

your pathway to the future



# Local Student *Course Guide*

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# Local Students

## 22482VIC Course in Initial EAL

**General:** The Course in Initial EAL is a new course for pre-literate students arriving from conflict zones and refugee camps who have experienced different levels of trauma. While this is a diverse group, many arrive in Australia with severely interrupted education and little or no previous education or learning experiences. These pre arrival experiences influence their ability to settle in Australia and apply the skills required to learn a new language. These learners need to develop an identity as a learner and establish learning routines. They need to develop basic decoding and encoding skills and handwriting skills such as copying and hand-eye coordination.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Course in EAL.

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

### Units

#### Unit Code

#### Unit Descriptor

VU22578	Recognise letters of the alphabet and their sounds
VU22579	Use strategies to participate in learning
VU22580	Recognise and copy extremely familiar words
VU22581	Participate in extremely familiar spoken exchanges
VU22582	Recognise and copy numbers from 1 to 100
VU22383	Identify common digital media

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22483VIC Course in EAL

**General:** The Course in EAL is designed for EAL participants who have little prior educational experience or whose circumstances have resulted in disrupted education and who need to develop initial level basic English speaking, listening, reading and writing, numeracy and learning skills prior to accessing further English language education and possible employment.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Certificate I in EAL (Access).

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

### Core Units

#### Unit Code

#### Unit Descriptor

VU22584	Develop language learning objectives with support
VU22585	Use beginning language learning strategies with support
VU22586	Communicate basic personal details and needs
VU22587	Give and respond to basic information and instructions
VU22588	Read and write short basic messages and forms
VU22589	Read and write short, basic factual texts

### Elective Units

#### Unit Code

#### Unit Descriptor

VU22353	Recognise, give and follow simple and familiar directions
VU22354	Recognise measurements in simple, highly familiar situations
VU22355	Recognise shape and design in simple, highly familiar situations

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22484VIC Certificate I in EAL (Access)

**General:** Certificate I in EAL (Access) outcomes focus on the development of English language speaking, listening, reading and writing skills directly related to immediate personal and social needs together with electives selected to develop relevant social, settlement and numeracy skills and knowledge. The purpose of this qualification is preparation for participation in further English language study or vocational training which may include English language support or employment.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Certificate II in EAL (Access).

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge.

### Core Unit

**Unit Code**  
VU22590

#### Unit Descriptor

Plan language learning with support

### Elective Units

**Unit Code**

VU22099  
VU22591  
VU22592  
VU22593  
VU22594  
VU22597  
VU22598

#### Unit Descriptor

Recognise and interpret safety signs and symbols  
Participate in short simple exchanges  
Give and respond to short, simple verbal instructions and information  
Read and write short simple messages and forms  
Read and write short, simple informational and instructional texts  
Locate health and medical information  
Identify Australian leisure activities

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22485VIC Certificate II in EAL (Access)

**General:** Certificate II in EAL (Access) outcomes focus on the development of English language speaking, listening, reading and writing skills together with electives selected to develop relevant knowledge and skills for simple everyday communication and community participation and to enable participants to move into further English language education or vocational training or a combination of both, or employment.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Certificate III in EAL (Access) or Certificate III in EAL (Further Study).

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge.

**Core Unit**  
**Unit Code**  
VU22358

**Unit Descriptor**  
Develop learning goals

**Elective Units**  
**Unit Code**

VU22601	Participate in simple conversations and transactions
VU22602	Give and respond to simple spoken information and directions
VU22603	Read and write simple personal communications and transactional texts
VU22604	Read and write simple instructional and informational texts
VU22607	Explore community services
VU22608	Explore transport options
VU22609	Explore current issues

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22486VIC Certificate III in EAL (Access)

**General:** Certificate III in EAL (Access) outcomes focus on the consolidation of English language speaking, listening, reading and writing skills so that participants can access a range of further and vocational education options which may require some specialisation. Participants include those who have been out of the workforce for a period and wish to further develop English language skills and research pathway options or seek employment.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Certificate IV in EAL (Access). or Certificate IV in EAL (Further Study).

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

**Core Unit**  
**Unit Code**  
VU22384

**Unit Descriptor**  
Develop and document a learning plan and portfolio

**Elective Units**

<b>Unit Code</b>	<b>Unit Descriptor</b>
VU22610	Engage in casual conversations and straightforward spoken transactions
VU22611	Give and respond to a range of straightforward information and instructions
VU22612	Read and write straightforward communications and transactional texts
VU22613	Read and write straightforward informational and instructional texts
VU22615	Investigate issues in the Australian environment
VU22616	Investigate features of the Australian legal system
VU22618	Investigate Australian art and culture

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22491VIC Certificate III in EAL (Further Study)

**General:** Certificate III in EAL (Further Study) outcomes focus on the consolidation of English speaking and listening, reading, writing and study skills to participate in a range of Australian further study contexts. Outcomes include literacy skills including digital literacy skills and cultural and critical knowledge and skills together with knowledge and skills to access further education pathways. Participants may pathway to vocational or other education or to further English language courses.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Certificate IV in EAL (Further Study).

