



CHC52025 - Diploma of Community Services
Online Delivery Course Guide



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Introduction

This course is delivered online through a self-paced learning format. It is designed for students who value flexibility, allowing them to study at their own convenience without the need to attend scheduled classes. This approach helps students effectively balance their studies with work, family, and other commitments.

Student will access learning materials through Learners Management System, LMS. Student will have the opportunities to interact with trainers/assessor and other students via our online student management system (LMS)

Student support will be provided throughout their learning journey via telephone, email, and our online discussion forum via the online learning portal (LMS). All course resources are assessed electronically via learner management system.

Self-pace online students are not alone. Student can contact our trainer/assessor from Monday to Friday via phone and email. Our trainer/assessor will respond to any questions within 24-48 hours. Student will find the contact details of their trainer/assessor in LMS. Student's trainer/assessor will also use LMS to post new items, additional study resources, and answers to frequently asked questions.

This course guide has been meticulously designed to serve as your compass, guiding you through the distinctive features of the **CHC52025 - Diploma of Community Services** program within the Australian VET sector. Our primary goal is to equip you with the practical knowledge and skills necessary for a successful career, whether you're entering the workforce for the first time or seeking to enhance your current professional standing.

Navigating your path to practical excellence

In the heart of the VET sector lies a commitment to hands-on, practical learning that directly aligns with industry needs. The CHC52025 - Diploma of Community Services program is crafted with a focus on real-world applications, ensuring that every concept learned is immediately transferable to your current role or future employment. We understand that your ultimate objective is to not only gain knowledge but to excel in your chosen field and carve out a fulfilling career.

Unveiling the structure and timelines

Within these pages, discover the framework of your educational journey. The course structure is tailored to meet the demands of modern industries, integrating theoretical knowledge with practical experiences. Timelines are carefully outlined, providing you with a clear roadmap for skill acquisition and application in real-world scenarios.



Gateway to your professional ascent

Entrance into the CHC52025 - Diploma of Community Services program is designed to be accessible yet stringent, ensuring that you are not only enthusiastic about your chosen field but also possess the foundational skills required for success. As you progress through the course, you'll find that assessments are geared towards real-world scenarios, preparing you for the challenges and responsibilities of your chosen profession.



Financial clarity for your educational investment

We understand the importance of financial transparency. This handbook elucidates the fees associated with the CHC52025 - Diploma of Community Services program and explores potential financial assistance options. Your investment in education is an investment in your future, and we strive to make the path forward as clear and manageable as possible.

Frequently asked questions for informed decisions

Addressing your queries and concerns is integral to your decision-making process. We've compiled a comprehensive list of frequently asked questions (FAQs) to provide clarity on the practical aspects of the course, from industry relevance to support services and beyond.

Welcome to the CHC52025 - Diploma of Community Services program in the Australian VET sector, where practicality meets proficiency, and your journey towards a fulfilling and successful career begins. Embrace the opportunities ahead and let this handbook be your guide to professional excellence.

What you will learn

In the CHC52025 - Diploma of Community Services, you will immerse yourself in a transformative learning experience aimed at equipping you with the essential skills for a meaningful career in community services, with a specialised focus on case management.

Through a blend of interactive classroom sessions and hands-on, real-world experiences, this program emphasises the mastery of case management techniques, leadership development, effective communication strategies, and the promotion of independence within diverse communities. The dynamic delivery approach includes engaging class discussions, practical simulations, and on-site visits, ensuring a comprehensive and immersive educational journey. This student-centred program not only fosters the acquisition of practical skills but also cultivates the empathy necessary for making a positive impact in the lives of individuals and communities within the community services sector.

Importance

The CHC52025 - Diploma of Community Services holds paramount importance as it addresses the evolving needs of society, particularly in fostering positive change within communities. By equipping individuals with specialised skills in case management, leadership, and effective communication, this course plays a pivotal role in shaping compassionate professionals who can navigate complex challenges within the community services sector. Its significance lies in the profound impact it can have on society, as graduates become catalysts for social improvement, aiding individuals in overcoming obstacles and empowering communities to thrive.

