

your pathway to the future



Local Student

**Course
Guide**

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22636VIC Course in Initial EAL

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22636VIC Course in Initial EAL is designed for pre-literate students many of whom arrive in Australia with severely interrupted education and little or no previous education or learning experiences. These pre arrival experiences may 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. The course is intended to provide participants with the following educational outcomes:

- basic decoding and encoding skills
- handwriting skills such as copying and hand-eye coordination
- recognition of common high frequency function words and nouns to convey familiar personal information
- conventions of an Australian classroom such as punctuality and attendance.

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 may 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

Core Units

| | |
|---------|--|
| VU23489 | Recognise letters of the alphabet and their sounds in extremely familiar words |
| VU23490 | Use extremely familiar strategies to participate in learning |
| VU23491 | Recognise and copy extremely familiar words |
| VU23492 | Participate in extremely familiar spoken exchanges |
| VU23493 | Recognise, copy and use numbers and money from 1 to 50 |
| VU23575 | Recognise and use extremely familiar digital devices |

Course duration: 6 months

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

22637VIC Course in EAL

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22637VIC 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. The course is intended to provide participants with the following education outcomes:

- extremely familiar vocabulary for immediate needs
- extremely simple grammatical structures (spoken and written)
- written representations of sounds and words
- numbers, time and dates related to time and location.

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 may 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 Unit

VU23494 Use strategies to develop language learning with support

Core Speaking and Listening

VU23495 Begin language learning with support

VU23496 Communicate basic personal details and needs

VU23497 Give and respond to short highly familiar information

Core Reading and Writing

VU23498 Read and write short highly familiar messages and forms

VU23499 Read and write short, highly familiar factual texts

Core Numeracy

VU23577 Recognise and use numbers and money from 50 to 100 for highly familiar activities

VU23578 Recognise and use time in 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.

22638VIC Certificate I in EAL (Access)

Government Funded:  Skills First

Enrolment Type:  Non Apprentice/Trainee

General: The 22638VIC Certificate I in EAL (Access) focuses on the development of English language speaking, listening, reading and writing skills directly related to immediate personal and social needs and also includes the development of 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. The course is intended to provide participants with the following education outcomes:

- features and conventions of short and simple written and spoken texts
- simple writing conventions for example in short and simple messages and forms
- simple text structures
- simple grammatical structures.

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 may 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 Units

VU23500 Plan language learning with support

Speaking and Listening elective

VU23501 Participate in short simple exchanges

Reading and Writing elective

VU23503 Read and write short simple messages and forms

Language Skills electives

VU23502 Give and respond to short, simple spoken information

VU23504 Read and write short, simple informational texts

General Electives

VU23568 Locate health and medical information

VU23557 Identify Australian leisure activities

VU23236 Recognise and interpret safety signs and symbols

Course duration: 6 months

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

22639VIC Certificate II in EAL (Access)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22639VIC Certificate II in EAL (Access) focuses on the development of simple English language speaking, listening, reading and writing skills for everyday communication and community participation to enable participants to move into further English language education or vocational training or a combination of both, or employment. The course is intended to provide participants with the following education outcomes:

- responding to simple texts in different genres such as information and instructions
- conventions of writing simple texts
- features and conventions of simple written texts and conversations
- simple text and grammatical structures
- paralinguistic features to support communication
- simple vocabulary for different purposes and contexts.

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 may 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

VU22358 Develop learning goals

Speaking and Listening elective

VU23519 Participate in simple conversations and transactions

Reading and Writing elective

VU23522 Read and write simple informational texts

Language Skills electives

VU23520 Give and respond to simple spoken information and directions

VU23521 Read and write simple transactional texts

General Electives

VU23562 Explore community services

VU23566 Explore transport options

VU23573 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.

22640VIC Certificate III in EAL (Access)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22640VIC 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 education and/or vocational education options which may require some specialisation. The course is intended to provide participants with the following education outcomes:

- responding to straightforward texts in different genres including informational, transactional and narrative texts
- applying conventions and format to write straightforward texts
- using features and conventions of straightforward written texts and conversations
- using straightforward text and grammatical structures
- using a range of paralinguistic features to support communication.

