



Training and Assessment Strategy for CHC51015 Diploma in Counselling

January 2025

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INTRODUCTION

This qualification, [CHC51015 Diploma of Counselling](#), reflects the role of individuals employed as counsellors, who work with clients on personal and psychological issues using established counselling modalities. They use communication, micro-counselling and interviewing skills and draw on varied counselling therapies to assist clients. At this level, the counsellor will be working in defined and supported counselling roles in established agencies rather than in independent practice.

This Training and Assessment Strategy (TAS) is for domestic students who want to enter the profession, increase or formalise their qualifications and is supported by the organisation's policies, procedures, forms and templates.

The organisation does not offer student loans for this training product but there may be access to funded places under South Australian Skills Funding to students who qualify.

Students that enrol in this training product that are not eligible for funding as described above do so on a fee for service basis noting that from time to time the organisation may offer a scholarship program.

We adopt the following definition to guide our training and assessment strategy and practices.

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable students to meet the requirements of the training package or accredited course.

Source - Glossary, Standards for Registered Training Organisation (RTOs) 2015, 20 October 2014



This Training and Assessment Strategy is to be made available to Trainers and Assessors, Industry and Students.

TRAINING PRODUCT DESCRIPTION

Training Product	Title: CHC51015 Diploma of Counselling
Training Package	CHC - Community Services
Packaging Rules	<p>Based on information available from www.training.gov.au the following packaging rules apply for completion of this training product:</p> <p>Total number of units = 17</p> <p>13 core units plus</p> <p>4 elective units, of which:</p> <p>up to 4 units may come from the electives listed for the Diploma or from any endorsed Training Package or accredited course</p> <p>Elective units have been chosen as:</p> <ul style="list-style-type: none">• being relevant to the work environment and the qualification• maintaining the integrity of the AQF alignment and• contributing to a valid, industry-supported vocational outcome.

UNITS

Units of Competency	Consistent with the packaging rules, the units listed below will be delivered for this training product.
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	<p>The unit code and title are provided, and units are grouped into Core and Elective units. Pre-requisites are listed where relevant.</p> <p>Core units:</p> <ol style="list-style-type: none"> 1. CHCPRP003 - Reflect on and improve own professional practice 2. CHCLEG001 - Work legally and ethically 3. CHCCCS019 - Recognise and respond to crisis situations 4. CHCDIV001 - Work with diverse people 5. CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety 6. CHCCSL001 - Establish and confirm the counselling relationship 7. CHCCSL002 - Apply specialist interpersonal and counselling interview skills 8. CHCCSL003 - Facilitate the counselling relationship and process 9. CHCCSM005 - Develop facilitate and review all aspects of case management 10. CHCCSL004 - Research and apply personality and development theories 11. CHCCSL005 - Apply learning theories in counselling 12. CHCCSL006 - Select and use counselling therapies 13. CHCCSL007 - Support counselling clients in decision-making processes <p>Elective Units Selected for this Training product</p> <ol style="list-style-type: none"> 1. CHCCCS014 - Provide brief interventions 2. CHCFAM002 - Working with a child focused approach 3. CHCFAM003 - Support people to improve relationships 4. CHCMHS004 - Work collaboratively with the care network and other services
<p>Work Placement Requirements</p>	<p>While there are no training package work placement requirements at the level of the qualification the unit CHCMHS004 - Work collaboratively with the care network and other services, requires the learner to demonstrate competencies as a part of 80 hours work in industry.</p> <p>All training and assessment covered in this strategy will occur at the Bower Place workplace unless otherwise notified to students and trainer/assessors by the CEO or their nominee.</p>