On a personal level, undertaking this course provides a sense of fulfillment derived from making a meaningful difference in people's lives. The ability to promote independence, navigate ethical considerations, and address the unique needs of diverse populations contributes to a deep sense of purpose. Professionally, the course enhances one's capacity to lead and manage teams, make informed decisions, and uphold ethical standards in a constantly evolving field.

For individuals already immersed in a community services career, this course serves as a catalyst for advancement and refinement of skills. It offers an opportunity for continuous professional development, enabling practitioners to stay abreast of emerging trends, legal frameworks, and best practices. The specialisation in case management provides a targeted skill set, allowing professionals to address complex client situations more effectively. Ultimately, the course serves as a bridge between existing expertise and the evolving demands of the community services landscape, fostering both personal and professional growth within the field.

Beneficial

Enrolling in the CHC52025 - Diploma of Community Services offers an array of additional benefits that go beyond technical expertise, placing a strong emphasis on interpersonal skills crucial for professional success. Participants will cultivate advanced communication abilities, fostering the capacity to build rapport, actively listen, and empathise with diverse individuals. The course promotes effective teamwork and collaboration, enhancing interpersonal dynamics within the workplace. Through simulated scenarios and on-site visits, students develop adaptability, resilience, and problem-solving skills, enabling them to navigate real-world challenges with confidence. The emphasis on cultural competence



contributes to the development of a global mindset, fostering inclusivity and an appreciation for diverse perspectives. Moreover, the program encourages self-awareness and reflective practice, empowering individuals to continuously refine their interpersonal skills and adapt to the dynamic nature of community services. These additional benefits collectively contribute to the holistic development of professionals, ensuring they not only excel in their technical roles but also thrive in building meaningful connections within the communities they serve.



Course structure

Students are provided with a maximum of **52 weeks** to complete this course. Delivery is **online and self-paced**, however learners are expected to follow the **recommended course schedule** to support consistent progression and timely completion.

Any variation or deviation from the proposed study schedule must be **approved by the trainer**.

Units of competency are organised into **modules or study areas**, enabling students to complete all learning activities and assessments for each topic within the allocated timeframe.

Study Commitment

The course is structured on the expectation that students will commit a minimum of: **25 hours per week (Total Study Hours)**

This commitment relates to **study activities** and excludes workplace-based assessment hours.

Students should refer to the **course duration schedule** for specific workplace hours required for each unit of competency.

Learning Resources and Delivery

Students will have access to a wide range of learning tools and resources through the College's **Learning Management System (LMS)**.

The LMS enables students to:

- Access unit materials and study resources
- Submit assessments
- Communicate with trainers and peers
- Access additional learning support

Learning Approach

The course incorporates a variety of learning methods to support engagement and practical skill development, including:

- Instructional video content
- Research and project-based activities
- Interactive learning tasks
- Live webinars delivered via the LMS

This blended online learning approach ensures students remain **engaged, supported, and connected** throughout their studies.

Workplace Assessment Requirements

Workplace assessment tasks for each unit must be completed in a **real workplace environment** relevant to community or residential care settings.

The workplace hours specified in the course schedule are based on the RTO's delivery model, resources, and learner cohort, and are designed to ensure:

- Alignment with training package requirements
- Sufficient opportunity to develop and demonstrate competency
- Relevance to real industry condition



Unit	Week(s)	Online Study (hours)	Workplace (hours)	Total Study (hours)
BSBPEF401 Manage personal health and wellbeing	1 – 3	75	*5	80
HLTWHS003 Maintain work health and safety	4 - 5	50	*5	55
CHCCCS019 Recognise and respond to crisis situations	6 - 7	50	*5	55
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	8 - 9	50	*5	55
Holiday	10			
CHCDIV001 Work with diverse people	11 - 14	100	*10	110
CHCDIV003 Manage and promote diversity				
CHCMGT003 Lead the work team	15 – 19	125	*10	135
CHCDIS017 Facilitate community participation and social inclusion as a replacement				
Holiday	20			
CHCCCS004 Assess co-existing needs	21 – 23	75	*5	80
CHCCSM016 Undertake advanced assessments	24 – 25	50	*5	55
CHCCSM009 Facilitate goal-directed planning	26 - 27	50	*5	55
CHCLEG003 Manage legal and ethical compliance	28 - 29	50	*5	55
Holiday	30			
CHCCCS007 Develop and implement service programs	31 – 34	100	*10	110
CHCCSM010 Implement case management practice	35 - 37	75	*10	85
CHCCSM014 Provide case management supervision				
CHCDFV001 Recognise and respond appropriately to domestic and family violence	38 - 39	50	*5	55
Holiday	40			