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 may 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

VU22384 Develop and document a learning plan and portfolio

Speaking and Listening elective

VU23524 Engage in straightforward casual conversations and spoken transactions

Reading and Writing elective

VU23527 Read and write straightforward informational texts

Language Skills electives

VU23525 Give and respond to straightforward information

VU23526 Read and write straightforward transactional texts

General Electives

VU23563 Investigate issues in the Australian environment

VU23565 Investigate features of the Australian legal system

VU23569 Investigate Australian visual arts

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

22645VIC Certificate III in EAL (Further Study)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22645VIC Certificate III in EAL (Further Study) focuses on the consolidation of English speaking and listening, reading, writing and study skills to participate in a range of Australian further study contexts such as Vocational Education and Training (VET) or Higher Education. Outcomes include linguistic knowledge and skills to access further education pathways. The course is intended to provide participants with the following education outcomes:

- developing vocabulary related to further study contexts and tasks including some specialist terminology
- applying conventions of straightforward written and spoken texts related to further study contexts
- participating in straightforward further study interactions using appropriate linguistic conventions
- writing straightforward further study texts using appropriate structures
- applying stages, processes and conventions of writing for study purposes.

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 may 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

| | |
|---------|--|
| VU22384 | Develop and document a learning plan and portfolio |
| VU23545 | Present straightforward spoken texts for study purposes |
| VU23546 | Participate in straightforward interactions for study purposes |
| VU23547 | Read and write straightforward texts for study purposes |
| VU23548 | Listen and take notes for study purposes |
| VU23549 | Use language analysis strategies for study purposes |

Elective units

| | |
|---------|--|
| VU23569 | Investigate Australian visual arts |
| VU23563 | Investigate issues in the Australian environment |

Course duration: 6 months

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

22641 VIC Certificate IV in EAL (Access)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22641 VIC Certificate IV in EAL (Access) consolidates complex English language speaking and listening, reading and writing skills to access a range of community options. Outcomes include development of a range of complex communication and language skills and knowledge and cultural knowledge based on contemporary issues. The course is intended to provide participants with the following education outcomes:

- responding to complex texts in different genres such as transactional, advisory and creative texts
- applying conventions and format to write complex texts
- using features and conventions of complex written texts and conversations
- responding to and presenting spoken information
- using complex text and grammatical structures
- using a range of paralinguistic features to support communication.

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 may 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

VU22411 Research pathways and produce a learning plan and portfolio

Speaking and Listening elective

VU23529 Analyse and participate in complex conversations

Reading and Writing elective

VU23531 Read and write complex transactional texts

Language Skills electives

VU23530 Give and respond to complex spoken texts

VU23532 Read and write complex instructions and advisory texts

General Electives

VU23564 Research features of Australian Government

VU23571 Research significant events in Australian history

VU23574 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.

22646VIC Certificate IV in EAL (Further Study)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: Certificate 22646VIC IV in EAL (Further Study) outcomes support EAL learners who require consolidation of advanced level English speaking and listening, reading and writing skills and study skills prior to accessing a range of further study pathways including Higher Education or VET. The course develops English language communication and research skills and knowledge at a complex level together with knowledge of the Australian education system. The course is intended to provide participants with the following education outcomes:

- developing vocabulary related to further study contexts and tasks including some specialist terminology
- applying conventions of complex written and spoken texts related to further study contexts
- applying study conventions related to interpreting, researching, planning, drafting and referencing complex written texts for further study purposes
- using note-taking methods from complex written and spoken texts in further study contexts.

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 may 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

| | |
|---------|---|
| VU22411 | Research pathways and produce a learning plan and portfolio |
| VU23550 | Give complex presentations for study purposes |
| VU23551 | Participate in complex spoken interactions for study purposes |
| VU23552 | Take notes from complex spoken texts for study purposes |
| VU23553 | Read and write complex texts for study purposes |
| VU23554 | Use critical reading skills to analyse complex study tasks |
| VU23555 | Use language analysis skills to review own texts |

Elective Units

| | |
|---------|-----------------------------|
| VU23574 | Research current issues |
| VU22446 | Design and review a project |

Course duration: 6 months

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

22644VIC Certificate IV in EAL (Employment/Professional)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: The 22644VIC Certificate IV in EAL (Employment/Professional) supports EAL learners who require high level English speaking and listening, reading and writing skills to gain skilled or specialised jobs such as various technical and IT jobs or jobs in the medical or engineering professions. 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. The course is intended to provide participants with the following education outcomes:

- applying conventions of complex written and spoken texts related to specialised workplace contexts
- using vocabulary related to complex workplace issues and activities
- using appropriate register in a workplace context
- knowledge of Australian workplaces
- using complex grammatical structures and discourse features
- participating in complex workplace interactions and presenting complex information using appropriate linguistic structures and conventions.