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge.

### Core Units

#### Unit Code

#### Unit Descriptor

VU22384	Develop and document a learning plan and portfolio
VU22640	Give straightforward oral presentations for study purposes
VU22641	Participate in a range of straightforward interactions for study purposes
VU22642	Read and write straightforward texts for study purposes
VU22643	Listen and take notes for study purposes
VU22644	Use language analysis strategies and study skills

### Elective Units

#### Unit Code

#### Unit Descriptor

VU22615	Investigate issues in the Australian environment
VU22618	Investigate Australian art and culture

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22487VIC Certificate IV in EAL (Access)

**General:** Certificate IV in EAL (Access) outcomes focus on the consolidation of advanced English language speaking and listening, reading and writing skills to access a range of community options. Outcomes include a range of complex communication skills and knowledge in English, literacy skills including digital literacy skills and a range of electives focussing on cultural knowledge and skills. The purpose of this qualification is to enable those seeking to further develop their existing knowledge and skills in English to participate effectively in the community, including leadership roles.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** There are no formal articulation arrangements for pathways into VET or higher education courses on completion of this course. Students can go onto further study options, including Certificate IV in EAL (Further Study) or Certificate IV in EAL (Employment/Professional).

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

Core Unit	Unit Descriptor
Unit Code VU22411	Research pathways and produce a learning plan and portfolio

Elective Units	Unit Descriptor
Unit Code VU21884	Analyse stories / narratives within cultures
VU22619	Analyse and participate in complex conversations
VU22620	Give and respond to a wide range of oral presentations and instructions
VU22621	Read and write complex communications and transactional texts
VU22623	Read and write complex creative texts
VU22624	Research features of Australian Government
VU22626	Research events in Australian history post 1770

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22492VIC Certificate IV in EAL (Further Study)

**General:** Certificate IV in EAL (Further Study) outcomes are designed for those who require consolidation of advanced level English speaking and listening, reading, writing, literacy skills including digital literacy skills, and study skills in English prior to accessing a range of further study pathways including higher education. Participants include those who have already completed or partially completed further or higher education, those who wish to upgrade their qualifications and those wishing to enter higher level qualifications for the first time.

The purpose of this course is to develop communication and research skills and knowledge at a complex level together with knowledge of the Australian education system. Outcomes are designed to support those who will use their existing skills and knowledge in their language in the workplace, for example as interpreters and providing bilingual support, to gain access to further training to support employment.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** Students can go into a range of employment or further study options, including Certificate IV and Diploma industry qualifications or Higher education.

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge.

### Core Units

#### Unit Code

	Unit Descriptor
VU22411	Research pathways and produce a learning plan and portfolio
VU22645	Give complex presentations for study purposes
VU22646	Participate in complex spoken discourse for study purposes
VU22647	Take notes from complex spoken texts for study purposes
VU22648	Read and write complex texts for study purposes
VU22649	Use critical reading skills to analyse study tasks
VU22650	Use language analysis skills to review own texts

### Elective Units

#### Unit Code

	Unit Descriptor
VU22446	Design and review a project
VU22627	Research current issues

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## 22490VIC Certificate IV in EAL (Employment/Professional)

**General:** Certificate IV in EAL (Employment/Professional) outcomes are designed for skilled, qualified and experienced workers who require high level speaking and listening, reading and writing skills in English, and literacy skills including digital literacy skills, to gain skilled jobs (such as various technical and IT jobs, in the medical or engineering professions), and for those seeking to access employment in specialised fields. Participants may have specialised knowledge and technical skills and need to develop a higher level of English language proficiency to successfully gain access to their field.

**Entry:** Entry to this EAL Course is determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.

Every student will be required to complete the English Proficiency Assessment test and a Pre-Training Interview. Students must also be at least 18 years of age.

**Vocational or educational outcomes:** Students can go into a range of employment options.

**Delivery and assessment:** This course is delivered in a classroom setting. Strategies include a variety of assessment methods and evidence gathering techniques, which offer an integrated approach to assessment.

Assessment methods and tools may include: verbal presentations, multi-media presentations, portfolios, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, third party feedback e.g. from (teachers, community members or peers), verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge.

### Core Units

#### Unit Code

#### Unit Descriptor

VU22619

Analyse and participate in complex conversations

VU22635

Present and listen to complex oral presentations in an employment or professional context

### Elective Units

#### Unit Code

#### Unit Descriptor

BSBWRT401

Write complex documents

TLIE4006

Collect, analyse and present workplace data and information

VU22122

Respond to an advertised job

VU22627

Research current issues

VU22638

Critically read and write formal letters and complex prose texts for professional purposes

VU22639

Critically read, write and edit complex descriptive texts in a professional context

**Course duration:** 6 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## CHC33015 Certificate III in Individual Support (Ageing)

**General:** This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant aged care settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Accommodation Support Worker, Food Services Worker (Aged Care), Personal Care Giver, Respite Care Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation/demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCCCS015	Provide individualised support
CHCCCS023	Support independence and well being
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTAAP001	Recognise healthy body systems
HLTWH002	Follow safe work practices for direct client care

### Elective Units

Unit Code	Unit Descriptor
CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCCCS011	Meet personal support needs
CHCCCS001	Address the needs of people with chronic disease
CHCPAL001	Deliver care services using a palliative approach
HLTINF001	Comply with infection prevention and control policies and procedures

**Course duration:** 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## CHC43015 Certificate IV in Ageing Support

**General:** This qualification reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community based environments. Workers will take responsibility for their own outputs within defined organisation guidelines and maintain quality service delivery through the development, facilitation and review of individualised service planning and delivery.

