



CHC52025 - Diploma of Community Services

Face-to-face Delivery Course Guide

Class Location: 28-34 Old Cleveland Road, Stones Corner, QLD 4120



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Introduction

Congratulations on considering the enriching journey into vocational education, where practical skills meet real-world applications. 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.



Guidelines for International Students

Approved Agents of the RTO

For the course CHC52025 - Diploma of Community Services, the following agent is authorised to transact with you on behalf of Risen Star College:

AFRI. Educational Consulting Services LTD.

(Qualified Education Agent Counsellor -12745)

Email: aladeseundawn@gmail.com

Web Page: <https://www.facebook.com/profile.php?id=61554427054373>

WhatsApp: +2348143936495

Performance Pty Ltd (Australia Student Recruitment)

Jelyn Bolastig (Personal Assistance)

Qualified Education Agent QEAC No: T110

2/3 Alison Street, Surfers Paradise, Qld 4217

T +61 (0)7 5592 0755

Website: <https://asr.au/>

Rodrigo Hernandez

Just Go Agency

4/3078 Surfers Paradise, Surfers Paradise, QLD, 4217

Phone: +61 7 5621 0500

Email: info@justgoagency.au

Website: <https://justgoagency.au/>

Julie Ximena Suarez (Customer Service Manager)

Go Ahead Study

Ph: 0492835754

Email: juliesuarez@goaheadstudy.com

43 Hercules St, Hamilton, Brisbane, Queensland, Australia.

Website: <https://goaheadstudy.com/>

Agents are middlemen facilitating international student recruitment; they assist with applications, visa processes, and provide support for cultural transition. They help ensure a smooth enrolment experience for prospective students.

Their capacity to transact on behalf of the RTO is limited to the following actions:

1. Marketing – agents can provide you with information about courses, campus facilities, and benefits of studying at Risen Star College.
2. Student Recruitment Assistance – agents can assist you in the application process in terms of completing the application forms, collecting necessary documents, and submitting it to the RTO.
3. Guidance on Visa Requirements – agents can provide information and guidance on visa requirements, helping students understand the necessary documentation and processes involved in obtaining a student visa.
4. Cultural Transition Support – agents can help you better understand local customs, housing options, and other support services available to you.
5. Language Assistance – agents can help you get into language improvement programs and simply have better communication with the RTO.

Agents CANNOT DO the following on behalf of Risen Star College:

1. **Make admission decisions.**
2. **Change entry requirements of the RTO.**
3. **Guarantee visa approval.**
4. **Override RTO policies.**
5. **Provide legal advice.**
6. **Charge unauthorised or unpublished fees.**

Note: If you received this course guide from a person or organisation not listed above, please email admin@risenstarcollege.edu.au to report the person or organisation

Student Handbook for International Students

Before commencing your studies, it is very important that you take the time to carefully read the Student Handbook for International Students. This handbook is available on the Risen Star College of Technology & Business (RSC) website - <https://risenstarcollege.edu.au/forms-and-policies/>, or you may receive a copy directly from your education agent. The Student Handbook has been specifically designed to support international students by providing comprehensive information that will guide you throughout your learning journey at RSC.

Inside the handbook, you will find essential details about the college, the support services available to you, and the academic expectations you will need to meet while enrolled in your chosen course. It outlines key policies and procedures, including attendance requirements, assessment processes, complaints and appeals, and student responsibilities. These sections are particularly important for international students, as they help you understand your rights and obligations while studying in Australia.

The handbook also offers guidance on living and studying in Australia, including information on accommodation, health and wellbeing, cultural adjustment, and where to seek help if you need assistance. By reading the handbook thoroughly, you will be better



equipped to make an informed decision about the course you are enrolling in and what you can expect from Risen Star College.

We strongly encourage every student to familiarise themselves with the Student Handbook prior to enrolment. Doing so will ensure that you start your studies with confidence, clarity, and a full understanding of the support and resources available to you at Risen Star College

Course structure and timetable

Student will have a **maximum period of 52 weeks** to complete this course.