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 may 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

| | |
|---------|---|
| VU23529 | Analyse and participate in complex conversations |
| VU23540 | Present and listen to complex oral presentations in an employment or professional context |

2 Specialisation Units

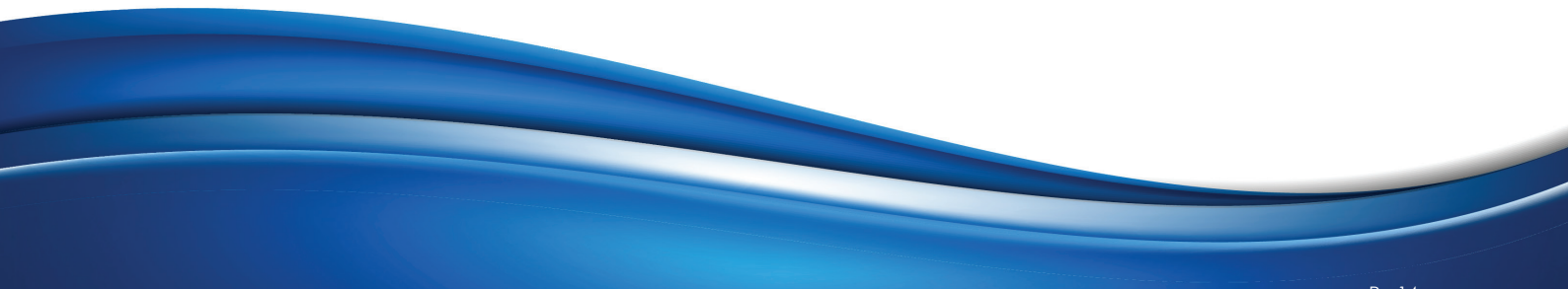
| | |
|---------|---|
| VU23543 | Critically read and write formal correspondence and complex prose texts for professional purposes |
| VU23544 | Critically read and write complex descriptive texts in a professional context |

General Electives

| | |
|-----------|---|
| VU23574 | Research current issues |
| VU23262 | Respond to an advertised job |
| BSBWRT411 | Write complex documents |
| TLIE0010 | Identify, analyse and report workplace data and information |

Course duration: 6 months

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



CHC33021 Certificate III in Individual Support (Ageing & Disability)

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee Trainee

General: This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. 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, Senior Personal Care Assistant, Care assistant, Accommodation Support Worker, Residential Support Worker, Community Access Coordinator, Community care worker, Community House Worker, Residential Care Worker, Food Services Deliverer, Transport Support Worker, In Home Respite Worker, Disability Service Officer, Care Worker, Client Assistant, School Support Officer (Disability), Family Support Worker, Care Service Employee, Planned activity assistant, Residential aide, Field Officer (Community Services), Nurse's Aide or Home care 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/demonstration, case study and projects.

Core Units

| Unit Code | Unit Descriptor |
|-----------|--|
| CHCCCS031 | Provide individualised support |
| CHCCCS038 | Facilitate the empowerment of people receiving support |
| CHCCCS040 | Support independence and wellbeing |
| CHCCCS041 | Recognise healthy body systems |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| CHCLEG001 | Work legally and ethically |
| HLTINF006 | Apply basic principles and practices of infection prevention and control |
| HLTWHS002 | Follow safe work practices for direct client care |

Elective Units

| Unit Code | Unit Descriptor |
|-----------|---|
| CHCAGE011 | Provide support to people living with dementia |
| CHCAGE013 | Work effectively in aged care |
| CHCPAL003 | Deliver care services using a palliative approach |
| CHCDIS011 | Contribute to ongoing skills development using a strengths-based approach |
| CHCDIS012 | Support community participation and social inclusion |
| CHCDIS020 | Work effectively in disability support |

Course duration: 1 year

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

CHC43015 Certificate IV in Ageing Support

Government Funded: Skills First

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 |
| HLTWHS002 | 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.

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

Government Funded:

Enrolment Type: Apprentice Trainee

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.

FOR VIC

Government funded under the Skills First Program

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

FOR QLD

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.

FOR NSW

This program is available under the Smart Skilled Program

This course is available under a Traineeship to existing workers 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:

Enrolment Type: Apprentice Trainee

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 |

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

Local Students

BSB30120 Certificate III in Business

Government Funded: Skills First

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

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 |
|-----------|---|
| BSBPEF402 | Develop personal work priorities |
| BSBPEF502 | 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

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

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

BSB40520 Certificate IV in Leadership and Management

Government Funded: Skills First

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

BSB50420 Diploma of Leadership and Management

Government Funded: Skills First

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

CHC40321 Certificate IV in Child, Youth and Family Intervention

Government Funded: Skills First

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 family support. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications. To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of units of competency

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 Support Worker (Community Services).