Workers may be required to demonstrate leadership and have limited responsibility for the organisation and the quantity and quality of outputs of others within limited parameters.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant aged care settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Aged Care Activity Worker, Care Service Team Leader, Care Supervisor (Aged Care).

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery.

Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, activities, observation/demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCADV001	Facilitate the interests and rights of clients
CHCAGE001	Facilitate the empowerment of older people
CHCAGE003	Coordinate services for older people
CHCAGE004	Implement interventions with older people at risk
CHCAGE005	Provide support to people living with dementia
CHCCCS006	Facilitate individual service planning and delivery
CHCCCS011	Meet personal support needs
CHCCCS023	Support independence and wellbeing
CHCCCS025	Support relationships with carers and families
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
CHCPAL001	Deliver care services using a palliative approach
CHCPRP001	Develop and maintain networks and collaborative partnerships
HLTAAP001	Recognise healthy body systems
HTWHS002	Follow safe work practices for direct client care

### Elective Units

Unit Code	Unit Descriptor
CHCAGE002	Implement falls prevention strategies
CHCCCS007	Develop and implement service programs
BSBMGT401	Show leadership in the workplace

**Course duration:** 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students (VIC)



## MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles

**General:** This qualification describes the skills and knowledge required to design, construct, install and repair interior and exterior blinds and awnings and security screens and grilles using a range of materials, fixtures and fittings for residential and commercial premises.

Work is usually performed in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Target groups:

- Existing experienced worker in the sector with existing skills and knowledge seeking a formal qualification.
- Existing experienced worker in the sector wishing to gain further knowledge and a qualification.
- Existing experienced worker in the sector wishing to advance career prospects.
- New employees to the industry.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment, Pre-Training Interview administered by and to the satisfaction of ITHEA and be at least 18 years of age.

This course is only available under an Apprenticeship so they must be employed in the industry.

**On the job practical requirements:** To achieve this qualification, the candidate must be employed in the industry. Students are required to undertake supervised practice. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level.

**Vocational or educational outcomes:** At the successful completion of this qualification, graduates will continue to work in this sector. Occupational titles may include Blinds and Awnings Maker and Installer, Security Screens and Grilles Maker and Installer.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** This course is delivered as an apprenticeship program with face to face classroom and workplace delivery and workplace assessment. Learners are introduced to the theory content and are required to participate and contribute actively and responsibly in class discussion, demonstration, group activities, role plays and simulations. Learners will need to practice and consolidate their knowledge and skills in their workplace.

Assessment methods for this qualification include: Knowledge check, Back to Business Projects, Skills Demonstration and Third Party Reports. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance.

## MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles

### Core Units

Unit Code	Unit Descriptor
BSBFLM303	Contribute to effective workplace relationships
BSBPRO401	Develop product knowledge
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSMSUP102	Communicate in the workplace
MSFBA2001	Use blinds, awnings, security screens and grilles hand and power tools
MSFGN2001	Make measurements and calculations
MSFGN2002	Move and store materials and products
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job

### Elective Units

Unit Code	Unit Descriptor
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
BSBWOR203	Work effectively with others
BSBCMM301	Process customer complaints
BSBCUS301	Deliver and monitor a service to customers
BSBADM311	Maintain business resources
MSFBA2002	Set up, operate and maintain blinds and awnings sector static machines
MSFBA2003	Select and apply blinds and awnings hardware and fixings
MSFBA2004	Construct roll-up and pull-down style blinds and awnings
MSFBA2005	Construct vertical-style blinds
MSFSF2001	Cut single layer fabrics
MSFSF2002	Machine sew materials
MSTTF2015	Install products on and off site
MSTGN2005	Perform minor maintenance
MSFBA3002	Install exterior blinds and awnings
AHCLSC308	Install metal structures and features

**Course duration:** 4 years

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

## MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles

**General:** This qualification describes the skills and knowledge required to design, construct, install and repair interior and exterior blinds and awnings and security screens and grilles using a range of materials, fixtures and fittings for residential and commercial premises.

Work is usually performed in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Target groups:

Existing experienced worker in the sector with existing skills and knowledge seeking a formal qualification.

Existing experienced worker in the sector wishing to gain further knowledge and a qualification.

Existing experienced worker in the sector wishing to advance career prospects.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment, Pre-Training Interview administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**USER CHOICE:** This course is available under a Traineeship to existing workers in the industry.