Units are clustered into module or study areas allowing student to complete all units and assessments in the topic within the time indicated in the course schedule.

Student will attend **at least 20 hours** of face-to-face classroom training and assessment per week. It is recommended that student devote **at least 10 hours** of study per week to keep at the pace of the course schedule. Workplace assessment hours are as indicated in the course schedule table below.

An illustration is given on how class hour and Study & Assessment hours in table below are calculated. Using BSBPEF401 - Manage personal health and wellbeing as an illustration.

Class hours (3 weeks): 20 hrs x 3 = 60 hrs. (class hours is 20 hrs minimum for face-to-face students)

Study & Assessment hrs: 3 wks. x 10hrs = 30 hrs – (This is the time a student commits to personal study per week).

Total of Class & Study & Assessment Hours = 90hrs

2026 Intake Dates

Code	Title	Class	Intake Date	Breaks (holidays)
CHC33021	Certificate III in Individual Support	CH33021	17 August 2026	Wk., 10,20,30,40
CHC52025	Diploma of Community Services	CHC52025	19 August 2026	Wk., 10,20,30,40,

Unit	Week(s)	Class & Study (hours)	Workplace (hours)	Total (hours)
BSBPEF401 Manage personal health and wellbeing	1 – 3	90	*5	95
HLTWHS003 Maintain work health and safety	4 - 5	60	*5	65
CHCCCS019 Recognise and respond to crisis situations	6 - 7	60	*5	65



CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	8 - 9	60	*5	65
Holiday	10			
CHCDIV001 Work with diverse people	11 - 14	120	*10	130
CHCDIV003 Manage and promote diversity				
CHCMGT003 Lead the work team	15 – 19	150	*10	160
CHCDIS017 Facilitate community participation and social inclusion as a replacement				
Holiday	20			
CHCCCS004 Assess co-existing needs	21 – 23	90	*5	95
CHCCSM016 Undertake advanced assessments	24 – 25	60	*5	65
CHCCSM009 Facilitate goal-directed planning	26 - 27	60	*5	65
CHCLEG003 Manage legal and ethical compliance	28 - 29	60	*5	65
Holiday	30			
CHCCCS007 Develop and implement service programs	31 – 34	120	*10	130
CHCCSM010 Implement case management practice	35 - 37	90	*10	100
CHCCSM014 Provide case management supervision				
CHCDFV001 Recognise and respond appropriately to domestic and family violence	38 - 39	60	*5	65
Holiday	40			
CHCCSM017 Facilitate and review case management	41 – 44	120	*40	160
CHCMGT005 Facilitate workplace debriefing and support processes	45 – 46	60	*10	70
CHCPRP003 Reflect on and improve own professional practice	47 -48	60	*5	65

CHCDEV005 Analyse impacts of sociological factors on people in community work and services 25hrs of class activities is required to complete knowledge base assessment	49 – 52	25	100	125
Total hours		1,345	240	1,585

*The workplace assessment associated in each unit must be conducted within a community context, in a real workplace. The hours indicated in the course schedule are specific to the RTO delivery methods, resources, and conditions. These hours are designed in consultation with industry and community stakeholders 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

CHCCCS007 Develop and implement service programs

In the unit of competency CHCCCS007 - 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.

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 CHC33021 - Certificate III in Individual Support, or CHC32015 - Certificate III in Community Services; and

- Have successfully completed the Australian year 12 or equivalent schooling overseas.
- Have provided evidence of English Language test of IELTS score at minimum overall 6.0
- Pass Language, Literacy, Numeracy (LLN) and Digital Literacy Skills, LLND assessment at Level 4
- Have successfully completed Pre-Training Review

You must provide evidence that you have either obtained a minimum test score in an English language test that has been approved by immigration home affair or fall into an exemption category

For more information on English language tests and English language evidence exemptions, see the details on 'Eligibility' Meet English Language requirement.