<p>Industry Engagement</p>	<p>We value the involvement of industry in the design, delivery and assessment, and evaluation of all our training products. Ongoing consultations with stakeholders support continuous improvement of all aspects of the organisation.</p> <p>As part of ongoing improvement activities and industry consultations, the delivery and assessment team consult with industry to ensure that resources/equipment and facilities utilised for programs meet current industry standards:</p> <ul style="list-style-type: none"> • Consultation for this training and assessment strategy has occurred through formal meetings and email exchanges between the organisation and/or it's representatives and the named industry representatives. • Evidence of industry consultations and resulting actions is collected through industry surveys and interactions and is analysed and acted upon. The analysis and actions are recorded in the RTO management meeting minutes and forum where relevant. <p>Industry is also able to review and contribute to the strategy at any time using the QMS industry forum tool.</p> <p>The industry members who were involved in the design and development of this training and assessment strategy, including the training and assessment practices were:</p> <table border="1" data-bbox="432 1514 1385 1883"> <thead> <tr> <th>Name</th> <th>Position</th> <th>Organisation</th> <th>Contact Details</th> </tr> </thead> <tbody> <tr> <td>Kelly Paterson</td> <td>General Manager, Family Therapist and Educator</td> <td>Bower Place</td> <td>kelly.paterson@bowerplace.com.au Mobile 0487 313 495</td> </tr> </tbody> </table>	Name	Position	Organisation	Contact Details	Kelly Paterson	General Manager, Family Therapist and Educator	Bower Place	kelly.paterson@bowerplace.com.au Mobile 0487 313 495
Name	Position	Organisation	Contact Details						
Kelly Paterson	General Manager, Family Therapist and Educator	Bower Place	kelly.paterson@bowerplace.com.au Mobile 0487 313 495						



	Michelle Lindblom	Training and Practice Manager	Bower Place	michelle.lindblom@bowerplace.com.au Phone: 08 8221 6066
	Barbara Falla	Aboriginal Elder / Aboriginal Family Support Service		Barbara.Falla@afss.com.au (08) 8205 1500

ENTRY TO THE TRAINING PRODUCT

Entry to the training product	<p>The RTO requires students to:</p> <ul style="list-style-type: none">• be competent in written and spoken English with basic workplace numeracy and digital literacy appropriate to the training being undertaken; applicants may be required to provide evidence of competence in these areas. Details of accepted evidence can be obtained from the RTO administration area.• participate in a suitability interview prior to enrolment and be able to demonstrate an enthusiasm and ability to undertake this qualification, with the recommendation being made by the interviewer to the CEO and/or nominee who will make the final decision• be 18 years or older• be prepared to undertake the workplace training and assessment requirements for this qualification at Bower Place• undertake to provide themselves with the required student resources as listed in the resourcing section of this document
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	<ul style="list-style-type: none">• be able and prepared to sign on to the Bower Place Pty Ltd code of conduct and its workplace policies and procedures• hold, or be able to hold, a national police clearance, a DHS working with children check and those with disability clearance, and a safe environments for children certificate.• be prepared to undertake mandatory reporting training prior to commencing the course, details of which can be obtained from the RTO administration area
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TRAINING PRODUCT LOCATION/S

Training Product Location/s	This training product is undertaken at: 145 South Terrace, Adelaide SA 5000 unless otherwise indicated in the Training schedule or notified in advance to trainers/assessors and students, by the CEO or nominee
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LICENSING

Licensing	The following licensing provisions apply: <ul style="list-style-type: none">• NIL for this training product
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RTO CODE

RTO Code	0080
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TRANSITION

Transitioning Arrangements

The Compliance and Training Management team subscribes to the following sites and receives email updates to ensure the RTO is informed of any changes to the Training Product:

- [ASQA updates](#)
- [Department of Employment and Workplace Relations](#)
- [training.gov.au](#)

When there is a change to the Training Product that impacts on this TAS, the Compliance and Training Management team will notify all staff affected as soon as possible. The Compliance and Training Management team will add an agenda item to the next RTO management meeting and the outcome will be recorded in the minutes of the meeting.

When there are major changes to the Training Product, the Compliance and Training Management team will review the changes made and create a plan to transition to the requirements of the new training product and cater for completion arrangements for students where possible.

The progress of the transition will be monitored by the Compliance and Training Management team with updates being reported through the RTO management meetings.

	Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications unless otherwise indicated by the Regulator.
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STUDENTS

Students	<p>The focus of this training product is for domestic students interested in acquiring the skills basic to participation in counselling, in particular family counselling, either in order to enter the industry or to improve their existing skill level and formal qualifications.</p> <p>The target client group for this qualification includes:</p> <ul style="list-style-type: none">• People who have been/are in the Mental Health and Counselling workforce and are looking formalise or upgrade their qualifications to a Diploma level• Those working in allied fields and looking to extend their competencies
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LEARNING SUPPORT

Learning Support	<p>In addition to the normal training and assessment product support, the RTO will, when required, facilitate access to a range of additional support services for individuals participating in its programs. Some of these services are undertaken in-house whilst other more specialist services are outsourced on a commercial basis.</p> <p>Additional support services areas include:</p> <ul style="list-style-type: none">• student support (provided in-house) through specific administration and trainer support access• language, literacy and numeracy support (provided in-house)
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	<ul style="list-style-type: none"> • ICT and digital literacy support (provided in-house) • disability access support (provided in-house and/or outsourced referral) • legal and financial management support (not advice) whilst studying (provided in-house and/or by outsourced referral) • cultural support for students where cultural differences in their background may affect their educational participation and attainment including but not limited to: <ul style="list-style-type: none"> ○ students who are migrants and refugees ○ students who identify as Aboriginal or Torres Strait Islander ○ students with limited positive educational experience ○ students who identify with LGBTIQ¹ communities <p style="text-align: center;">(provided in-house and/or through outsourced referral)</p> <p>Students requiring access to additional support should make an appointment to meet with the Student Support Services who will assess the type and level of support needed and refer the student as appropriate.</p>
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TRAINING PRODUCT OUTCOMES

<p>Training Product</p> <p>Outcomes</p>	<p>Employment Pathways</p> <p>There are a number of employment pathways for graduates of this training product. These pathways may include but are not limited to:</p> <ul style="list-style-type: none"> • Counsellor in defined and supported roles as opposed to independently • Alcohol and other drug counsellors/support workers • Case Managers • Psychosocial Recovery Coach • Mental Health Support Workers • Crisis Centres
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¹ <https://www.qhrc.qld.gov.au/your-rights/for-lgbtqi-people/lgbtqi-terminology>

- Youth Work
- Schools
- Corrections

Further Study Pathways

Further study pathways that students may progress to include:

- Advanced Diploma of Community Sector Management
- Graduate Certificate in Client Assessment and Case Management
- Graduate Diploma of Relationship Counselling
- Graduate Diploma of Family Dispute Resolution

Or into Higher Education including:

- Bachelor of Social Work
- Bachelor of Behavioural Studies
- Bachelor of Human Services
- Bachelor of Psychological Science
- Bachelor of Psychology
- Bachelor Health Sciences (Psychology)
- Bachelor of Arts (Psychological Science Pathway)

Entry and Exit into Training Product

Students will be offered the opportunity for Credit Transfer (CT) and Recognition of Prior Learning (RPL) prior to and/or during the enrolment process.

Students who complete all requirements of the qualification will be issued with a testamur for the qualification together with a transcript of units.

If a student does not complete the full qualification, but has successfully achieved a number of units, a Statement of Attainment will be issued following advice that the student does not plan to complete the full qualification and/or a request from the student for a Statement of Attainment.

Additional accredited outcomes

	There are no additional accredited outcomes.
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RECOGNITION

Recognition	<p>Students are able to have their competency from prior learning and/or work experience recognised in this qualification through the following arrangements:</p> <ul style="list-style-type: none">• Students who have commenced a superseded qualification but have not completed will be given Credit Transfer for those units which are equivalent, to transition into the new qualification.• Students can also apply for Recognition of Prior Learning (RPL) by providing the organisation with the relevant evidence requirements using the formal RPL application process. <p>The Process</p> <p>Following an application for recognition, the process will be undertaken using the same assessment tools as used for each of the units that make up this training product.</p> <ul style="list-style-type: none">• A competency interview will use the test assessment questions as the basis for the initial competency interview. Responses to the questions will be recorded and checked against the model answers.<ul style="list-style-type: none">○ A record of the outcome and the assessor's reasoning for the decision are to be recorded on a file note that is to be placed on the student file.• Workplace project examples will be requested that align to the assessment projects. The project examples will be collected and considered against the unit mapping requirements.<ul style="list-style-type: none">○ A record of the outcome and the assessor's reasoning for the decision are to be recorded on a file note that is to be placed on the student file.
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	<ul style="list-style-type: none"> • Workplace observations will be used to observe performance and to confirm competence. The observation documents will be collected and considered against the unit mapping requirements. <ul style="list-style-type: none"> ○ A record of the assessment outcome and the assessor’s reasoning for the decision are to be recorded on a file note that is to be placed on the student file.
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AQF VOLUME OF LEARNING