An existing worker is a person who:

1. Has worked in a full-time capacity with the same employer or group training organisation for a period of more than three (3) months continuous service immediately prior to the date of commencement of the traineeship or amendment to the training contract.
2. Has worked in a part-time capacity with the same employer or group training organisation for a period of more than 12 months continuous service immediately prior to the date of commencement of the traineeship or amendment to the training contract. Four (4) months part-time employment equates to one (1) month full-time employment.
3. Has worked in a casual capacity with the same employer or group training organisation for a period of more than 12 months continuous service immediately prior to the date of commencement of the traineeship.

**CERT 3 GUARANTEE:** This course supports existing workers in the industry to complete their first post-school certificate III level qualification. These students will not be undertaking the qualification as a traineeship.

**On the job practical requirements:** To achieve this qualification, the candidate must be employed in the industry. Students are required to undertake supervised practice. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level.

**Vocational or educational outcomes:** At the successful completion of this qualification, graduates will continue to work in this sector. Occupational titles may include Blinds and Awnings Maker and Installer, Security Screens and Grilles Maker and Installer.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** This course is delivered as an 'on the job' program with face to face workplace delivery and workplace assessment. Learners are introduced to the theory content and are required to participate and contribute actively and responsibly in discussion, demonstration, activities, role plays and simulations. Learners will need to practice and consolidate their knowledge and skills in their workplace.

Assessment methods for this qualification include: Knowledge check, Back to Business Projects, Skills Demonstration and Third Party Reports. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance.

## MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles

### Core Units

Unit Code	Unit Descriptor
BSBFLM303	Contribute to effective workplace relationships
BSBPRO401	Develop product knowledge
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSMSUP102	Communicate in the workplace
MSFBA2001	Use blinds, awnings, security screens and grilles hand and power tools
MSFGN2001	Make measurements and calculations
MSFGN2002	Move and store materials and products
MSFGN3001	Read and interpret work documents
MSFGN3002	Estimate and cost job

### Elective Units

Unit Code	Unit Descriptor
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
BSBWOR203	Work effectively with others
BSBCMM301	Process customer complaints
BSBCUS301	Deliver and monitor a service to customers
BSBADM311	Maintain business resources
MSFBA2002	Set up, operate and maintain blinds and awnings sector static machines
MSFBA2003	Select and apply blinds and awnings hardware and fixings
MSFBA2004	Construct roll-up and pull-down style blinds and awnings
MSFBA2005	Construct vertical-style blinds
MSFSF2001	Cut single layer fabrics
MSFSF2002	Machine sew materials
MSTTF2015	Install products on and off site
MSTGN2005	Perform minor maintenance
MSFBA3002	Install exterior blinds and awnings
AHCLSC308	Install metal structures and features

**Course duration:** 4 years

This Training is funded by the Queensland Government. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## BSB20115 Certificate II in Business

**General:** This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

**Entry:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Pathways into the qualification:** Preferred pathways for candidates considering this qualification include: BSB10115 Certificate I in Business or other relevant qualification/s OR with vocational experience assisting in a range of work settings without a formal business qualification.

**Vocational or educational outcomes:** Students can go into a range of employment or further study options, including BSB30115 Certificate III in Business. Occupations may include Administration Assistant, Office Assistant.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, activities and projects.

### Core Unit

Unit Code	Unit Descriptor
BSBWHS201	Contribute to health and safety of self and others

### Elective Units

Unit Code	Unit Descriptor
BSBCUS201	Deliver a service to customers
BSBIND201	Work effectively in a business environment
BSBINM201	Process and maintain workplace information
BSBINM202	Handle mail
BSBCMM201	Communicate in the workplace
BSBITU201	Produce simple word processed documents
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
BSBWOR204	Use business technology
FNSACC301	Process financial transactions and extract interim reports

**Course duration:** 6 months

# Local Students

## BSB30115 Certificate III in Business

**General:** This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

**Entry:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Pathways into the qualification:** Preferred pathways for candidates considering this qualification include: BSB20115 Certificate II in Business or other relevant qualification OR with vocational experience assisting in a range of support roles without a formal business qualification.

**Vocational or educational outcomes:** Students can go into a range of employment or further study options, including BSB40215 Certificate IV in Business. Occupations may include Accounts Clerk, Accounts Payable Clerk, General Clerk, Junior Personal Assistant, Office Assistant, Receptionist, Word Processor.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, activities and projects.

### Core Unit

Unit Code	Unit Descriptor
BSBWHS302	Apply knowledge of WHS legislation in the workplace

### Elective Units

Unit Code	Unit Descriptor
BSBCUS301	Deliver and monitor a service to customers
BSBDIV301	Work effectively with diversity
BSBFIA301	Maintain financial records
BSBFLM303	Contribute to effective workplace relationships
BSBINM301	Organise workplace information
BSBINM302	Utilise a knowledge management system
BSBINN301	Promote innovation in a team environment
BSBITU306	Design and produce business documents
BSBPRO301	Recommend products and services
BSBSUS401	Implement and monitor environmentally sustainable work practices
BSBWOR301	Organise personal work priorities and development

**Course duration:** 1 year



# Local Students

## BSB40215 Certificate IV in Business

**General:** This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

**Entry :** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Pathways into the qualification:** Preferred pathways for candidates considering this qualification include: BSB30115 Certificate III in Business or other relevant qualification/s OR with vocational experience assisting in a range of environments providing administrative or operational support to individuals and/or teams but without a formal business qualification.

