

CHC51015 Diploma of Counselling

1. About the Diploma of Counselling

The CHC51015 Diploma of Counselling qualification reflects the role of 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. A broad approach with relevant competencies that relate to the different modalities that graduates would be equipped with to assist a variety of client's underpin this qualification.

The CHC51015 Diploma of Counselling will assist the student to gain the essential skills and knowledge to work as a counsellor in a wide variety of settings. The student will learn how to implement basic counselling skills, apply learning theories, select and use counselling theories, learn how to provide intervention and loss and grief support, and assist people with mental health issues. As well as many other vital counselling skills and knowledge.

The Torrens Commitment to all our students is to provide:

- Integrity in the pursuit of knowledge
- Employability through industry-recognised learning
- A reflexive, globally focused curriculum
- Access to a global network of facilities and connections
- Proactive engagement with industry globally
- Collaboration, teamwork and partnership
- Learning flexibility at every point
- Intercultural understanding and respect
- Intellectual and personal welfare of all staff and students

The student will develop effective communication skills and learn how to work within legal and ethical parameters in counselling.

Diploma courses provide training in a range of contexts that allow students to gain advanced skills and work in a paraprofessional setting. Diplomas are a Level 5 course, which means they are more involved and provide a greater depth of knowledge. Characteristics of Learning Outcomes at Diploma level five (5):

- Graduates of a Diploma will have:
 - Technical and theoretical knowledge and concepts, with depth in areas within the field of learning.
- Graduates of a Diploma will have:
 - Cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources.
 - Technical and communication skills to analyse, plan, design, and evaluate approaches to unpredictable problems and/or management requirements.
 - Specialist technical and creative skills to express ideas and perceptive
 - Communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge

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- Graduates of a Diploma will demonstrate the application of knowledge and skills:
 - With depth in some areas of specialisation, in known or changing contexts
 - To transfer and apply theoretical concepts and / or technical and/or creative skills in a range of situations.
 - With personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality
 - With initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but general well-defined parameters.

Graduate employment opportunities

This qualification reflects the role of 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.

Qualified and career-ready counsellors are in demand, and the current economic and social pressures driving that demand look set to continue.

Counsellors completing this Diploma will work in a support role to assist clients on any personal and psychological issues to support their health and well-being in a range of settings and roles such as:

- **Case Worker** - working collaboratively with other agencies and non-government agencies and also families to plan, coordinate and negotiate services for our clients and implement effective case plans, to ensure that children, young people and families are provided with the practical and emotional support they need.
- **Counsellor** - provide information on vocational, relationship, social and educational difficulties and issues, and work with people to help them to identify and define their emotional issues through therapies such as cognitive behaviour therapy, interpersonal therapy and other talking therapies.
- **Intake Counsellor** - The Intake Counsellor can be the first point of service contact for people and their family and friends, so it is critical that they demonstrate a high level of customer service and professionalism in their approach.
- **Careers Counsellors** - Careers Counsellors provide individuals and groups with information about career choices and assist individuals with self-development. Also known as: Career Development Practitioner, Career Adviser. Specialisations: Guidance Officer, Guidance Counsellor, School Counsellor.
- **Family and Marriage Counsellors** - conducting counselling interviews with individuals, couples and family groups, assisting the understanding and adjustment of attitudes, expectations and behaviour to develop more effective interpersonal and marital relationships.
- **Drug and Alcohol Counsellors** - Alcohol and other drugs workers might undertake tasks such as providing support, information and advice to clients about alcohol and other drugs, as well as mental health and addictions. They might evaluate and coordinate the services of community service agencies.
- **Rehabilitation Counsellors** - Rehabilitation counsellors provide vocational assessment, job preparation and placement services, and career development; adjustment to injury counselling, rehabilitation and return-to-work services (including suitable duties programs), workplace assessment, disability prevention and management.

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- **Business and Life Coaches** - A life coach is a type of wellness professional (counsellor) who helps people make progress in their lives in order to attain greater fulfilment. Life coaches aid their clients in improving their relationships, careers, and day-to-day lives.