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 |
| CHCDIV001 | Work with diverse people |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| CHCLEG001 | Work legally and ethically |
| CHCMHS007 | Work effectively in trauma informed care |
| CHCPRT025 | Identify and report children and young people at risk |
| CHCPRT027 | Work collaboratively to maintain an environment safe for children and young people |
| CHCPRT029 | Work within a practice framework |
| CHCPRT034 | Work with children and young people with complex trauma and attachment issues and needs |
| HLTWHS001 | Participate in workplace health and safety |

Elective Units

| Unit Code | Unit Descriptor |
|-----------|---|
| CHCPRT033 | Provide support to children and youth in out-of-home care |
| CHCCCS009 | Facilitate responsible behaviour |
| CHCDFV001 | Recognise and respond appropriately to domestic and family violence |
| CHCEDU009 | Provide parenting, health and well-being education |
| CHCFAM009 | Facilitate family intervention strategies |

Course duration: 1 year

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

CHC50321 Diploma of Child, Youth and Family Intervention

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee

General: This qualification reflects the role of workers in out-of-home care facilities and settings related to child protection and family support work. These workers work under limited supervision or within a team and are responsible for planning and prioritising their own work program to achieve targets. They may, depending on the focus of their role, supervise other workers and carry out activities related to improvement of personal living and emotional circumstances of a child or young person at risk. They may exercise legal authorities and delegated decision making on relevant statutory matters.

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.

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 |
| CHCCSM013 | Facilitate and review case management |
| CHCDEV006 | Analyse information for service planning and delivery |
| CHCDIV001 | Work with diverse people |
| CHCDFV001 | Recognise and respond appropriately to domestic and family violence |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| CHCPRT028 | Work effectively in child protection to support children, young people and families |
| CHCPRT030 | Build professional practice and sectoral expertise |
| CHCPRT034 | Work with children and young people with complex trauma and attachment issues and needs |
| HLTWHS003 | Maintain work health and safety |

Elective Units

| Unit Code | Unit Descriptor |
|-----------|--|
| CHCFAM003 | Support people to improve relationships |
| CHCFAM005 | Facilitate and monitor contact |
| CHCFAM006 | Assist families to self-manage contact |
| CHCINM001 | Meet statutory and organisation information requirements |
| CHCMGT005 | Facilitate workplace debriefing and support processes |
| CHCMHS001 | Work with people with mental health issues |
| CHCPRP003 | Reflect on and improve own professional practice |

Course duration: 2 years

Local Students

CHC52021 Diploma of Community Services

Government Funded:  Skills First

Enrolment Type:  Trainee

General: This qualification reflects the role of community services workers involved in the delivery, management and coordination of person-centred services to individuals, groups, and communities. At this level, workers have specialised skills in community services and work autonomously within their scope of practice under broad directions from senior management.

Workers support people to make change in their lives to improve personal and social wellbeing and may also have responsibility for the supervision of other workers and volunteers. They may also undertake case management and program coordination. To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.

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 200 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 Senior Youth Worker, Aboriginal Housing Worker, Community Development Worker for Social Housing, Assistant Community Services Worker, Community Work Coordinator, Support Facilitator (Disability), Support Facilitator (Community Services), Community Housing Worker, Assistant Community Worker, Coordinator of Volunteer Work, Team Leader, Family Support Worker, Disability Team Leader, Early Intervention Worker, Community Care Manager, Care Team Leader, Community Access Coordinator, Pastoral Care Counsellor, Youth Housing Support Worker, Housing Manager, Welfare Support Worker, Case Coordinator (Disability), Housing Assistant, Community Recreation Coordinator, Community Housing Resources Worker, Family Services Coordinator, Pastoral Care Worker, Community Worker, Community Services Coordinator, Case Coordinator (Community Services), Aboriginal Neighbourhood House Coordinator and Community Program 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.

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.