**Vocational or educational outcomes:** Students can go into a range of employment or further study options, including BSB50215 Diploma of Business. Occupations may include Administrator, Executive Personal Assistant, Office Administrator, Project Officer, Sales Account Assistant, Sales Agent.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, activities and projects.

### Core Unit

Unit Code	Unit Descriptor
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements

### Elective Units

Unit Code	Unit Descriptor
BSBCUS402	Address customer needs
BSBINN301	Promote innovation in a team environment
BSBITU306	Design and produce business documents
BSBITU401	Design and develop complex text documents
BSBMKG413	Promote products and services
BSBMGT402	Implement operational plan
BSBRES401	Analyse and present research information
BSBRSK401	Identify risk and apply risk management processes
BSBWRT401	Write complex documents

**Course duration:** 1 year

# Local Students

## BSB50215 Diploma of Business

**General:** This qualification reflects the role of individuals with substantial experience in a range of settings and who are seeking to further develop their skills across a wide range of business functions. This qualification is also suited to the needs of individuals with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to further develop in order to create further educational and employment opportunities.

**Entry:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Pathways into the qualification:** Preferred pathways for candidates considering this qualification include: BSB40215 Certificate IV in Business or other relevant qualification/s OR with vocational experience in a range of work environments in senior support roles but without a qualification.

**Vocational or educational outcomes:** Students can go into a range of employment or further study options. Occupations may include Administration Manager, Executive Officer.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, activities and projects.

### Elective Units

Unit Code	Unit Descriptor
BSBADM502	Manage meetings
BSBADM506	Manage business document design and development
BSBHRM506	Manage recruitment selection and induction processes
BSBMGT517	Manage operational plan
BSBPMG522	Undertake project work
BSBRSK501	Manage risk
BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Lead and manage team effectiveness

**Course duration:** 1 year

# Local Students

## BSB60215 Advanced Diploma of Business

**General:** This qualification reflects the role of individuals with significant experience in a senior administrative role who are seeking to develop expertise across a wider range of business functions.

The qualification is suited to individuals who possess significant theoretical business skills and knowledge and wish to consolidate and build pathways to further educational or employment opportunities.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Executive Manager or Director, Manager, Human Resources - Strategy, Senior Executive.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** The course is delivered via classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, projects/analysis/discussion, written reports, case studies/scenarios and presentation/demonstration.

### Elective Units

Unit Code	Unit Descriptor
BSBMKG605	Evaluate international marketing opportunities
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBMKG608	Develop organisational marketing objectives
BSBMKG609	Develop a marketing plan
BSBMGT616	Develop and implement strategic plans
BSBMGT608	Manage innovation and continuous improvement
BSBFIM601	Manage finances
BSBINN601	Lead and manage organisational change

**Course duration:** 18 months

# Local Students



## BSB42015 Certificate IV in Leadership and Management

**General:** This qualification reflects the role of individuals working as developing and emerging leaders and managers in a range of enterprise and industry contexts.

As well as assuming responsibility for their own performance, individuals at this level provide leadership, guidance and support to others. They also have some responsibility for organising and monitoring the output of their team.

They apply solutions to a defined range of predictable and unpredictable problems, and analyse and evaluate information from a variety of sources.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Leading Hand, Sales Team Coordinator or Team Leader.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, activities, presentations, case studies and projects.

### Core Unit

Unit Code
BSBLDR401
BSBLDR402
BSBLDR403
BSBMGT402

Unit Descriptor
Communicate effectively as a workplace leader
Lead effective workplace relationships
Lead team effectiveness
Implement operational plan

### Elective Units

Unit Code
BSBCMM401
BSBFIA402
BSBINM401
BSBRSK401
BSBITU401
BSBRES401
BSBWHS401
BSBWOR404

Unit Descriptor
Make a presentation
Report on financial activity
Implement workplace information system
Identify risk and apply risk management processes
Design and develop complex text documents
Analyse and present research information
Implement and monitor WHS policies, procedures and programs to meet legislative requirements
Develop work priorities

**Course duration:** 9 months

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## BSB51918 Diploma of Leadership and Management

**General:** This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements.

They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Business Manager, Human Resources Manager, Sales Team Manager.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, presentations, activities, case studies and projects.

### Core Units

Unit Code	Unit Descriptor
BSBLDR502	Lead and manage effective workplace relationships
BSBLDR511	Develop and use emotional intelligence
BSBMGT517	Manage operational plan
BSBWOR502	Lead and manage team effectiveness

### Elective Units

Unit Code	Unit Descriptor
BSBCOM503	Develop processes for the management of breaches in compliance requirements
BSBINN502	Build and sustain an innovative work environment
BSBINN601	Lead and manage organisational change
BSBLDR513	Communicate with influence
BSBLED501	Develop a workplace learning environment
BSBMGT502	Manage people performance
BSBRSK501	Manage Risk
BSBWOR501	Manage personal work priorities and professional development

**Course duration:** 1 year

# Local Students

## BSB61015 Advanced Diploma of Leadership and Management

**General:** This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts.

Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters.