AQF Volume of learning	The volume of learning of a Diploma is typically 1 - 2 years (Note these indicators are considered to be a starting point and many factors can affect the amount of training required).
	Reference: https://www.asqa.gov.au/standards/chapter-4/clauses-1.1-1.4-and-2.2#what-clauses-1-1-to-1-4-and-2-2-mean-for-your-rto

DURATION AND AMOUNT OF TRAINING

Duration and Amount of Training	Duration of Training The duration of this training product is 52 weeks which is inclusive of: <ul style="list-style-type: none"> • Orientation • Study Blocks comprising:
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- Face to Face Training including refresher and assessment preparation time
- Self-directed study including refresher and assessment preparation time
- Assessment time including timetabled work placement

- Holiday Periods
- Graduation

Amount of Training

Training is provided in blocks as detailed in the timetable and sequencing plan and has been determined in consultation with industry for this TAS with a summary shown below.

Activity	Amount in Weeks
Orientation	1
Training	26
Assessment inclusive of timetabled work placement	15
Holidays	9
Graduation	1

Unless otherwise noted each study block delivers a five day a week program with a minimum of 20 contact hours per week including supported study time where trainer/assessors are available to work with individuals or small groups. Each study block includes a week of dedicated assessment time.

It is expected that learners will engage in additional regular self-directed study as part of the training program. The extent to which the individual chooses to engage in self-directed study is dependent on individual need and motivation and may impact the duration of training.

See timetable and the sequencing plan that form part of this training and assessment strategy for a detailed outline of the training to be provided.

Notes

- Unless otherwise stated delivery occurs within a classroom environment in accordance with the sequencing plan - it should be noted that a virtual classroom may be employed in order to maintain social distancing and comply with maximum numbers allowed in particular training spaces at different times - see Covid-19 response below
- Students who wish to complete the qualification within the 52-week timeframe will be required to study at least 20 hours per week plus assessment time.
- Students with existing skills and knowledge may complete the qualification within a shorter timeframe based on their enrolment application and their ability to achieve completion of all requirements in a shorter period that may be dependent upon any Credit Transfer (CT) or Recognition of Prior Learning (RPL) arrangements

Covid19 Note

For the purposes of meeting the Australian government, state, and territory health requirements the organisation will follow all requirements in relation to social distancing, hygiene and health and well-being. As a result, the maximum number of students in a physical learning environment may vary based upon the requirements at the time. The organisation will monitor changes to the public health requirements and respond as required.

Trainers and assessors will be provided with professional development in using the virtual classroom software and online techniques prior to using.

TRAINING DELIVERY

Training delivery	<p>For details on training activity, refer to the Training and Assessment Sequencing Plan.</p> <p>The maximum number of students per class is 20.</p> <p>Training delivery and mode include:</p> <p>Delivery Mode</p> <ul style="list-style-type: none"> • Classroom based face-to-face including the use of virtual classrooms • Self-directed as per timetable <p>Delivery Methods.</p> <ul style="list-style-type: none"> • Lecture presentations and demonstrations • Individual and group activities • Self-directed print-based and digital learning material • Work experiences and placements as required by the units and/or training package
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Information about the required resources is contained in the Training and Assessment Sequencing and Resourcing Plan, Training and Assessment Instructions and Requirements and the Resource and Equipment Checklist area of this TAS.