After successful completion of the CHC51015 Diploma of Counselling, students will be able to apply for any of the above roles, in a wide range of workplaces.

Please access the following link to see a video of a Torrens graduate in her workplace:

<https://www.youtube.com/watch?v=LYNGIKmCwTA>

Course Overview

Course Title	DIPLOMA OF COUNSELLING		
Study Options – Domestic Australian students	<ul style="list-style-type: none"> • Online • On campus full-time • Blended mode (combined online & on-campus) 	Study Options – International students	This course is (currently) not available to international students requiring a visa to study in Australia.
Start Dates	February, June, September For specific dates visit: https://www.torrens.edu.au/apply-online/key-dates	Course Length	Nominal period of training for the CHC51015 Diploma of Counselling is for the training to be conducted over 12 months. This period is divided up into 3 x 12 week trimesters.
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each trimester and payment is required on or before the due date.</p> <p>VET Student Loans is a Government loan program that helps students pay for their tuition fees up to a set amount (known as a loan cap). Students need to meet eligibility requirements in order to access the scheme and the course debt is required to be repaid in full to the Commonwealth.</p> <p>Further information about VET Student Loans, including eligibility, is available at: VET Student Loans website</p>	Payment Options – International students	Upfront payment Not applicable

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Course study requirements	The course is 1185 nominal hours over the (3 x 12 week) study periods which is an average of approximately 6 hours per subject per week. A study period typically consists of 6 subjects therefore 6 x 6 hrs per week = 36 hours per week. These hours divided are up into facilitated study time (and assessment) and self-directed study.	Assessment	Assessments are mapped to specific subject learning competencies and may include quizzes, written assignments, presentation, reflective journal, case studies, literature review and practical demonstrations.
Locations	Sydney campus & Online	Delivered by	Torrens University Australia
Registered Training Organisation	Torrens University Australia Limited	CRICOS Course Code	Not applicable
RTO Number	41343	Accrediting body	Australian Skills Quality Authority (ASQA)
CRICOS Provider	03389E		
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

Applicants to all vocational courses must meet any course-specific entry requirements specified by the Industry Skills Council Skills IQ, defined in the relevant Training Package and published in the Admission Criteria. Refer to 'Course Specific Entry Requirements for all Students'.

Applicants must provide Proof of Identity. Moreover, under the Student Identifiers Act 2014, applicants to vocational courses must:

- Provide their Unique Student Identifier (USI) at the time of application if they already have one.
- Authorise TORRENS to access information available via their USI, and
- Consent to the use of their USI in their academic records.

In addition, domestic applicants to Diploma qualifications who wish to access the VET Student Loan will be assessed to establish if they have the aptitude to complete the qualification. Evidence of completion of the following is considered sufficient to demonstrate the core skills and capacity required to undertake a Diploma:

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- A completed Australian secondary education qualification or equivalent, or
- Exit Level 3 or above of the Australian Core Skills Framework (ACSF) in both reading and numeracy. The assessment will be conducted using the Language, Literacy and Numeracy (LLN) test1 , or
- A certificate of qualification at level 4 or above in the Australian Qualifications Framework and the course for the qualification was delivered in English.

Application process

To facilitate the assessment of their application, prospective students must follow Torrens's specified application process. Instructions and timelines can be found on Torrens's website. During the application process, Torrens ensures potential applicants are provided with full and comprehensive course and fees information to make an informed decision about choosing to enrol.

The information provided includes, but is not limited to:

- Course information, including but not limited to: admission criteria, course and census dates, course rules, subjects, units of competency, policies and procedures,

Fee information, including but not limited to: the estimated maximum course price.

Student Admissions Requirements - Fee for Service (Domestic)

As stipulated for students wishing to access VSL, 'Fee for Service' applicants for all vocational courses must also meet the course-specific entry requirements specified by the Industry Skills Council, defined in the relevant Training Package and published in the Admission Criteria. Refer to 'Course Specific Entry Requirements for all Students'.

Applicants must provide Proof of Identity. Moreover, under the Student Identifiers Act 2014, applicants to vocational courses must:

- Provide their Unique Student Identifier (USI) at the time of application if they already have one.
- Authorise TORRENS to access information available via their USI, and
- Consent to the use of their USI in their academic records.