They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Executive Manager or Director, Manager, Human Resources - Strategy, Senior Executive.

**Job outlook:** Please refer to the Australian Government Job Outlook site for job prospects for each of the occupations listed above.

**Delivery and assessment:** The course is delivered via classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, project/analysis/discussion, written reports, case studies/scenarios and presentation/demonstration.

### Core Units

Unit Code	Unit Descriptor
BSBFIM601	Manage finances
BSBINN601	Lead and manage organisational change
BSBMGT605	Provide leadership across the organisation
BSBMGT617	Develop and implement a business plan

### Elective Units

Unit Code	Unit Descriptor
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBMKG609	Develop a marketing plan
BSBMGT608	Manage innovation and continuous improvement
BSBMGT616	Develop and implement strategic plans
BSBRSK501	Manage risk
BSBMKG605	Evaluate international marketing opportunities
CHCORG611C	Lead and develop others in a community sector workplace
BSBMKG608	Develop organisational marketing objectives

**Course duration:** 18 months

# Local Students

## CHC40313 Certificate IV in Child, Youth and Family Intervention

**General:** This qualification reflects the role of those who work in youth and family intervention, including practice specialisations in residential and out of home care, family support and early intervention. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications.

Target groups:

Existing experienced worker in the sector with existing skills and knowledge seeking a formal qualification.

Existing experienced worker in the sector wishing to gain further knowledge and a qualification.

Existing experienced worker in the sector wishing to advance career prospects.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant residential care settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check and a Working with Children Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Family Support Worker, Relationship Educator or Residential Care Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** This course is delivered online or as a blended approach. All students will be enrolled into our Learning Management System and all assessments must be completed online. As a result, all students will require a personal computer, with access to the Internet, to successfully complete their studies. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation/demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCCCS006	Facilitate individual service planning and delivery
CHCCOM002	Use communication to build relationships
CHCDEV001	Confirm client developmental status
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people
CHCPRT005	Work within a practice framework
HTWHS001	Participate in workplace health and safety

### Elective Units

Unit Code	Unit Descriptor
CHCCCS009	Facilitate responsible behaviour
CHCPRT009	Provide primary residential care
CHCEDU009	Provide parenting, health and well-being education
CHCCCS016	Respond to client needs
CHCMHS007	Work effectively in trauma informed care
CHCPRT010	Work with children and young people with complex trauma and attachment issues and needs

**Course duration:** 1 year

# Local Students

## CHC50313 Diploma of Child, Youth and Family Intervention

**General:** This qualification reflects the role of workers in residential facilities and/or non-residential settings related to child protection and family support work.

Target groups:

Existing experienced worker in the sector with existing skills and knowledge seeking a formal qualification.

Existing experienced worker in the sector wishing to gain further knowledge and a qualification.

Existing experienced worker in the sector wishing to advance career prospects.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant residential care settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check and a Working with Children Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Early Intervention Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** This course is delivered online or as a blended approach. All students will be enrolled into our Learning Management System and all assessments must be completed online. As a result, all students will require a personal computer, with access to the Internet, to successfully complete their studies. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation/demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCCCS004	Assess co-existing needs
CHCCCS016	Respond to client needs
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDEV003	Analyse client information for service planning and delivery
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPRT004	Work effectively in child protection to support children, young people and families
CHCPRT006	Build professional practice and sectoral expertise
CHCPRT010	Work with children and young people with complex trauma and attachment issues and needs

### Elective Units

Unit Code	Unit Descriptor
CHCCOM003	Develop workplace communication strategies
CHCINM001	Meet statutory and organisation information requirements
CHCFAM003	Support people to improve relationships
CHCFAM005	Facilitate and monitor contact
CHCMGT005	Facilitate workplace debriefing and support processes
CHCMHS001	Work with people with mental health issues
CHCPRT012	Undertake and implement planning with at-risk children and young people and their families

**Course duration:** 1 year

# Local Students

## CHC52015 Diploma of Community Services

**General:** This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups and communities. At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management; program coordination or the development of new business opportunities.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency. Students are required to undertake supervised practical placement in a relevant community service delivery setting, involving, for example, direct client work or community education or development. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check and a Working with Children Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Child Welfare Officer, Residential Carer (Child Protection), Social Housing Coordinator, Community Services Case Manager.

**Job outlook:** The number of people working as Welfare Support Workers (in their main job) fell over the past 5 years and is expected to grow strongly over the next 5 years: from 46,700 in 2018 to 52,100 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 30,000 job openings over 5 years (that's about 6,000 a year).

Source: Job Outlook. Department of Employment, Skills, Small and Family Business

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, class activities, observation, role plays, case studies and projects.

