

your pathway to the future



Local Student *Course Guide*

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Local Students

22482VIC Course in Initial EAL

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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

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 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)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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	Unit Descriptor
VU22590	Plan language learning with support

Elective Units Unit Code	Unit Descriptor
VU22099	Recognise and interpret safety signs and symbols
VU22591	Participate in short simple exchanges
VU22592	Give and respond to short, simple verbal instructions and information
VU22593	Read and write short simple messages and forms
VU22594	Read and write short, simple informational and instructional texts
VU22597	Locate health and medical information
VU22598	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)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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

Unit Code	Unit Descriptor
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)

Government Funded:  Skills First

Enrolment Type:  Non Apprentice/Trainee

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)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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
VU22411	Research pathways and produce a learning plan and portfolio

Elective Units	Unit Descriptor
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
VU22622	Read and write complex instructions and advisory texts
VU22624	Research features of Australian Government
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

22492VIC Certificate IV in EAL (Further Study)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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 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 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)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

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

VU22619

VU22635

Unit Descriptor

Analyse and participate in complex conversations

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

Elective Units

Unit Code

BSBWRT401

TLIE4006

VU22122

VU22627

VU22638

VU22639

Unit Descriptor

Write complex documents

Collect, analyse and present workplace data and information

Respond to an advertised job

Research current issues

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

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)

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

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. 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
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
HLTWHS002	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
HLTINFO001	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. This Training is also funded under the Job Trainer initiative.

Local Students

CHC43015 Certificate IV in Ageing Support

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

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. 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, 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
HLTWH002	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. This Training is also funded under the Job Trainer initiative.

Local Students (VIC)



MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles

Government Funded: Skills First JobTrainer

Enrolment Type: Apprentice

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.

MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles

Government Funded: Skills First JobTrainer

Enrolment Type: Apprentice

Core Units

Unit Code	Unit Descriptor
BSBFLM303	Contribute to effective workplace relationships
BSBPRO401	Develop product knowledge
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSMWHS200	Work safely

BSBFLM303	Contribute to effective workplace relationships
BSBPRO401	Develop product knowledge
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSMWHS200	Work safely

Elective Units

Unit Code	Unit Descriptor
MSFBA2011	Select and apply hardware and fixings for blinds, awnings, screens and grilles
MSFBA3012	Assemble interior blinds
MSFBA3014	Assemble pelmets
MSFDN4003	Produce patterns and templates
MSFFM2010	Set up and operate basic static machines
MSFFM3010	Prepare cutting list from plans and job specifications
MSFGN2002	Move and store materials and products
MSFSF2015	Cut single layer fabrics
MSFSF3014	Construct Roman-style blinds
MSTGN2005	Perform minor maintenance
MSTGN3016	Plan tasks to assist production operations
MSTTX2009	Perform industrial sewing on textile products
TLIA2011	Package goods

Course duration: 4 years

MSF30919 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.

Local Students (QLD) ITHEA

Institute of Tertiary & Higher Education Australia

MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles

Core Units

Unit Code	Unit Descriptor
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BSBFLM303	Contribute to effective workplace relationships
BSBPRO401	Develop product knowledge
MSFGN2001	Make measurements and calculations
MSFGN3001	Read and interpret work documents
MSMWHS200	Work safely

Elective Units

Unit Code	Unit Descriptor
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MSFBA2011	Select and apply hardware and fixings for blinds, awnings, screens and grilles
MSFBA3012	Assemble interior blinds
MSFBA3014	Assemble pelmets
MSFDN4003	Produce patterns and templates
MSFFM2010	Set up and operate basic static machines
MSFFM3010	Prepare cutting list from plans and job specifications
MSFGN2002	Move and store materials and products
MSFSF2015	Cut single layer fabrics
MSFSF3014	Construct Roman-style blinds
MSTGN2005	Perform minor maintenance
MSTGN3016	Plan tasks to assist production operations
MSTTX2009	Perform industrial sewing on textile products
TLIA2011	Package goods

Course duration: 4 years

Local Students

BSB30120 Certificate III in Business

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

General: This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment 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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Vocational or educational outcomes: Students can go into a range of employment or further study options, including BSB40120 Certificate IV in Business. Occupations may include, Medical Receptionist, Records Clerk, Administrative Assistant, Customer Service Representative or Medical Secretary.

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. 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, activities and projects.

Core Unit

Unit Code	Unit Descriptor
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Elective Units

Unit Code	Unit Descriptor
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBPEF301	Organise personal work priorities
BSBLDR301	Support effective workplace relationships
BSBOPS304	Deliver and monitor a service to customers
BSBFIN302	Maintain financial records
BSBINS302	Organise workplace information

Course duration: 1 year



Local Students

BSB40120 Certificate IV in Business

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

General: This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities.

Individuals in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse 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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Vocational or educational outcomes: Students can go into a range of employment or further study options, including BSB50120 Diploma of Business. Occupations may include Personal Assistant, Office Administrator, Sustainability Manager, Sales Assistant, Sustainability Officer, Trade Coordinator, Exporter, Importer, Assistant Records Manager, Analyst, Customer service assistant or Administrator.