Work placement 1 CHCCSM017 Facilitate and review case management	41 – 43	75	*10	85
CHCMGT005 Facilitate workplace debriefing and support processes	44 – 45	50	*10	60
CHCPRP003 Reflect on and improve own professional practice	46 -48	75	*5	80
Break / Progress Catch Up	49			
Work placement 2 *CHCDEV005 Analyse impacts of sociological factors on people in community work and services	50 – 52	25	*100	125
		1,125	210	1,335

Tabel 1: Course Structure

*The total workplace hours to complete this course is 210 hours. These workplace hours must be conducted in a disability support workplace. The hours indicated in the course schedule are specific to the RTO delivery methods, resources, and conditions. These hours were designed in consultation with industry stakeholders, through a broad range of engagement activities. These hours are designed to ensure that the RTO meets the characteristics of the specific target learner cohort.

Module 1

BSBPEF401 Manage personal health and wellbeing

In the unit of competency BSBPEF401 - Manage personal health and wellbeing, the primary objective is to *comprehend the holistic* functioning of the human body to maintain optimal health. Competence in this unit entails the ability to recognise indicators of normal and abnormal bodily functions, understand the interconnections between various body systems, and acknowledge the impact of lifestyle and environmental factors on overall health. Successful completion of this unit demonstrates the capacity to assess health conditions and collaborate with healthcare professionals to facilitate individuals in maintaining their well-being. This knowledge is essential for individuals aspiring to deliver effective care within the health and community services sector, emphasising a proactive approach to personal health management.

HLTWHS003 Maintain work health and safety

In the unit of competency HLTWHS003 - Maintain work health and safety, the key objective is to develop a comprehensive understanding of maintaining a safe and healthy work environment. Competence in this unit involves identifying and implementing workplace health and safety measures, assessing risks, and ensuring compliance with



relevant regulations. Successfully completing this unit signifies the ability to create and maintain a secure work environment, minimising risks and hazards. This knowledge is crucial for individuals in various industries, ensuring they contribute to a safe and well-protected workplace, fostering a culture of health and safety awareness.

CHCCCS019 Recognise and respond to crisis situations

In the unit of competency CHCCCS019 - Recognise and respond to crisis situations, the primary goal is to equip individuals with the skills to identify and effectively respond to crisis situations in various settings. Competence in this unit involves recognising signs of crisis, implementing crisis intervention strategies, and collaborating with relevant support services. Successfully completing this unit demonstrates the ability to remain calm under pressure, assess critical situations, and provide immediate support to individuals experiencing crises. This knowledge is essential for professionals in the community services sector, enabling them to make timely and informed decisions during challenging circumstances, ultimately contributing to the safety and well-being of those in crisis.

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

In the unit of competency CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety, the central objective is to foster an environment that respects and promotes cultural safety for Aboriginal and/or Torres Strait Islander individuals. Competence in this unit involves developing an understanding of cultural safety principles, acknowledging historical contexts, and implementing strategies to create culturally inclusive spaces. Successfully completing this unit demonstrates the ability to promote cultural safety, engage respectfully with diverse communities, and contribute to the elimination of systemic discrimination. This knowledge is crucial for professionals in various sectors, ensuring they actively support and uphold the cultural rights and well-being of Aboriginal and/or Torres Strait Islander individuals and communities.

Module 2

CHCDIV001 Work with diverse people

In the unit of competency CHCDIV001 - Work with diverse people, the primary objective is to equip individuals with the skills to work effectively and inclusively with diverse populations. Competence in this unit involves recognising and respecting cultural, social, and individual differences, promoting inclusivity, and adapting communication and work practices accordingly. Successfully completing this unit demonstrates the ability to navigate diverse contexts, embrace diversity, and foster a supportive environment. This knowledge is essential for professionals across various industries, ensuring they contribute to an inclusive workplace and deliver services that meet the diverse needs of individuals and communities.