Domestic 'Fee for Service' applicants will be assessed to establish if they have the aptitude to complete the qualification. Evidence of completion of the following is considered sufficient to demonstrate the core skills and capacity required to undertake a Diploma:

- A completed Australian secondary education qualification or equivalent, or
- Exit Level 3 or above of the Australian Core Skills Framework (ACSF) in both reading and numeracy. The assessment will be conducted using the Language, Literacy and Numeracy (LLN) test1 , or
- A certificate of qualification at level 4 or above in the Australian Qualifications Framework and the course for the qualification was delivered in English.

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Course Specific Entry Requirements for all Students

Students wishing to undertake CHC51015 Diploma of Counselling have industry and course specific entry requirements that they must fulfil in order to enter the course. These entry requirements include meeting one of the criteria below:

- Year 12 or have a state equivalent; **OR**
- Have a completed a Certificate III or above; **OR**
- Be of mature age which can be demonstrated by a candidate who is at least of 21 years old.

Students who do not meet the above criteria are required to:

- Undertake Language, Literacy and Numeracy (LLN) testing from an Australian Government approved provider and demonstrate competency at exit level three (3) in the Australian Core Skills Framework (ACSF) in both reading and numeracy.

3. How to apply

Via direct application to the institution

<https://www.torrens.edu.au/courses>

4. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia Credit Policy - <https://www.torrens.edu.au/policies-and-forms>

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

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For further information about credit and recognition of prior learning, please see:

<https://www.torrens.edu.au/how-to-apply/course-credits>

5. Where to get further information

[Torrens University courses](#)

6. Additional Information

Course Structure

All units of competency for this qualification, including core and elective units, are listed in the table below. Total number of units = 17

- 13 core units
- 4 elective units (which are compulsory)

The CHC51015 Diploma of Counselling, consists of 1185 Nominal Hours. The program is delivered over one (1) year, via a blended delivery style. This program is delivered over three (3) learning trimesters (study periods), each 12 weeks in duration.

The Course Structure, showing the sequence of subjects and their trimester or study period can be viewed or downloaded via the Student Hub, Course Webpage

<https://studenthub.torrens.edu.au/Hub/health>

Units of Competency / Unit Nominal Hours

Core or Elective Unit	Units of Competency (U o C)	Nominal Hours
Core	CHCCSL001 Establish and confirm the counselling relationship	100
Core	CHCDIV001 Work with diverse people	40
Core	CHCCSL005 Apply learning theories in counselling	65
Core	CHCCSL006 Select and use counselling therapies	70
Core	CHCCSL003 Facilitate the counselling relationship	120
Core	CHCCSL002 Apply specialist interpersonal and counselling interview skills	60
Core	CHCCSL007 Support counselling clients in decision-making processes.	120
Core	CHCCSM005 Develop, facilitate and review all aspects of case management.	75

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Core	CHCCCS019 Recognise and respond to crisis situations	45
Core	CHCCSL004 Research and apply personality and development theories	50
Core	CHCPRP003 Reflect on and improve own professional practice	120
Core	CHCLEG001 Work legally and ethically	55
Core	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety.	25
Elective	CHCCCS017 Provide loss and grief support.	55
Elective	CHCCCS014 Provide brief intervention.	75
Elective	CHCCCS015 Provide individualised support	30
Elective	CHCMHS001 Work with people with mental health issues	80
Total Course Nominal hours		1185

Course Rules

In accordance with the National Training Package rules, in order to graduate with the diploma qualification, a student must satisfactorily complete each of the 17 subjects which consists of one unit of competency.

Subject Descriptors

The subject and unit of competency descriptors below are obtained directly from the National Training package.