ASSESSMENT

Assessment	<p>The RTO has a Quality Management System_(QMS) which aims to ensure that assessment of our students meets the requirements of the nationally endorsed training packages and accredited courses conducted and produces graduates with the relevant skills and knowledge for the workplace.</p> <p>All assessments for this training program must comply with the assessment requirements of the CHC51015 - Diploma of Counselling and be in accordance with the Principles of Assessment and the Rules of Evidence.</p>
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For details on training and assessment activities, refer to the Training and Assessment Sequencing and Resourcing Plan, Training and Assessment Instructions and Requirements, and the Resource and Equipment Checklist sections of this TAS.

Assessment Methods

Unless otherwise stated assessment is undertaken by using a mix of the following methods as detailed in the individual assessment:

- **Testing** (may also be referred to as a quiz or questions)
- **Projects** (may also be referred to as an assignment or practical task)
- **Observations** (classroom and/or workplace and/or simulated workplace)

The assessment format for a unit, including the mix of testing, project and observation components, will be provided to the student by the trainer on commencement of the training delivery.

The student is required to achieve a satisfactory result in each component of the overall assessment in order to demonstrate competency.

Achieving a satisfactory result requires that the student:

- In a **test** - have responses that match 100% of the model responses.
- In a **project** - correctly cover 100% of the project work requirements.
- In an **observation** - performances must match 100% of the performance descriptors/requirements.

Please note that student responses and performance do not have to be verbatim (unless specifically stated) but must be synonymous with the requirements for the assessment activity as per the model answers and marking rubrics included in assessment tools.

To be found competent a student **must satisfactorily complete all assessment activities** for each unit of competence. A mapping matrix has been prepared showing how the assessment tasks map to the unit and qualification requirements.

Re-assessment

In instances where a student does not achieve 100% overall (that is for a test, project or observation in combination), the student will be given **up to two further opportunities** to be reassessed in those components that were not satisfactory.

In order to be assessed as competent in the unit/ qualification students must achieve 100% satisfactory performance for all reassessed components. Any student who does not achieve 100% at the conclusion of the reassessment activity will be assessed as Not Yet Competent.

Students assessed as Not Yet Competent will be provided the opportunity to be reassessed in line with the assessment policy. Students who are reassessed are likely to have their course duration extended.

Reasonable Adjustment

Under certain circumstances assessment activities may be adjusted to take into account individual student needs e.g. provision of braille or audio assessments for someone with impaired vision. Assessors must ensure that the process for any reasonable adjustment is in accordance with the organisation's policies and procedures and is recorded for each assessment activity where an adjustment is made. A file note is to be prepared by the assessor that details what the adjustment was, the rationale for the adjustment and the assessment outcome.

Assessment Due Dates

With the exception of work placement assessments all assessments are due at the end of the assessment week for each block. Any change or extensions to this must be agreed to by the assessor prior to the due date in accordance with the organisation's policies and procedures.

Recording of Assessments

All assessment outcomes are to be recorded and filed in accordance with the organisation's recording policies and procedures. Copies of assessments are to be kept according to the organisation's policy and procedure

	<p>Assessment Resources</p> <p>Information about the required resources are contained in the Training and Assessment Sequencing and Resourcing Plan, Training and Assessment Instructions and Requirements, and the Resource and Equipment Checklist of this TAS.</p>
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ASSESSMENT VALIDATION

<p>Assessment Validation</p>	<p>Validation for this training product will occur in accordance with the Validation Plan and Policy and Procedures for Assessment Validation as outlined in the Quality Management System (QMS).</p> <p>As part of our risk-based approach to validation we have a Validation Plan and Validation Schedule as shown in the QMS calendar.</p> <p>All units delivered for the first time are pre-validated prior to delivery with post assessment validation to occur within ten weeks of the final assessment being completed.</p>
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MONITORING AND IMPROVEMENT

<p>Key requirements</p>	<p>Continuous improvement will be informed through:</p> <ul style="list-style-type: none"> • Ongoing industry consultation • Feedback from students • Reflective practices by trainers and assessors and RTO staff and • Updates from the relevant Australian Industry and Skills Committee (AISC).
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Feedback and associated actions	<p>Feedback for this training program is collected through:</p> <ul style="list-style-type: none"> • Employer surveys • Student surveys and the QMS student feedback forum • Trainer QMS feedback forum and RTO management meetings • Industry surveys and the QMS forum feedback. <p>Feedback is collected, analysed and actioned through the RTO management meetings that are calendared in advance for each year.</p> <p>Identified actions are documented in the RTO management meeting minutes.</p>
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TRAINERS AND ASSESSORS