CHCDIV003 Manage and promote diversity

In the unit of competency CHCDIV003 - Manage and promote diversity, the central objective is to develop skills in managing and actively promoting diversity within an organisational context. Competence in this unit involves understanding the principles of diversity, creating inclusive environments, and implementing strategies to promote diversity effectively. Successfully completing this unit demonstrates the ability to lead diversity initiatives, foster an inclusive culture, and address barriers to participation within the workplace. This knowledge is essential for managers and leaders across various sectors, ensuring they play a pivotal role in cultivating diverse and inclusive environments that celebrate differences and enhance organisational performance.

CHCMGT003 Lead the work team

In the unit of competency CHCMGT003 - Lead the work team, the primary objective is to develop effective leadership skills for guiding and managing work teams. Competence in this unit involves demonstrating leadership qualities, fostering team cohesion, and achieving organisational objectives through effective team management. Successfully completing this unit signifies the ability to lead, motivate, and support team members, allocate tasks, and drive collaborative efforts toward common goals. This knowledge is vital for individuals in leadership roles across various industries, ensuring they can effectively lead and inspire their teams to achieve optimal performance and contribute to the overall success of the organisation.

CHCDIS017 Facilitate community participation and social inclusion as a replacement

In the unit of competency CHCDIS017 - Facilitate community participation and social inclusion, the primary goal is to develop skills in facilitating the active engagement and inclusion of individuals with disabilities in community activities. Competence in this unit involves understanding the importance of social inclusion, identifying barriers, and implementing strategies to promote community participation. Successfully completing this unit signifies the ability to support individuals in accessing and enjoying community opportunities, fostering a sense of belonging and enhancing their overall well-being. This knowledge is essential for professionals in the disability support sector, ensuring they play a key role in creating inclusive environments and empowering individuals to actively participate in their communities.

Module 3

CHCCCS004 Assess co-existing needs

In the unit of competency CHCCCS004 - Assess co-existing needs, the primary objective is to equip individuals with the skills to comprehensively assess the diverse and often complex needs of individuals. Competence in this unit involves identifying and understanding multiple, co-existing needs, such as health, social, cultural, and economic factors. Successfully completing this unit demonstrates the ability to conduct thorough assessments, develop tailored support plans, and collaborate with relevant professionals to address the holistic needs of individuals. This knowledge is crucial for professionals in



the community services sector, enabling them to provide comprehensive and individualised support that considers the interconnected nature of various needs.

CHCCSM016 Undertake advanced assessments

In the unit of competency CHCCSM016 - Undertake advanced assessments, the primary goal is to develop advanced skills in conducting comprehensive assessments within the context of community services. Competence in this unit involves mastering advanced assessment techniques, utilising specialised tools, and analysing complex data to inform decision-making. Successfully completing this unit signifies the ability to conduct in-depth assessments, considering multiple dimensions of an individual's circumstances, and utilising advanced assessment methods. This knowledge is critical for professionals in the community services sector, enabling them to make informed decisions, develop targeted interventions, and provide advanced support based on a thorough understanding of clients' needs.

CHCCSM009 Facilitate goal-directed planning

In the unit of competency CHCCSM009 - Facilitate goal-directed planning, the primary objective is to develop skills in guiding individuals through a structured and collaborative process of setting and achieving goals. Competence in this unit involves facilitating goal-directed planning sessions, considering the individual's preferences, strengths, and needs. Successfully completing this unit demonstrates the ability to work collaboratively with individuals, supporting them in defining their aspirations, and developing realistic and achievable plans. This knowledge is essential for professionals in the community services sector, enabling them to empower individuals to actively participate in shaping their own future and enhancing their overall well-being.

CHCLEG003 Manage legal and ethical compliance

In the unit of competency CHCLEG003 - Manage legal and ethical compliance, the central objective is to develop skills in effectively navigating legal and ethical considerations within the context of community services. Competence in this unit involves understanding relevant laws, regulations, and ethical principles, and implementing strategies to ensure organisational compliance. Successfully completing this unit demonstrates the ability to manage legal and ethical risks, develop and monitor policies and procedures, and guide others in adhering to legal and ethical standards. This knowledge is crucial for professionals in leadership roles within the community services sector, ensuring they can uphold high standards of legal and ethical conduct while overseeing organisational compliance.