<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#HowTo>

In addition, before commencing work placement, learner must have:

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

Note that students are responsible for the cost of transportation during work placement

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

Assessments in this course are knowledge base, role play, theoretical questions, short answer questions, extensive written assignments, project and workplace assessment

Student knowledge and understanding will be assessed regularly using a variety of different methods. Assessment methods vary between courses and may include assignments, online quizzes, exams or video assessments. Courses that include work placements will be done in the workplace. Student will be required to submit logbooks, portfolios of evidence, or third-party reports from the workplace provider

The workplace assessment associated in each unit must be conducted within community support contexts.

Risen Star College has signed an agreement with workplace provider. All workplace assessment under this course schedule will be completed with the approved workplace provider. Student will be given a contextualised Skills Workbook for workplace assessment.

To accomplish the required work placement as required by the unit of competency, learner must complete the workplace assessments contained in the Skills Workbook.

The assessor will contextualise the assessment tools to suite the following before commencement

- The specific candidate's needs
- The work and industry context in which the candidate operates

This Skills Workbook contains:

- Assessment activities the candidate needs to complete during their work placement.
- Instructions and guidance for completing these activities satisfactorily.



- Assessment forms and templates that need to be accomplished as part of the assessment.
- List of evidence they need to provide and submit to their assessor.

Given the nature of this course, assessments adhere to a competency-based framework. Students are required to meet all task requirements with 100% accuracy. If an assignment falls short of the 100% benchmark, students will be given the opportunity to reattempt only those sections that did not meet the standards.

Individual assignments are assessed as either 'Satisfactory' or 'Not satisfactory,' culminating in a final unit mark of 'Competent' or 'Not yet competent.' It is crucial for students to strive for precision in meeting the specified benchmarks to successfully navigate this competency-based assessment approach.

Course fees and payment options (International)

Course Fee
The fee for CHC52025 - Diploma of Community Services – Face-to-face delivery Course Fee Tuition fee = \$10,500, Resource fee = \$1,000, Enrolment fee = \$250 Note: * Enrolment Fee: A non-refundable fee required for processing the application. * Resource Fee: Covers access to the learning management system and online course materials.
Fee Schedule
Instalment plan option: Due on enrolment: \$ 4,000 Tuition Fee \$ 1,000 Resources Fee \$ 250 Enrolment Fee Due on Week 10: \$ 2, 500 Due on Week 20: \$ 2, 500 Due on Week 30: \$ 1, 500
Payment Options
Students can pay via: ⇒ Bank Deposit ⇒ Online Transfer ⇒ Credit Card (Visa or Master Card, 2% surcharge applies) Our bank details are as follows: For Your INITIAL Fee Payment Bank Name: Australia New Zealand bank, ANZ Account Name: RISEN STAR COLLEGE OF TECHNOLOGY AND BUSINESS BSB:014269 ACCOUNT NUMBER: 649925833 Swift Code: ANZBAU3M For ALL Your Remaining Tuition Fee Payments Bank Name: Australia New Zealand bank, ANZ



Account Name: RISEN STAR COLLEGE OF TECHNOLOGY AND BUSINESS
BSB:014269
ACCOUNT NUMBER: 176721389
Swift Code: ANZBAU3M

Please contact RSCTB for more detailed payment information.

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.

