



INTERNATIONAL STUDENT Course Guide



your pathway to the future

www.ithea.edu.au
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International Students



General English

CRICOS Code: 097564F

General: ITHEA's General English course provides students with the opportunity to develop English language and literacy skills to be used in real life situations such as everyday communications, travel, work, and living in Australia.

Ideal for those seeking to improve their skills in Reading, Writing, Speaking and Listening. Learn English in the heart of the Melbourne CBD in a fun, relaxed and diverse environment. We support you with group work, oral presentations, discussion groups, grammar, vocabulary, pronunciation, punctuation and excursions around Melbourne. You'll quickly pick up basic language skills to help you settle into life in Melbourne, Australia.

General English is offered at Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced levels. Each level of General English is 12 weeks in duration.

It can also lead you to further study or prepare you for the International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL), Cambridge English: Advanced (Certificate in Advanced English), Pearson Test of English Academic or Occupational English Test (OET). Students can also be considered for one of our VET programs upon successful completion of General English – Advanced.

Entry: Prospective students are required to complete the Pre-Training Interview form, to the satisfaction of ITHEA. Entry to this course is also determined according to the following criteria:

a participant's current English language skills. Reading and Writing, Listening and Speaking provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level;
any prior English language learning is taken into consideration;
Students can also be accepted with a proficiency in English equivalent to the IELTS level in the table below

General English Level	IELTS entry score
Beginner	<3.0
Elementary	3.0
Pre-Intermediate	3.5
Intermediate	4.0
Upper-Intermediate	4.5
Advanced	5.0

Please Note: See our website for the most up to date information

Vocational or educational outcomes: Students can advance a level every 12 weeks.

On completion of the General English – Advanced, students may have gained an IELTS equivalent of 5.5 to approx 6.0 and can gain entry into one of our VET programs.

General English Level	Duration
Beginner	12 weeks
Elementary	12 weeks
Pre-Intermediate	12 weeks
Intermediate	12 weeks
Upper-Intermediate	12 weeks
Advanced	12 weeks

Assessment: 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, student self-assessments, on-going teacher assessment, direct observation, simulated role plays, verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

Units

Reading, Writing, Listening, Speaking

Course duration: 12 to 96 weeks full time. Minimum course enrolment is 12 study weeks with each level taking 12 weeks to achieve

Enrolment fee: \$250 (non-refundable)

Materials fee: \$200 per level

Course Tuition fee: \$2200 per level

International Students



CHC33015 Certificate III in Individual Support (Ageing)

CRICOS Code: 093547F

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 the Pre-Training Interview form, to the satisfaction of ITHEA. You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.

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: The number of people working as Aged and Disabled Carers (in their main job) grew very strongly over the past 5 years and is expected to grow very strongly over the next 5 years: from 175,800 in 2018 to 245,000 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 179,000 job openings over 5 years (that's about 35,800 a year).

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

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 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
HTLWHS002	Follow safe work practices for direct client care

Elective Units

Unit Code

Unit Code	Unit Descriptor
CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCCCS011	Meet personal support needs
CHCCS001	Address the needs of people with chronic disease
CHCPAL001	Deliver care services using a palliative approach
HTLINF001	Comply with infection prevention and control policies and procedures

Course Duration: 52 weeks full time including holidays and orientation

Enrolment Fee: \$250 (non-refundable)

Materials Fee: \$200

Course Tuition Fee: \$9,700

International Students



CHC43015 Certificate IV in Ageing Support

CRICOS Code: 093548E

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 the Pre-Training Interview form, to the satisfaction of ITHEA. You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.

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: Job outlook: The number of people working as Aged and Disabled Carers (in their main job) grew very strongly over the past 5 years and is expected to grow very strongly over the next 5 years: from 175,800 in 2018 to 245,000 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 179,000 job openings over 5 years (that's about 35,800 a year).

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

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.

Treasury Gardens

International Students



CHC43015 Certificate IV in Ageing Support (cont'd)

Core Units

Unit Code

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
CHCCS025	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 Code	Unit Descriptor
CHCAGE002	Implement falls prevention strategies
CHCCS007	Develop and implement service programs
BSBMGT401	Show leadership in the workplace

Course duration: 52 weeks full time including holidays and orientation

Enrolment fee: \$250 (non-refundable)

Materials fee: \$200

Course Tuition fee: \$9,700





International Students



CHC33015 Certificate III in Individual Support (Disability)

CRICOS Code: 093547F

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 the Pre-Training Interview form, to the satisfaction of ITHEA. You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.