Module 4

CHCCS007 Develop and implement service programs

In the unit of competency CHCCS007 - Develop and implement service programs, the primary goal is to develop skills in designing and executing effective service programs within the context of community services. Competence in this unit involves understanding the needs of the target population, developing service plans, and implementing programs that align with organisational goals. Successfully completing this unit demonstrates the ability to create and manage service programs that address specific community needs, engage stakeholders, and achieve desired outcomes. This knowledge is essential for professionals in the community services sector, enabling them to contribute to the development and enhancement of services that positively impact individuals and communities.

CHCCSM010 Implement case management practice

In the unit of competency CHCCSM010 - Implement case management practice, the primary objective is to equip individuals with the skills to effectively implement case management strategies within the context of community services. Competence in this unit involves understanding the principles of case management, collaborating with clients to develop and implement case plans, and coordinating support services. Successfully completing this unit demonstrates the ability to navigate complex client situations, promote individual well-being, and achieve positive outcomes through systematic case management practices. This knowledge is vital for professionals in the community services sector, enabling them to provide comprehensive support tailored to the specific needs of individuals.

CHCCSM014 Provide case management supervision

In the unit of competency CHCCSM014 - Provide case management supervision, the main goal is to develop advanced skills in providing supervision and guidance to case management practitioners. Competence in this unit involves understanding supervisory principles, conducting reflective practice sessions, and supporting staff in their case management roles. Successfully completing this unit signifies the ability to enhance the effectiveness of case management through mentorship and supervision. This knowledge is essential for professionals in leadership or supervisory roles within the community services sector, enabling them to cultivate a supportive and reflective environment that contributes to the continuous improvement of case management practices.

CHCDFV001 Recognise and respond appropriately to domestic and family violence

In the unit of competency CHCDFV001 - Recognise and respond appropriately to domestic and family violence, the primary objective is to develop skills in identifying and responding to domestic and family violence within the community services context. Competence in this unit involves understanding the dynamics of domestic and family violence, conducting risk assessments, and implementing appropriate interventions and



support strategies. Successfully completing this unit demonstrates the ability to recognise signs of domestic and family violence, respond empathetically, and contribute to the safety and well-being of those affected. This knowledge is critical for professionals in the community services sector, ensuring they play a proactive role in addressing and preventing domestic and family violence.

Module 5

CHCCSM017 Facilitate and review case management

In the unit of competency CHCCSM017 - Facilitate and review case management, the primary goal is to develop skills in guiding and evaluating case management processes within the community services context. Competence in this unit involves facilitating case planning and review meetings, coordinating and monitoring support services, and conducting systematic evaluations of case management effectiveness. Successfully completing this unit demonstrates the ability to lead and improve case management practices, ensuring that support services are tailored to meet the evolving needs of individuals. This knowledge is essential for professionals in the community services sector, enabling them to contribute to the ongoing refinement and enhancement of case management processes for optimal client outcomes.

CHCMGT005 Facilitate workplace debriefing and support processes

In the unit of competency CHCMGT005 - Facilitate workplace debriefing and support processes, the primary objective is to develop skills in guiding and supporting team members through the debriefing process in a workplace context. Competence in this unit involves understanding the importance of debriefing, facilitating debriefing sessions, and providing ongoing support to colleagues. Successfully completing this unit demonstrates the ability to create a safe and constructive environment for processing workplace experiences, promoting emotional well-being, and fostering resilience among team members. This knowledge is crucial for professionals in leadership or support roles within various industries, ensuring they can effectively manage the emotional and psychological aspects of work-related experiences, contributing to a healthy and supportive workplace culture.

CHCPRP003 Reflect on and improve own professional practice

In the unit of competency CHCPRP003 - Reflect on and improve own professional practice, the primary objective is to develop skills in self-reflection and continuous improvement within the context of professional practice. Competence in this unit involves understanding the importance of reflective practice, evaluating one's own performance, and implementing strategies for ongoing development. Successfully completing this unit demonstrates the ability to critically assess one's professional practice, identify areas for improvement, and implement action plans to enhance skills and knowledge. This knowledge is essential for professionals across various sectors, enabling them to engage

in a reflective and proactive approach to their work, ultimately contributing to their ongoing growth and effectiveness in their roles.

