's knowledge and is generally in response to knowledge evidence.
- Assessor observations are used where the unit of competency requires that the student must be observed demonstrating the skills and knowledge that they have acquired during their course. These observations will be in person.
- Projects are provided to help students demonstrate the knowledge and skills that they have developed during their course. Supporting templates and resources, including project portfolios, are provided to the student and marking guidance is provided to the assessor.
- Round table discussions will be used for students to discuss their own real experiences and apply them in the context of the case study. Even though students may be participating in a project based on a case study, they have a wealth of knowledge, experience and skills that they have each gathered over the course of their lives that can be reflected on and applied in discussion with their peers and fellow students. These can then be discussed and applied to the project they are working on, making it more industry realistic.

Assessments are developed based on principles of assessment and rules of evidence and address all of the unit's performance criteria, performance and knowledge evidence. Assessment mapping table is provided in a separate document to the trainers/assessors.