Trainers and assessors	<p>All trainers and assessors must meet the training and assessment, and vocational requirements specified in the Standards for Registered Training Organisations 2015.</p> <p>Requirements for all Trainers and Assessors are listed below:</p> <p>“As part of the Standards, an RTO’s training and assessment may only be delivered by trainers and assessors who have:</p> <ul style="list-style-type: none"> ▪ the vocational competencies at least to the level being delivered and assessed ▪ current industry skills directly relevant to the training and assessment being provided, and ▪ current knowledge and skills in vocational training and learning that inform their training and assessment. <p>Trainers and assessors must hold:</p> <ul style="list-style-type: none"> ▪ TAE40116 Certificate IV in Training and Assessment or its successor or ▪ TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> ▪ TAELLN411 (or its successor) or TAELLN401A, and ▪ TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
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- a diploma or higher level qualification in adult education.

Source: <https://www.asqa.gov.au/standards/chapter-4/clauses-1.13-1.16> (date viewed 2 May 2021)

Assessors must also hold any specified training package and/or unit requirements.

The RTO must also ensure that all trainers and assessors undertake professional development in the fields of:

- knowledge and practice of vocational training, and
- learning and assessment, including competency-based training and assessment.”

Source: <https://www.asqa.gov.au/news-publications/publications/fact-sheets/meeting-trainer-and-assessor-requirements> (date viewed May 2021)

Trainer/assessor matrixes and copies of verified qualifications are stored on the individual’s personnel file. Trainer and assessor matrixes are maintained on an ongoing basis.

Trainer(s)/Assessor (s) delivering this program	Training and Assessment Competencies held verified	Enterprise and Assessor Skill Sets held	Vocational Competencies and Currency verified	Professional Development verified
Name of trainer/assessor/training coordinator	Yes/No	Yes/No	Yes/No	Yes/No
Michelle Lindblom	YES	YES	YES	YES
Catherine Sanders	YES	YES	YES	YES
Malcolm Robinson	YES	YES	YES	YES

PARTNERING AGREEMENTS

Partnering Agreement	A partnering agreement for this training product is in place between Bower Place , as industry partner and the Registered Training Organisation (RTO - 4849) trading as Enable College . A copy of the partnering agreement can be viewed by request at Bower Place.
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TIMETABLE

The weekly timetable for training blocks is as follows. The timetable may be varied by the CEO and/or their nominee. Where this is the case trainers and students will be notified.

	Morning - 9.00 -1.00 (4 hours)	Afternoon - 1.30 - 5.30 (4 hours)
Monday		
Tuesday		
Wednesday	Contact time at Bower Place	Contact time at Bower Place (where requested/required)
Thursday		
Friday		

TRAINING AND ASSESSMENT SEQUENCING PLAN

Training and assessment unit by unit requirements (for all units that make up the training product) are listed below.

Students require:

- personal computer capable of being connected to the internet using a WiFi connection



- personal email address
- a mobile phone
- access to the current Microsoft Office suite of programs
- neat casual business attire - to be worn at all times as training and assessment takes place within an industry workplace

Trainers and assessors require:

- the current versions of the units of competency being undertaken in this qualification
- the current version of [CHC - Community Services](#) training package
- access to current learning and supplementary resources through the RTO’s QMS and to the Bower Place Learning Management System (LMS) - LearnDash (see Appendix 2 for Portal Screen Shots))
- the current version of the assessment tools for each of the units of competency being undertaken
- any training and assessment resources needed to meet requirements of any students with special needs including the procedures for making reasonable adjustments to the current assessment processes.

Sequence

The units are to be delivered in the following block sequence for the 52-week program unless otherwise approved by the CEO and/or their nominee.