### Core Units

#### Unit Code

CHCDEV002  
CHCCCS007  
CHCCOM003  
CHCDIV003  
CHCLEG003  
CHCMGT005  
CHCPRP003  
HTLWHS004

#### Unit Descriptor

Analyse impacts of sociological factors on clients in community work and services  
Develop and implement service programs  
Develop workplace communication strategies  
Manage and promote diversity  
Manage legal and ethical compliance  
Facilitate workplace debriefing and support processes  
Reflect on and improve own professional practice  
Manage work health and safety

### Elective Units

#### Unit Code

CHCCSM005  
CHCCSL001  
CHCCDE011  
CHCADV002  
CHCAOD004  
CHCCCS004  
CHCDEV001  
CHCDIS010

#### Unit Descriptor

Develop, facilitate and review all aspects of case management  
Establish and confirm the counselling relationship  
Implement community development strategies  
Provide advocacy and representation services  
Assess needs of client with alcohol and other drugs issues  
Assess co-existing needs  
Confirm client developmental status  
Provide person-centered services to people with disability with complex needs

**Course duration:** 2 years

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply

# Local Students

## CHC33015 Certificate III in Individual Support (Disability)

**General:** This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant disability services settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check and a Working with Children Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Accommodation Support Worker (Disability) or Respite Care Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation/demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCCCS015	Provide individualised support
CHCCCS023	Support independence and well being
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTAAP001	Recognise healthy body systems
HLTWH002	Follow safe work practices for direct client care

### Elective Units

Unit Code	Unit Descriptor
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS003	Support community participation and social inclusion
CHCDIS004	Communicate using augmentative and alternative communication strategies
CHCDIS007	Facilitate the empowerment of people with disability
CHCCCS001	Address the needs of people with chronic disease

**Course duration:** 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## CHC43115 Certificate IV in Disability

**General:** This qualification reflects the role of workers in a range of community settings and clients' homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant disability services settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check and a Working with Children Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Disability Officer, Day Support, Disability Support Worker, Drug and Alcohol Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation and demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCCCS015	Provide individualised support
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS005	Develop and provide person-centred service responses
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care

### Elective Units

Unit Code	Unit Descriptor
CHCADV002	Provide advocacy and representation services
CHCMHS001	Work with people with mental health conditions
CHCCCS019	Recognise and respond to crisis situations

**Course duration:** 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## CHC30113 Certificate III in Early Childhood Education and Care

**General:** This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

**Entry:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement:** To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant child care settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid Working With Children Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment or further study options, including CHC50113 Diploma of Early Childhood Education and Care. Occupations may include Childhood Educator Assistant, Outside School Hours Aide, Preschool Assistant.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. All students will be enrolled into our Learning Management System and all assessments must be completed online. As a result, all students will require a personal computer, with access to the Internet, to successfully complete their studies. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation and demonstration, case study and first aid test. Note: Online Learners will need to complete the First Aid unit in a classroom setting.

### Core Units

Unit Code	Unit Descriptor
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HTLWHS001	Participate in workplace health and safety

### Elective Units

Unit Code	Unit Descriptor
CHCECE012	Support children to connect with their world
CHCPRP003	Reflect on and improve own professional practice
BSBWOR301	Organise personal work priorities and development

**Course duration:** 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students



## CHC50113 Diploma of Early Childhood Education and Care

**General:** This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement:** To achieve this qualification, the candidate must have completed at least 240 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant child care settings. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid Working With Children Check prior to attending placement.

**Vocational or educational outcomes:** ITHEA is proud to announce established pathways for our Diploma of Early Childhood Education and Care graduates.

Successful students are able to enter Swinburne University of Technology courses either on campus or online through Swinburne Online, with academic credit awarded in recognition of their studies.



Students have academic credit recognition for Swinburne's

1. Bachelor of Education (Early Childhood) BA-EDUEC2 OR 2. Bachelor of Education (Primary) BA-EDUPRI.

The opportunity exists to go straight into second year for either of these programs.

The level of academic credit recognition and details of exemptions awarded to individual students will be granted according to the arrangements specified in the Statement of Academic Credit. Please find this document on the course page of our website.

Please note: Students are still required to go through the normal application process and meet all relevant academic and English language entry requirements.

Changes in the academic credit offered to students may occur in the future at Swinburne's discretion. As such information may be varied by Swinburne at any time.

Alternatively students can go into a range of employment options. Occupations may include, Childhood Education Manager, Outside School Hours Coordinator.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

# Local Students

## CHC50113 Diploma of Early Childhood Education and Care

**Delivery and assessment:** We offer students the flexibility of choosing between online learning or classroom delivery. All students will be enrolled into our Learning Management System and all assessments must be completed online. As a result, all students will require a personal computer, with access to the Internet, to successfully complete their studies.

Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation and demonstration, and case study.

### Core Units

Unit Code	Unit Descriptor
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for the inclusion of all children
CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE025	Embed sustainable practices in service operations
CHCECE026	Work in partnership with families to provide appropriate education and care for children
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHHS003	Maintain work health and safety

### Elective Units

Unit Code	Unit Descriptor
CHCDIV001	Work with diverse people
CHCPRP003	Reflect on and improve own professional practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE013	Use information about children to inform practice
BSBWOR301	Organise personal work priorities and development

**Course duration:** 2 years

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply.