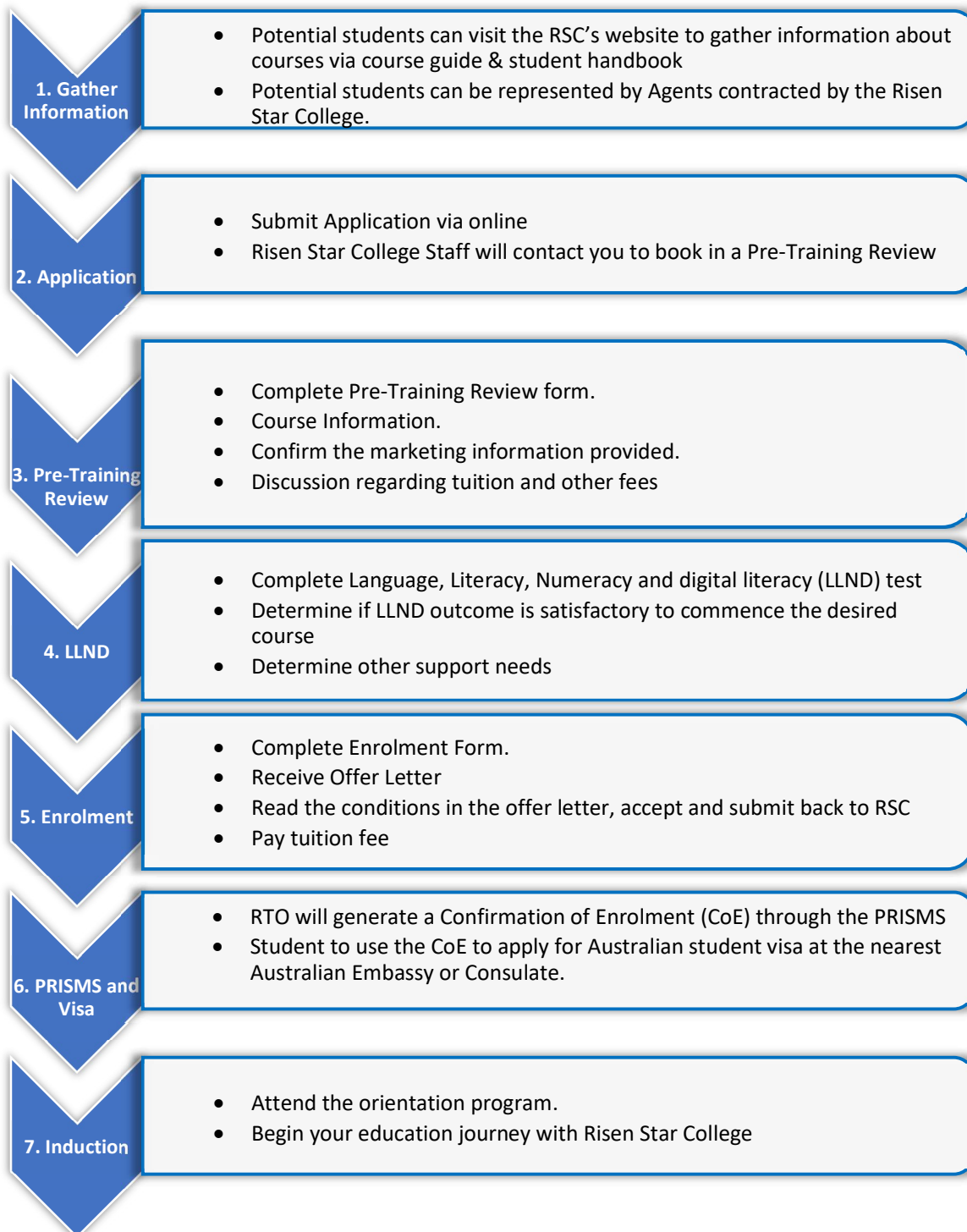
Eligibility for a refund depends on several factors, including the timing of your withdrawal, the amount of tuition fees paid, and the specific conditions outlined in Risen Star College's Refund Policy. The policy provides detailed guidance on refundable and non-refundable fees, withdrawal deadlines, 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 Student 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: • 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



Risen Star College of Technology and Business

RTO Code : 46397

CRICOS Code: 18869M

Contact: 0499824064

contacts@risenstarcollege.edu.au

<http://www.risenstarcollege.edu.au>

34 Old Cleveland Rd, Greenslopes QLD 4120