Subject and Unit of Competency descriptors
<p>CHCCSL001 Establish and confirm the counselling relationship</p> <p>This unit describes the skills and knowledge required to use a structured approach to counselling to determine, establish and confirm the nature of the counsellor client relationship according to the agency's counselling model.</p> <p>This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.</i></p>
<p>CHCDIV001 Work with diverse people</p>

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This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

CHCCSL005 Apply learning theories in counselling

This unit describes the skills and knowledge required to apply theory underpinning behaviourism and social learning to formulate and monitor a program for behaviour change in a counselling context.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

CHCCSL006 Select and use counselling therapies

This unit describes the skills and knowledge required to select and use different counselling therapies to meet client needs.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues, within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

CHCCSL003 Facilitate the counselling relationship

This unit describes the skills and knowledge to support clients to identify and work through concerns, and to manage the overall counselling process to its conclusion.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

CHCCSL002 Apply specialist interpersonal and counselling interview skills

This unit describes the skills and knowledge required to use advanced and specialised communication skills in the client-counsellor relationship.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

CHCCSL007 Support counselling clients in decision-making processes.

This unit describes the skills and knowledge required to assist clients to clarify their goals, explore options

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and develop a course of action.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues, within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

CHCCSM005 Develop, facilitate and review all aspects of case management.

This unit describes the skills and knowledge required to undertake case management meetings to plan, monitor and review service provision.

Workers at this level work autonomously and are responsible for own outputs within organisation guidelines.

This unit applies to work in a range of health and community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

CHCCCS019 Recognise and respond to crisis situations

This unit describes the skills and knowledge required to recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.

This unit applies to any community services worker involved in crisis intervention. Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

CHCCSL004 Research and apply personality and development theories

This unit describes the skills and knowledge required to research key concepts and constructs of theories of personality and human development, and link those to counselling practice.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

CHCPRP003 Reflect on and improve own professional practice

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

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CHCLEG001 Work legally and ethically

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety. This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

CHCCCS017 Provide loss and grief support.

This unit describes the skills and knowledge required to recognise and respond to the needs of people who are experiencing loss, grief and bereavement.

This unit applies to workers in a range of community services and health contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

CHCCCS014 Provide brief intervention

This unit describes the skills and knowledge required to assess intervention needs, and then to implement and monitor brief intervention strategies for people at various stages of the change process.

This unit applies to workers in a range of community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

CHCCCS015 Provide individualised support

This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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CHCMHS001 Work with people with mental health issues

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Campus Locations

Training is provided at the following campuses and online via the Learning Management System (Blackboard). Refer to the Think website for full campus details.

Sydney:

Foveaux St,
Surry Hills NSW 2010

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

Facilities and Services include:

- ✓ The Customer Service Hub – our friendly and experienced staff can give help and advice about courses, your enrolment and campus life, including all services and activities on campus.
- ✓ Counsellors are available for students to consult with on a range of personal issues
- ✓ Student wireless access throughout the Campus
- ✓ Student break-out and relaxed study spaces for group work
- ✓ Student lounge areas – most with microwaves, fridge and kitchenette facilities
- ✓ The Learning Hub, home to the Learning Support Team, encompasses Learning Skills Advisors, Learning Technology Advisors, and Library & Learning Skills Officers. It provides an integrated, holistic support program for students throughout the study lifecycle within a library/collaborative study environment.
- ✓ Support and workshops with highly qualified staff in the areas of Academic skills, Library skills, and Technology skills, both on campus and online.
- ✓ Physical and digital resources relevant to studies, such as books, journals, multimedia,

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databases

- ✓ Self-check kiosks for library loans and print and copy facilities

A positive student experience

Torrens University values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the website <https://www.torrens.edu.au/policies-forms>

Paying for your qualification

We offer two payment options for this course:

Upfront payment

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

VET Student Loans

VET Student Loans is a Government loan program that helps students pay for their tuition fees up to a set amount (known as a loan cap). Students need to meet eligibility requirements in order to access the scheme and the course debt is required to be repaid in full to the Commonwealth.

Torrens University is an approved VET Student Loans provider and the VET Student Loans scheme is available for this course. As the difference between the loan cap and course price varies by study mode, please speak to your Course & Careers Adviser about what this means for you.

Further information about VET Student Loans, including eligibility, is available at:

[VET Student Loans website](#)

[VET Student Loans booklet](#)

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).



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