# Local Students

## CHC43315 Certificate IV in Mental Health

**General:** This qualification reflects the role of workers who provide self-directed recovery oriented support for people affected by mental illness and psychiatric disability. Work involves implementing community based programs and activities focusing on mental health, mental illness and psychiatric disability. Work is undertaken in a range of community contexts such as community based non-government organisations; home based outreach; centre-based programs; respite care; residential services, rehabilitation programs; clinical settings; or supporting people in employment. Work is carried out autonomously under the broad guidance of other practitioners and professionals. Target groups:

Existing experienced worker in the sector with existing skills and knowledge seeking a formal qualification.

Existing experienced worker in the sector wishing to gain further knowledge and a qualification.

Existing experienced worker in the sector wishing to advance career prospects.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant mental health services setting. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Community Rehabilitation Worker, Community Rehabilitation and Support Worker, Outreach Officer, Mental Health Outreach Worker or Assistant Community Services Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** This course is delivered online or as a blended approach. All students will be enrolled into our Learning Management System and all assessments must be completed online. As a result, all students will require a personal computer, with access to the Internet, to successfully complete their studies. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation/demonstration, case study and projects.

### Core Units

Unit Code	Unit Descriptor
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS007	Work effectively in trauma informed care
CHCMHS008	Promote and facilitate self advocacy
CHCMHS011	Assess and promote social, emotional and physical wellbeing
HLTWHS001	Participate in workplace health and safety

### Elective Units

Unit Code	Unit Descriptor
CHCCCS019	Recognise and respond to crisis situations
CHCADV001	Facilitate the interests and rights of clients
CHCCCS014	Provide brief interventions
CHCSOH001	Work with people experiencing or at risk of homelessness

**Course duration:** 1 year

# Local Students

## CHC53315 Diploma of Mental Health

**General:** This qualification reflects the role of workers who provide services to clients in relation to mental health issues. They can provide counselling, referral, advocacy and education/health promotion services. These workers are required to have high level specialist knowledge, skills and competencies especially in regard to laws affecting people with mental health issues, the range of services available to them and health issues related to mental health.

**Target groups:**

Existing experienced worker in the sector with existing skills and knowledge seeking a formal qualification.

Existing experienced worker in the sector wishing to gain further knowledge and a qualification.

Existing experienced worker in the sector wishing to advance career prospects.

**Entry requirements:** Prospective students are required to complete a Language Literacy and Numeracy (LLN) assessment and a Pre-Training Interview, administered by and to the satisfaction of ITHEA and be at least 18 years of age.

**Practical placement requirements:** To achieve this qualification, the candidate must have completed at least 160 hours of work as detailed in the Assessment Requirements of the units of competency. Students are required to undertake supervised practical placement in relevant mental health services setting. Evidence provided by the supervisor will contribute to assessment of the candidate's ability to work at this level. Students are required to find their own practical placement, however ITHEA will provide assistance and support where needed. Students must have a valid National Police Check prior to attending placement.

**Vocational or educational outcomes:** Students can go into a range of employment options. Occupations may include Community Rehabilitation and Support Worker, Welfare Support Worker, Community Rehabilitation Worker, Community support worker, Mental health support worker or Mental Health Outreach Worker.

**Job outlook:** Community and Personal Service Workers is the broad occupation category. Visit the Department of Employment, Skills, Small and Family Business to view more detailed information on individual occupations.

**Delivery and assessment:** This course is delivered online or as a blended approach. All students will be enrolled into our Learning Management System and all assessments must be completed online. As a result, all students will require a personal computer, with access to the Internet, to successfully complete their studies. Assessment methods allow for the gathering of sufficient quality evidence about the student's performance. Methods used include question and answer, observation/demonstration, case study and projects.

**Core Units**

**Unit Code**

	<b>Unit Descriptor</b>
CHCADV005	Provide systems advocacy services
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCMHS002	Establish self-directed recovery relationships
CHCMHS003	Provide recovery oriented mental health services
CHCMHS004	Work collaboratively with the care network and other services
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
CHCMHS009	Provide early intervention, health prevention and promotion programs
CHCMHS010	Implement recovery oriented approaches to complexity
CHCMHS011	Assess and promote social, emotional and physical wellbeing
CHCMHS012	Provide support to develop wellness plans and advanced directives
CHCMHS013	Implement trauma informed care
CHCPOL003	Research and apply evidence to practice
CHCPRP003	Reflect on and improve own professional practice
HLTWHS004	Manage work health and safety

**Elective Units**

**Unit Code**

	<b>Unit Descriptor</b>
CHCAOD006	Provide interventions for people with alcohol and other drugs issues
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management
CHCCDE004	Implement participation and engagement strategies
CHCCSM004	Coordinate complex case requirements
CHCMHS006	Facilitate the recovery process with the person, family and carers



# Contact

## Campus

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