Block Number	Training and Assessment Week Number	Activity
Orientation Block	Week 1 Orientation Week	Orientation week activities
Study Block 1	Week 2 – Week 9 Training in: Reflecting on own practice Enhancing own practice Facilitating ongoing professional development	Cluster 1: Professional Responsibilities and Safety Units in this cluster: CHCPRP003 - Reflect on and improve own professional practice

	<p>Identifying and responding to legal requirements</p> <p>Identifying and meeting ethical responsibilities</p> <p>Contributing to workplace improvements</p> <p>Identifying imminent crisis situations</p> <p>Addressing immediate safety concerns</p> <p>Providing referral for crisis intervention support</p> <p>Caring for self</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	<p>CHCLEG001 - Work legally and ethically</p> <p>CHCCCS019 - Recognise and respond to crisis situations</p>
<p>Study Block 2</p>	<p>Weeks 10 – Week 15</p> <p>Training in:</p> <p>Reflecting on own perspectives</p> <p>Appreciating diversity and inclusiveness, and their benefits</p>	<p>Cluster 2: Diversity, Inclusivity and Personal Perception</p> <p>Units in this cluster:</p> <p>CHCDIV001 - Work with diverse people</p>

	<p>Communicating with people from diverse backgrounds and situations</p> <p>Promoting understanding across diverse groups</p> <p>Identifying cultural safety issues in the workplace</p> <p>Modelling cultural safety in own work</p> <p>Developing strategies for improved cultural safety</p> <p>Evaluating cultural safety strategies</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	<p>CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety *</p> <p>* Note: this unit requires the involvement of an appropriate Aboriginal Elder in aspects of the training and assessment</p>
<p>Break (2 weeks)</p>	<p>Week 13-14</p>	
<p>Study Block 3</p>	<p>Week 16 – Week 24</p> <p>Training in:</p> <p>Using a structured approach to counselling</p> <p>Establishing the nature of the helping relationship</p>	<p>Cluster 3: Counselling and Communication</p> <p>Units in this cluster:</p> <p>CHCCSL001 - Establish and confirm the counselling relationship</p>

	<p>Confirming the helping relationship</p> <p>Communicating effectively</p> <p>Using specialised counselling interviewing skills</p> <p>Evaluating own communication</p> <p>Supporting clients to identify concerns</p> <p>Supporting clients to work through concerns</p> <p>Monitoring the counselling process</p> <p>Bringing the counselling process to an end</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	<p>CHCCSL002 - Apply specialist interpersonal and counselling interview skills</p> <p>CHCCSL003 - Facilitate the counselling relationship and process</p>
<p>Work Placement Block A</p>	<p>Week 2 - 15</p> <p>Work Placement Activities</p> <p>Revision and assessment preparation</p>	<p>Work placement Activities and Assessments</p>

	Assessment	
Break (2 weeks)	Week 25 -26	
Study Block 4	<p>Week 27 – Week 36</p> <p>Training in:</p> <p>Assessing the person’s needs</p> <p>Using brief intervention strategies</p> <p>Monitoring brief intervention activities</p> <p>Making child needs central to service provision</p> <p>Supporting parents to maintain child focused approaches</p> <p>Responding to situations requiring child inclusive process</p> <p>Monitoring and evaluating child-focused practice</p> <p>Determining appropriate response to case management in accordance with organisation and legislative requirements</p> <p>Conducting case management meetings</p>	<p>Cluster 4: Taking Action</p> <p>Units in this cluster:</p> <p>CHCCCS014 - Provide brief interventions - elective</p> <p>CHCFAM002 - Working with a child focused approach - elective</p> <p>CHCCSM005 - Develop facilitate and review all aspects of case management</p> <p>CHCMHS004 - Work collaboratively with the care network and other services - elective</p>

	<p>Developing an appropriate case management plan</p> <p>Monitoring and reviewing case work activities and processes</p> <p>Identifying and building resilience and capacity in the person's care network and community of choice</p> <p>Developing and maintaining effective working relationships with other services and programs</p> <p>Reviewing and monitoring services provided by other organisations and programs</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	
<p>Work Placement Block B</p>	<p>Week 16 - 36</p> <p>Work Placement Activities</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	<p>Work placement and associated assessment activities</p>