Module 6

CHCDEV005 Analyse impacts of sociological factors on people in community work and services

In the unit of competency CHCDEV005 - Analyse impacts of sociological factors on people in community work and services, the main goal is to develop skills in understanding and analysing the effects of sociological factors on individuals within the context of community services. Competence in this unit involves exploring social structures, cultural norms, and systemic influences, and assessing their impact on people accessing community services. Successfully completing this unit demonstrates the ability to critically analyse the broader social context, recognise the diverse needs of individuals, and tailor community services to address specific sociological considerations. This knowledge is crucial for professionals in the community services sector, enabling them to provide more effective and culturally sensitive support to individuals and communities.



Course participants and entry requirements

The CHC52025 - Diploma of Community Services is designed for individuals who work in community, or residential care settings, providing person-centred support to those who require assistance due to disability, or other reasons. This course is for individuals on a more senior role in the workplace.

Individuals residing in Australia looking to upskill and get their diploma qualification within the health industry and have been working in a community or residential care setting for at least 6 months.

Course participants are expected to be:

- **Demonstrate Compassion and Empathy:** Exhibit genuine care and empathy, fostering a supportive environment for individuals in need of support and modelling compassionate leadership in a senior role.
- **Possess Advanced Communication Skills:** Showcase advanced verbal and written communication skills, facilitating comprehensive understanding of unique needs and promoting seamless collaboration within the team; mentor others to enhance their communication abilities.
- **Exhibit Patience and Resilience:** Maintain unwavering patience and resilience, serving as a role model for positivity and steadfastness in the face of challenges; share personal experiences and strategies for team growth in a senior capacity.
- **Embrace Cultural Sensitivity at a Leadership Level:** Acknowledge and appreciate cultural diversity at a leadership level, ensuring inclusive support services and fostering a culture of diversity within the team.
- **Commit to Continuous Professional Development:** Embrace and model a strong commitment to ongoing learning, staying updated on best practices, technologies, and evolving concepts in disability care; encourage team professional development.
- **Uphold Exemplary Ethical and Professional Conduct:** Uphold exemplary ethical standards and professionalism, prioritising the rights and dignity of individuals in need of support; set an ethical tone in a senior role and foster a culture of integrity and accountability.

Entry requirements

Students must meet the following requirements to be admitted into this course:

- Be at least 18 years old at the time of commencing the course
- Have successfully completed Year 12
- Pass Language, Literacy, Numeracy (LLN) and Digital Literacy Skills, LLND assessment at Level 4
- Have successfully completed CHC33021 - Certificate III in Individual Support, or CHC32015 - Certificate III in Community Services
- Have been working in a community or residential care setting for at least 6 months AND must be able to complete workplace assessment with their current employer.
- Have successfully completed Pre-Training Review

In addition, before commencing placement, learner must be willing to obtain the following.

- Working with Children Check (Blue Card)
- NDIS Workers Screening Clearance
- National Police Clearance
- Influenza Vaccination (annually)
- COVID19 Vaccinations – at discretion of Org.
- Training in Infection Control and Manual Handling

Pre-Training Review

The Pre-training Review assists Risen Star College, RSC staff and yourself to determine whether this course is the most suitable for you and to also identify any support needs you may have once you commence your studies and to help you succeed in your chosen course.

The review also helps to identify skills recognition and credit transfers when applying for a vocational education course. This assists to determine your competencies, including your literacy and numeracy skills prior to you commencing the training.

The LLN and digital literacy assessments are conducted electronically via learners' management system, LMS following the pre-training review

Language, Literacy and Numeracy Level 4

This quiz targets Level 2 to Level 4 competencies in the ACSF. It is suited to learners who are entering mid- to higher-level vocational training where they will need to read and interpret more detailed texts, write structured responses, and apply numeracy in realistic workplace tasks.

It helps RSC determine whether a learner is ready for more complex training or may benefit from targeted support.