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. 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, activities and projects.

Core Unit

Unit Code	Unit Descriptor
BSBCRT411	Apply critical thinking to work practices
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTWK401	Build and maintain business relationships
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBWRT411	Write complex documents
BSBXCM401	Apply communication strategies in the workplace

Elective Units

Unit Code	Unit Descriptor
BSBPFF402	Develop personal work priorities
BSBPFF502	Develop and use emotional intelligence
BSBHRM413	Support the learning and development of teams and individuals
BSBTEC403	Apply digital solutions to work processes
BSBESB401	Research and develop business plans
BSBFIN302	Maintain financial records

Course duration: 1 year

Local Students

BSB50120 Diploma of Business

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

General: This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have frontline management accountabilities.

Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills. They may possess substantial experience in a range of settings, but seek to further develop their skills across a wide range of business functions.

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Vocational or educational outcomes: Students can go into a range of employment or further study options. Occupations may include Executive Officer, Business Development Manager, Project Consultant, Compliance Manager (Local Government), Office Manager, Business Sales Team Leader, Administrator, Corporate Services Manager, Administration Manager (Local Government), Evaluation, Records Management Coordinator, Team Leader, Procurement Officer, Unit Leader, Project Coordinator, Administration Manager, Customer Service Manager, Procurement and Contract Manager, Records Manager or Environmental Compliance Officer (Local Government).

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. 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, activities and projects.

Core Units

Unit Code	Unit Descriptor
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace

Elective Units

BSBHRM525	Manage recruitment and onboarding
BSBLDR601	Lead and manage organisational change
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS504	Manage business risk
BSBOPS505	Manage organisational customer service
BSBTWK502	Manage team effectiveness
BSBTWK503	Manage meetings

Course duration: 1 year

Local Students

BSB60120 Advanced Diploma of Business

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

General: This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have general management accountabilities.

Individuals in these roles carry out complex tasks in a specialist field of expertise. They may undertake technical research and analysis, and will often contribute to setting the strategic direction for a work area.

The qualification is suited to individuals who are responsible for the supervision and leadership of a team or work area (including by managing staff performance and making staffing decisions).

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Entry to this qualification is limited to those who:

Have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions).

or

Have two years equivalent full-time relevant workplace experience in an operational or leadership role in an enterprise.

Vocational or educational outcomes: Students can go into a range of employment options. Occupations may include Business Manager, Business Analyst, Senior Executive, Business Development Director or Administrator.

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. 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, projects/analysis/discussion, written reports, case studies/scenarios and presentation/demonstration.

Core Units

Unit Code	Unit Descriptor
BSBCRT611	Apply critical thinking for complex problem solving
BSBFIN601	Manage organisational finances
BSBOPS601	Develop and implement business plans
BSBSUS601	Lead corporate social responsibility
BSBTEC601	Review organisational digital strategy

Elective Units

BSBSTR602	Develop organisational strategies
BSBTWK601	Develop and maintain strategic business networks
BSBWHS521	Ensure a safe workplace for a work area
BSBLDR602	Provide leadership across the organisation
BSBTEC501	Develop and implement an e-commerce strategy

Course duration: 18 months

Local Students

BSB40520 Certificate IV in Leadership and Management

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

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 are likely to provide leadership, guidance and support to others. They may also have some responsibility for organising and monitoring the output of teams.

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Vocational or educational outcomes: Students can go into a range of employment options. Occupations may include Coordinator (Business Operations), Warehouse Team Leader, Distribution Centre Supervisor, Supervisor, Line Manager, Leading Hand, Production Supervisor, Sales Team Manager, Team Leader, Frontline Sales Manager or Freight Administrative Supervisor

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. 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, activities, presentations, case studies and projects.

Core Unit

Unit Code

Unit Descriptor

BSBLDR411	Demonstrate leadership in the workplace
BSBLDR413	Lead effective workplace relationships
BSBOPS402	Coordinate business operational plans
BSBXCM401	Apply communication strategies in the workplace
BSBXTW401	Lead and facilitate a team

Elective Units

Unit Code

Unit Descriptor

BSBLDR414	Lead team effectiveness
BSBPEF402	Develop personal work priorities
BSBSTR502	Facilitate continuous improvement
BSBTWK401	Build and maintain business relationships
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBPEF401	Manage personal health and wellbeing
BSBSUS411	Implement and monitor environmentally sustainable work practices

Course duration: 9 months

Local Students

BSB50420 Diploma of Leadership and Management

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

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 may 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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Vocational or educational outcomes: Students can go into a range of employment options. Occupations may include Transport Manager, Distribution Centre Manager, Information Services Manager, Manager, Corporate Services Manager, Public Sector Manager, Senior Manager (Public Sector), Office Manager, Legal Practice Manager, Operations Manager, Warehouse Manager, Business Development Manager, Production Manager or Business 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. 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, presentations, activities, case studies and projects.