Break (2 weeks)	Week 37 - 38	
Study Block 5	<p>Week 39 – Week 44</p> <p>Training in:</p> <p>Researching theories of personality and human development</p> <p>Linking theories to own practice</p> <p>Updating and maintaining knowledge of theoretical trends</p> <p>Researching learning theories</p> <p>Analysing behavioural outcomes of different modelling and reinforcement influences</p> <p>Formulating a program for change in a counselling context</p> <p>Selecting counselling therapies</p> <p>Using counselling therapies</p> <p>Evaluating use of counselling therapies</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	<p>Cluster 5: Theory and Application</p> <p>Units in tis cluster:</p> <p>CHCCSL004 - Research and apply personality and development theories</p> <p>CHCCSL005 - Apply learning theories in counselling</p> <p>CHCCSL006 - Select and use counselling therapies</p>
Study Block 6	<p>Week 45 – Week 48</p> <p>Training in:</p>	<p>Cluster 6: Client Support</p> <p>Units in this cluster:</p>

	<p>Assisting clients to clarify goals and requirements</p> <p>Exploring options with clients</p> <p>Supporting client to reach decisions</p> <p>Engaging with people to determine interpersonal relationship needs</p> <p>Supporting relationship building</p> <p>Making referrals</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	<p>CHCCSL007 - Support counselling clients in decision-making processes</p> <p>CHCFAM003 - Support people to improve relationships - elective</p>
Work placement Block C	<p>Week 37 - 51</p> <p>Work Placement Activities</p> <p>Revision and assessment preparation</p> <p>Assessment</p>	Work Placement and Associated Assessments
Graduation week	Week 52	Graduation Ceremony

RESOURCES AND EQUIPMENT

<p>Physical Resources and equipment</p>	<p>As part of the program planning and development processes, training teams undertake a review of all required resources/equipment and facilities prior to delivery and assessment.</p> <p>This process ensures that required resources and equipment have been identified and will be available to deliver the selected units.</p> <p>The resources and equipment identified for this training product are listed in the Training and Assessment Sequencing and Resourcing Plan, Training and Assessment Instructions and Requirements, and the Resource and Equipment Checklist in this TAS and in the QMS.</p> <p>Students are advised prior to enrolment of any resources that they are required to provide.</p>
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RESOURCES AND EQUIPMENT AT SITE CHECKLIST

Instructions

Complete this checklist listing all physical resources and equipment available **at each delivery site** (or accessible by each delivery site). Include additional columns if more delivery sites are applicable and additional rows to list resources.

This checklist is the minimum requirements supporting documentation for this Training and Assessment Strategy (TAS).

Resources/Equipment	Delivery site 1
	Bower Place
Facilities	
Classroom with Wifi	✓
Microsoft office suite	✓



Classroom resources including presentation screen, projector, tables, and chairs	✓
Materials	
Access to digital learning resources and print-based resources	✓
Equipment	
Student personal computers capable of connecting to the internet	✓
Open source LMS software Moodle or WordPress with LMS plugin LearnDash, web server for deployment of e-learning software solution, software, e-learning resources such as video, images and text, social media as approved by RTO for use	✓

I confirm that this Resources and Equipment Checklist accurately reflects the range of resources required to deliver this qualification/course and that resources meet the qualification/course requirements to the unit level and current industry standards.

Date checklist completed:	
Name:	Michelle Lindblom
Position of person completing checklist:	General Manager
Date next resource/equipment review will be undertaken:	January 2026

STRATEGY REVISION



Strategy version number:	October 2021	Version 2.0
	Date of next review:	Feb 2026



APPENDICES

APPENDIX 1: PARTNERING AGREEMENT

Bower Place is the Industry partner for Enable College RTO 4849 and has a partnering agreement from July 2023. Bower Place became an RTO on 30 June 2024, RTO 0080, Heather Langton Pty Ltd, trading as Bower Place Training and Education.

APPENDIX 2: PORTAL SCREEN SHOTS

Bower Place is taking action on COVID-19. [Read More](#)

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