Digital Literacy Level 4

This quiz targets Level 2 to Level 4 competencies in the Australian Digital Capability Framework (ADCF). It is suited to learners entering mid- to higher-level vocational training where they need to work more independently with digital tools and manage content across platforms.

It helps RSC assess whether learners can meet the digital demands of more complex training environments.

The RSC's enrolment process is as follows,

Enrolment Process

Stage 1: Pre-Training Review

- a) Complete Pre-Training Review form.
- b) Read Course Information via Course Guide
- c) Confirm the marketing information provided.
- d) Discussion regarding tuition and other fees

Stage2: Language, Literacy, Numeracy and digital literacy (LLND) Evaluation

- a) Complete Language, Literacy, Numeracy and digital literacy (LLND) test via Learners Management System (Computer Based Test, CBT)
- b) Determine if LLND outcome is satisfactory to commence the desired course
- c) Determine other support needs

Stage 3: Enrolment

- a) Complete the Enrolment process.

Stage 4: Commencement of training

- a) Timetable to the student
- b) Commence training and assessment.

Accessing Learning Management System (LMS)

Access to our learning management system, LMS requires you to have access to following
A Laptop with the following Hardware & Software

- Disk space: 200MB plus as much as you need to store content. 5GB is probably a realistic minimum.
- Processor: 1 GHz (min), 2 GHz dual core or more recommended.
- Memory: 512MB (min), 1GB or more is recommended. 8GB plus is likely on a large production server

Browser support

- Moodle is compatible with any standard's compliant web browser.

Assessment requirements

Workplace Assessment and Work Placement

The work placement component of this course enables students to **apply and consolidate the knowledge and skills** developed during their online learning. All workplace assessment tasks must be completed in a **real workplace environment** relevant to the qualification.

- Compulsory workplace hours must be recorded in a **logbook**
- Logbooks must be **verified and signed by a workplace supervisor**

Workplace assessment **MUST** be demonstrated in a real workplace

Skills Workbook and Assessment Tools

Students will be provided with a **contextualised Skills Workbook** to support workplace assessment.

Prior to commencement, the College will contextualise assessment tools to reflect:

- The individual learner's needs
- The relevant workplace and industry context

The Skills Workbook includes:

- Workplace-based assessment activities
- Instructions and guidance for completing tasks
- Assessment templates and required documentation
- A list of evidence to be collected and submitted

Student Responsibilities

Students are responsible for any costs associated with **travel to and from their workplace** during work placement.

Assessment Process

To meet the requirements of each unit of competency, students must complete all workplace assessment tasks outlined in the Skills Workbook and submit the required evidence to their assessor.



Competency-Based Assessment

This course is delivered using a **competency-based assessment framework**.

- Individual assessment tasks are graded as:
 - **Satisfactory (S)** or
 - **Not Satisfactory (NS)**
- Final unit outcomes are recorded as:
 - **Competent (C)** or
 - **Not Yet Competent (NYC)**

Students must successfully complete all required tasks to achieve competency in each unit.

Course fees and payment options (Domestic)

Course Fee
<p>The fee for CHC52025 - Diploma of Community Services – Online delivery</p> <p>Course Fee</p> <p>Tuition fee = \$2,500</p> <p>Resource fee = \$1,000</p> <p>Enrolment Fee = \$ 250</p> <p>Note:</p> <p>* Enrolment Fee: A non-refundable fee required for processing the application.</p> <p>* Resource Fee: Covers access to the learning management system and online course materials.</p> <p>NOTE - RSC will not collect more than \$1,500 in prepaid fees from a student at any time unless a compliant fee protection arrangement is in place.</p>
Fee Schedule
<p>Instalment plan option:</p> <p>Due on enrolment: \$ 1, 250 Tuition Fee \$ 250 Enrolment Fee</p> <p>Due on Week 4: \$ 1, 000 Resource Fee</p> <p>Due on Week 10 \$ 500</p> <p>Due on Week 20: \$ 500</p> <p>Due on Week 30: \$ 250</p>
Payment Options
<p>For Your INITIAL Fee Payment</p> <p>Bank Name: Australia New Zealand bank, ANZ</p> <p>Account Name: RISEN STAR COLLEGE OF TECHNOLOGY AND BUSINESS</p> <p>BSB:014269</p> <p>ACCOUNT NUMBER: 649925833</p> <p>For ALL Your Remaining Tuition Fee Payments</p> <p>Bank Name: Australia New Zealand bank, ANZ</p> <p>Account Name: RISEN STAR COLLEGE OF TECHNOLOGY AND BUSINESS</p> <p>BSB:014269</p> <p>ACCOUNT NUMBER: 176721389</p>