Core Units

Unit Code	Unit Descriptor
BSBCMM511	Communicate with influence
BSBCRT511	Develop critical thinking in others
BSBLDR523	Lead and manage effective workplace relationships
BSBOPS502	Manage business operational plans
BSBPEF502	Develop and use emotional intelligence
BSBTWK502	Manage team effectiveness

Elective Units

Unit Code	Unit Descriptor
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSTR502	Facilitate continuous improvement
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBWHS521	Ensure a safe workplace for a work area
BSBXCM501	Lead communication in the workplace

Course duration: 1 year

Local Students

CHC40313 Certificate IV in Child, Youth and Family Intervention

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information. Students should be working in the industry.

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: 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
HTLWHS001	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

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

This Training is also funded under the Job Trainer initiative

Local Students

CHC50313 Diploma of Child, Youth and Family Intervention

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information. Students should be working in the industry.

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: 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

Government Funded: Skills First

JobTrainer

Enrolment Type: Non Apprentice/Trainee

Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

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. 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, class activities, observation, role plays, case studies and projects.

Core Units

Unit Code

Unit Code	Unit Descriptor
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services
CHCCCS007	Develop and implement service programs
CHCCOM003	Develop workplace communication strategies
CHCDIV003	Manage and promote diversity
CHCLEG003	Manage legal and ethical compliance
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPRP003	Reflect on and improve own professional practice
HLTWHS004	Manage work health and safety

Elective Units

Unit Code

Unit Code	Unit Descriptor
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCCSL001	Establish and confirm the counselling relationship
CHCCDE011	Implement community development strategies
CHCADV002	Provide advocacy and representation services
CHCAOD004	Assess needs of client with alcohol and other drugs issues
CHCCCS004	Assess co-existing needs
CHCDEV001	Confirm client developmental status
CHCDIS010	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. This Training is also funded under the Job Trainer initiative.

Local Students

CHC33015 Certificate III in Individual Support (Disability)

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

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. 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
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
HLTWHS002	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
HLTINFO001	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. This Training is also funded under the Job Trainer initiative

Local Students

CHC43115 Certificate IV in Disability

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

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. 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 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
HLTWS002	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
CHCCS019	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. This Training is also funded under the Job Trainer initiative.

Local Students



CHC30121 Certificate III in Early Childhood Education and Care

Government Funded: Skills First

JobTrainer

Enrolment Type: Non Apprentice/Trainee

Trainee

General: This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Practical placement: To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. 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 CHC50121 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

CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
HLTWHS001	Participate in workplace health and safety

Elective Units

Unit Code

Unit Descriptor

BSBWRT311	Write simple documents
CHCPRP003	Reflect on and improve own professional practice

Course duration: 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply. This Training is also funded under the Job Trainer initiative.

Local Students



CHC50121 Diploma of Early Childhood Education and Care

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

General: This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. They may have responsibility for supervision of volunteers or other educators.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

Entry requirements: Entry to this qualification is open to individuals who:

hold a CHC30121 Certificate III in Early Childhood Education and Care or
CHC30113 Certificate III in Early Childhood Education and Care.

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. You must have good word processing and email skills as well as the ability to download and upload documents and information.

Practical placement: To achieve this qualification, the individual must have completed a total of least 280 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. 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 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



CHC50121 Diploma of Early Childhood Education and Care

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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
BSBTWK502	Manage team effectiveness
CHCECE041	Maintain a safe and healthy environment for children
CHCECE042	Foster holistic early childhood learning, development and wellbeing
CHCECE043	Nurture creativity in children
CHCECE044	Facilitate compliance in a children's education and care service
CHCECE045	Foster positive and respectful interactions and behaviour in children
CHCECE046	Implement strategies for the inclusion of all children
CHCECE047	Analyse information to inform children's learning
CHCECE048	Plan and implement children's education and care curriculum
CHCECE049	Embed environmental responsibility in service operations
CHCECE050	Work in partnership with children's families
CHCPRP003	Reflect on and improve own professional practice

Elective Units

Unit Code	Unit Descriptor
CHCECE053	Respond to grievances and complaints about the service
CHCINM002	Meet community information needs
BSBTWK503	Manage meetings

Course duration: 1 year

This Training is delivered with Victorian and Commonwealth Government Funding. Eligibility criteria apply. People with disabilities are encouraged to apply. This Training is also funded under the Job Trainer initiative.

Local Students

CHC43315 Certificate IV in Mental Health

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information. Students should be working in the industry.

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: 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

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

This Training is also funded under the Job Trainer initiative

Local Students

CHC53315 Diploma of Mental Health

Government Funded: Skills First JobTrainer

Enrolment Type: Non Apprentice/Trainee Trainee

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. You must have good word processing and email skills as well as the ability to download and upload documents and information. Students should be working in the industry.

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: 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
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

	Unit Descriptor
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

Course duration: 18 months

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



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