Local Students

CHC52021 Diploma of Community Services

Government Funded: Skills First

Enrolment Type: Trainee

Core Units

| Unit Code | Unit Descriptor |
|-----------|--|
| CHCCCS004 | Assess co-existing needs |
| CHCCCS007 | Develop and implement service programs |
| CHCCCS019 | Recognise and respond to crisis situations |
| CHCCSM013 | Facilitate and review case management |
| CHCDEV005 | Analyse impacts of sociological factors on people in community work and services |
| CHCDFV001 | Recognise and respond appropriately to domestic and family violence |
| CHCDIV001 | Work with diverse people |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| CHCLEG003 | Manage legal and ethical compliance |
| CHCMGT005 | Facilitate workplace debriefing and support processes |
| CHCPRP003 | Reflect on and improve own professional practice |
| HLTWHS003 | Maintain work health and safety |

Elective Units

| | |
|-----------|---|
| CHCSOH013 | Work with people experiencing or at risk of homelessness |
| CHCADV002 | Provide advocacy and representation services |
| CHCAOD004 | Assess needs of clients with alcohol and other drugs issues |
| CHCCOM003 | Develop workplace communication strategies |
| CHCCSL001 | Establish and confirm the counselling relationship |
| CHCEDU009 | Provide parenting, health and well-being education |
| CHCFAM003 | Support people to improve relationships |
| CHCGRP002 | Plan and conduct group activities |

Course duration: 2 years

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

CHC33021 Certificate III in Individual Support (Disability)

Government Funded:  Skills First

Enrolment Type:  Non Apprentice/Trainee  Trainee

General: This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. 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 service 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, Senior Personal Care Assistant, Care assistant, Accommodation Support Worker, Residential Support Worker, Community Access Coordinator, Community care worker, Community House Worker, Residential Care Worker, Food Services Deliverer, Transport Support Worker, In Home Respite Worker, Disability Service Officer, Care Worker, Client Assistant, School Support Officer (Disability), Family Support Worker, Care Service Employee, Planned activity assistant, Residential aide, Field Officer (Community Services), Nurse's Aide or Home care 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/demonstration, case study and projects.

Core Units

| Unit Code | Unit Descriptor |
|-----------|--|
| CHCCCS031 | Provide individualised support |
| CHCCCS038 | Facilitate the empowerment of people receiving support |
| CHCCCS040 | Support independence and wellbeing |
| CHCCCS041 | Recognise healthy body systems |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| CHCLEG001 | Work legally and ethically |
| HLTINF006 | Apply basic principles and practices of infection prevention and control |
| HLTWHS002 | Follow safe work practices for direct client care |

Elective Units

| Unit Code | Unit Descriptor |
|-----------|---|
| CHCDIS011 | Contribute to ongoing skills development using a strengths-based approach |
| CHCDIS012 | Support community participation and social inclusion |
| CHCCCS001 | Address the needs of people with chronic disease |
| CHCDIS020 | Work effectively in disability support |
| HLTAID011 | Provide First Aid |
| CHCGRP001 | Support group activities |

Course duration: 1 year

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

CHC43121 Certificate IV in Disability Support

Government Funded: Skills First

Enrolment Type: Non Apprentice/Trainee Trainee

General: This qualification reflects the role of individuals in a range of community settings and peoples' homes, who provide 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 according to and may contribute to an individualised plan, and work without direct supervision. They may be required to supervise and/or coordinate a small team.

Entry requirements: Completion of: CHC33021 Certificate III in Individual Support (Disability) OR
Completion of: CHC33015 Certificate III in Individual Support (Disability) OR
Completion of: CHC30408 Certificate III in Disability PLUS the CHCSS00125 Entry to Certificate IV in Disability Support Skill Set.

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 |
|-----------|--|
| CHCCCS044 | Follow established person-centred behaviour supports |
| CHCDIS017 | Facilitate community participation and social inclusion |
| CHCDIS018 | Facilitate ongoing skills development using a person-centred approach |
| CHCDIS019 | Provide person-centred services to people with disability with complex needs |
| CHCLEG003 | Manage legal and ethical compliance |
| CHCMHS001 | Work with people with mental health issues |
| HLTWHS003 | Maintain work health and safety |

Elective Units

| Unit Code | Unit Descriptor |
|-----------|--|
| CHCADV002 | Provide advocacy and representation services |
| CHCCCS019 | Recognise and respond to crisis situations |
| CHCCOM002 | Use communication to build relationships |

Course duration: 1 year

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

CHC30121 Certificate III in Early Childhood Education and Care

Government Funded: Skills First

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: 15 months

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

CHC50121 Diploma of Early Childhood Education and Care

Government Funded: Skills First

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 at 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.

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: 2 years

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

CHC43315 Certificate IV in Mental Health

Government Funded:  Skills First

Enrolment Type:  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 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 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: 2 years

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

Local Students

CHC53315 Diploma of Mental Health

Government Funded:  Skills First

Enrolment Type:  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 |
| HLTWH004 | 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: 2 years

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



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