

# INTERNATIONAL STUDENT *Course Guide*



*your pathway to the future*





ITHEA City Campus  
Levels 9-11  
168 Lonsdale St  
Melbourne, VIC  
Australia

#### Disclaimer

This publication may be of assistance to you but the Institute of Tertiary and Higher Education Australia (ITHEA) and its employees do not guarantee that the publication is without flaw of any kind or is wholly appropriate for your particular purposes and therefore disclaims all liability for any error, loss or other consequence which may arise from you relying on any information in this publication. Always refer to the ITHEA website, [www.ithea.edu.au](http://www.ithea.edu.au) for the latest information.

Authorised by the  
Institute of Tertiary and Higher Education Australia.

Levels 9-11,  
168 Lonsdale St,  
Melbourne,  
Victoria,  
Australia 3000

Tel +61 3 9650 3900

October 2019

© Copyright ITHEA Corporation Pty Ltd



# Contents

<b>Program</b>	<b>Course</b>	
<b><i>elicos</i></b>	General English	4
<b><i>ageing support</i></b>	CHC33015 Certificate III in Individual Support (Ageing)	5
	CHC43015 Certificate IV in Ageing Support	6
<b><i>disability</i></b>	CHC33015 Certificate III in Individual Support (Disability)	9
	CHC43115 Certificate IV in Disability	10
<b><i>early childhood education &amp; care</i></b>	CHC30113 Certificate III in Early Childhood Education and Care	11
	CHC50113 Diploma of Early Childhood Education and Care	12
<b><i>community services</i></b>	CHC52015 Diploma of Community Services	14

# 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

**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 weeks with each level taking 12 weeks to achieve

**Enrolment fee:** \$250 (non-refundable)

**Materials fee:** \$200 per level

**Course Tuition fee:** \$220 per week

## 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 will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

**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:** 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
HLTINF001	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

## 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 will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

**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:** 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

CHCADV001  
CHCAGE001  
CHCAGE003  
CHCAGE004  
CHCAGE005  
CHCCCS006  
CHCCCS011  
CHCCCS023  
CHCCCS025  
CHCDIV001  
CHCLEG003  
CHCPAL001  
CHCPRP001  
HLTAAP001  
HLTWS002

#### Unit Descriptor

Facilitate the interests and rights of clients  
Facilitate the empowerment of older people  
Coordinate services for older people  
Implement interventions with older people at risk  
Provide support to people living with dementia  
Facilitate individual service planning and delivery  
Meet personal support needs  
Support independence and wellbeing  
Support relationships with carers and families  
Work with diverse people  
Manage legal and ethical compliance  
Deliver care services using a palliative approach  
Develop and maintain networks and collaborative partnerships  
Recognise healthy body systems  
Follow safe work practices for direct client care

### Elective Units

#### Unit Code

CHCAGE002  
CHCCCS007  
BSBMGT401

#### Unit Descriptor

Implement falls prevention strategies  
Develop and implement service programs  
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







## 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 will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

**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:** 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
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

## 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 will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

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

### Core Units

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

### Elective Units

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

**Course duration:** 52 weeks full time including holidays and orientation  
**Enrolment fee:** \$250 (non-refundable)  
**Materials fee:** \$200  
**Course Tuition fee:** \$9,700



# International Students



## CHC30113 Certificate III in Early Childhood Education and Care

CRICOS Code: 084224M

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

**Entry requirements:** Prospective students are required to complete the Pre-Training Interview form, to the satisfaction of ITHEA. You will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

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

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

**Job outlook:** 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
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in workplace health and safety

### Elective Units

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

**Course duration:** 52 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

## CHC50113 Diploma of Early Childhood Education and Care

CRICOS Code: 084226J

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

**Entry requirements:** Prospective students are required to complete the Pre-Training Interview form, to the satisfaction of ITHEA. You will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

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

**Vocational or educational outcomes:** ITHEA is proud to announce established pathways for our Diploma of Early Childhood Education and Care graduates. Successful students are able to enter the related Swinburne University of Technology Bachelor, with academic credit awarded in recognition of their studies.



Students have academic credit recognition for Swinburne's Bachelor of Education (Early Childhood) BA-EDUEC2.

The opportunity exists to go straight into second year for this program.

The level of academic credit recognition and details of exemptions awarded to individual students will be granted according to the arrangements specified in the Statement of Academic Credit.

Please note: Students are still required to go through the normal application process and meet all relevant academic and English language entry requirements. Changes in the academic credit offered to students may occur in the future at Swinburne's discretion. As such information may be varied by Swinburne at any time.

**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



## CHC50113 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
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for the inclusion of all children
CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE025	Embed sustainable practices in service operations
CHCECE026	Work in partnership with families to provide appropriate education and care for children
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS003	Maintain work health and safety

### Elective Units

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

**Course duration:** 104 weeks full time including holidays and orientation

**Enrolment fee:** \$250 (non-refundable)

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

**Course Tuition fee:** \$19,400

# 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 will also need to provide evidence of your English language proficiency. ITHEA will accept the following minimum English language test score:

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

The test must have been taken no more than two years before you apply for your student visa. ITHEA may also consider any English Language tests taken in Australia.

Botanical Gardens



# 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:** 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

CHCCCS007  
CHCCOM003  
CHCDEV002  
CHCDIV003  
CHCLEG003  
CHCMGT005  
CHCPRP003  
HLTWHS004

#### Unit Descriptor

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

### Elective Units

#### Unit Code

CHCCSM005  
CHCCSL001  
CHCCDE011  
CHCADV002  
CHCAOD004  
CHCCCS004  
CHCDIS010  
CHCDEV001

#### Unit Descriptor

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

Levels 9-11

168 Lonsdale St

Melbourne

VIC 3000

T: (03) 9650 3900

E: [info@ithea.edu.au](mailto:info@ithea.edu.au)

W: [ithea.edu.au](http://ithea.edu.au)

RTO Provider Code 22037

CRICOS Provider Code 02892J

Intakes:

2020 27 Jan, 20 Apr, 13 Jul, 5 Oct

2021 25 Jan, 19 Apr, 12 Jul, 4 Oct