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: The number of people working as Aged and Disabled Carers (in their main job) grew very strongly over the past 5 years and is expected to grow very strongly over the next 5 years: from 175,800 in 2018 to 245,000 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 179,000 job openings over 5 years (that's about 35,800 a year).

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

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 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
HTWHS002	Follow safe work practices for direct client care

Elective Units

Unit Code

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

Course Duration: 52 weeks full time including holidays and orientation

Enrolment Fee: \$250 (non-refundable)

Materials Fee: \$200

Course Tuition Fee: \$9,700

International Students



CHC43115 Certificate IV in Disability

CRICOS Code: 093549D

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 the Pre-Training Interview form, to the satisfaction of ITHEA. You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.

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: The number of people working as Aged and Disabled Carers (in their main job) grew very strongly over the past 5 years and is expected to grow very strongly over the next 5 years: from 175,800 in 2018 to 245,000 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 179,000 job openings over 5 years (that's about 35,800 a year).

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

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
HTWHS002	Follow safe work practices for direct client care

Elective Units

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

Course duration: 52 weeks full time including holidays and orientation

Enrolment fee: \$250 (non-refundable)

Materials fee: \$200

Course Tuition fee: \$9,700

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International Students



CHC30121 Certificate III in Early Childhood Education and Care

CRICOS Code: 108510C

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 requirements: Prospective students are required to complete the Pre-Training Interview form, to the satisfaction of ITHEA. You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.

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: The number of people working as Child Carers (in their main job) grew very strongly over the past 5 years and is expected to grow very strongly over the next 5 years: from 156,300 in 2018 to 183,900 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 184,000 job openings over 5 years (that's about 36,800 a year).

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

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

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
HLWHS001	Participate in workplace health and safety

Elective Units

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

Course duration: 62 weeks full time including holidays and orientation

Enrolment fee: \$250 (non-refundable)

Materials fee: \$200 (Covers all resources and workbooks)

Course Tuition fee: \$9,700

International Students



Institute of Tertiary & Higher Education Australia

CHC50121 Diploma of Early Childhood Education and Care

CRICOS Code: 108666E

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 the Pre-Training Interview form, to the satisfaction of ITHEA.

You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.

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

Vocational or educational outcomes: Students can go into a range of employment options. Occupations may include, Childhood Education Manager, Outside School Hours Coordinator.

Job outlook: The number of people working as Child Carers (in their main job) grew very strongly over the past 5 years and is expected to grow very strongly over the next 5 years: from 156,300 in 2018 to 183,900 by 2023. Job openings can come from new jobs being created, but most come from turnover (workers leaving). There are likely to be around 184,000 job openings over 5 years (that's about 36,800 a year).

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

International Students



CHC50121 Diploma of Early Childhood Education and Care (cont'd)

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 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: 90 weeks full time including holidays and orientation

Enrolment fee: \$250 (non-refundable)

Materials fee: \$400 (Covers all resources and workbooks)

Course Tuition fee: \$14,550

International Students



CHC52015 Diploma of Community Services

CRICOS Code: 093550M

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 the Pre-Training Interview form, to the satisfaction of ITHEA. You must have good word processing and email skills as well as the ability to download and upload documents and information. You will also need to provide evidence of your English language proficiency. The table below shows the English language test providers and the minimum overall band scores you must achieve to meet the Student visa English language requirement.

English language test providers	Minimum score	Minimum score and at least 10 weeks English Language Intensive Courses for Overseas Students (ELICOS)	Minimum score and at least 20 weeks ELICOS
International English Language Testing System (IELTS)	5.5	5	4.5
TOEFL internet based test	46	35	32
Cambridge English: Advanced (Certificate in Advanced English)	162	154	147
Pearson Test of English Academic (PTE Academic)	42	36	30
Occupational English Test	B for each test component	N/A	N/A

You must have taken the English language test in the 2 years before you apply for a student visa.



International Students



CHC52015 Diploma of Community Services (cont'd)

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 Care (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

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
CHCCCS007	Develop and implement service programs
CHCCOM003	Develop workplace communication strategies
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services
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
CHCCS004	Assess co-existing needs
CHCDIS010	Provide person-centered services to people with disability with complex needs
CHCDEV001	Confirm client developmental status

Course duration: 104 weeks full time including holidays and orientation

Enrolment fee: \$250 (non-refundable)

Materials fee: \$400

Course Tuition fee: \$19,400

Contact

Campus

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RTO Provider Code 22037
CRICOS Provider Code 02892J

Intakes:

2023 23 Jan, 17 Apr, 10 Jul, 2 Oct



NATIONALLY RECOGNISED
TRAINING