Course cancellation and refunds

Risen Star College understands that sometimes a student may decide that the course they have enrolled in is not the best fit for their goals, circumstances, or future career plans. For this reason, the College has established a clear and transparent Fee Management and Refund Policy to ensure that students are fully informed about their options and entitlements should they choose to withdraw.

If at any point you decide to discontinue your studies, you will need to formally request a withdrawal. This process begins by completing the Refund Request Form, which is available for download from the Risen Star College website. The form must be filled out accurately, providing the reasons for your withdrawal and any supporting documents that may be relevant to your request. Once completed, the form should be submitted to the College administration for review and processing.

Eligibility for a refund depends on several factors, including the timing of your withdrawal, the amount of tuition fees paid, and the specific conditions outlined in Risen Star College's Refund Policy. The policy provides detailed guidance on refundable and non-refundable fees, withdrawal deadlines, and circumstances under which partial or full refunds may be granted. These guidelines are designed to ensure fairness, transparency, and compliance with regulatory standards.

Before submitting your withdrawal, you are encouraged to read the Fee Management and Refund Policy thoroughly and, if needed, speak with a student support officer. This will help you fully understand your rights, responsibilities, and the possible financial implications of discontinuing your course.

Frequently asked questions

Q	Can I get any recognition for my existing skills and knowledge?
A	Yes. Every RTO in Australia is required to have an assessment system called Recognition of Prior Learning (RPL). RPL is designed to assess your current skills and knowledge against a unit of competency. You might have acquired these competencies through formal learning, non-formal learning, or informal learning. All of which are valid through RPL.
Q	What are my rights and responsibilities as a student of the RTO?
A	To find out more about your rights and responsibilities as a Risen Star College learner, please refer to the Learner Handbook.
Q	What kind of certification do I get after the course?
A	In the Australian Qualifications Framework (AQF), a Diploma is a level 5 qualification, representing a higher tier of skill and knowledge acquisition compared to a Certificate IV. Targeted at individuals with a deeper level of prior education or work experience, the Diploma provides an advanced understanding of specific vocational areas. This credential is designed to impart a more extensive and sophisticated skill set, preparing individuals for roles that demand a higher level of expertise. Successfully completing a Diploma not only signifies a greater depth of knowledge and competence in a particular field but also positions individuals at an elevated level within the AQF hierarchy, facilitating career advancement and providing pathways for further education at an advanced level.
Q	What is included in my course fees?
A	The course fee covers: <ul style="list-style-type: none"> • Access to online content modules • Ongoing student support, i.e. coaching and tutorial sessions • Assessment support • Administrative costs
Q	Do you have other payment options?
A	Students can pay via Direct debit, Credit card or EFT Transfer
Q	What happens if I can't submit my assessments on time?
A	Reasonable adjustments are part of the VET principles of assessment. You may reach out to your Student Support Officer or Trainer/Assessor if you will not be able to submit your assessment on time.



Steps for Application and Enrolment

1. Gather Information

- Potential students can visit the RSC's website to gather information about courses via course guide & student handbook
- Potential students can be represented by Agents contracted by the Risen Star College.

2. Application

- Submit Application via online
- Risen Star College Staff will contact you to book in a Pre-Training Review

3. Pre-Training Review & LLND

- Complete Pre-Training Review form.
- Discussion tuition and other fees
- Complete Language, Literacy, Numeracy and digital literacy (LLND) test
- Determine if LLND outcome is satisfactory to commence the desired course
- Determine other support needs

4. Enrolment

- Complete Enrolment Form.
- Receive Offer Letter
- Read the conditions in the offer letter, accept and submit back to RSC
- Pay tuition fee

5. Induction

- Attend the student induction.
- Begin your education journey with Risen Star College



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