Innovative Vocational Education & Training Institute

IVET Institute No 40548

Student Handbook

2017
# Student Handbook

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Introduction - Welcome to IVET

Our organisation

Established in 2011, IVET is a nationally accredited Registered Training Organisation offering quality training for Vocational Education and Training (VET) in schools, in the areas of Sport, Fitness, ICT, Business, Creative industries, Community Services, ICT, Health and Recreation.

Our aim is to empower secondary school students to reach their full potential by offering engaging and innovative training programs that are flexible and tailored to meet the individual needs of all learners.

Our training programs are tailored to meet specific industry requirements, are based on National guidelines and are AQF nationally recognised and accredited to meet vocational and educational standards.

IVET strives to ensure quality of our entire VET in schools program. Quality is maintained in compliance with the Standards for Registered Training Organisations 2015 and through our continuous improvement system.

We aim to assist students in developing the knowledge and skills required to help them gain meaningful employment in the Sport, Fitness, ICT, Business, Creative industries, Community Services, ICT, Health and Recreation.

IVET staff

Currently all of the staff of IVET are qualified and experienced VET in school teachers, who understand the needs of today’s learners and the importance of delivering training that is engaging, realistic and relevant to the learner and their future pathway.

IVET understands the demands that many secondary school students experience and our trainers and staff are available to assist students over the duration of the course. For any queries, questions or assistance that you may have during your training our staff are always accessible by contacting our office.

Our values

Quality – IVET believes in quality training, delivery, resources and assessment. It is vital to our organisation and our ongoing success as an organisation to ensure that our VET in schools students are achieving the best possible outcomes through ensuring continuous improvement of all facets of our organisation.

IVET is also committed to assisting the industry to set benchmarks for a skilled, knowledgeable and exciting workforce, through regular industry consultation and feedback.

Connectedness: IVET believes in positive relationships and the importance of developing connections with all of our VET in schools teacher/trainers and students.

Integrity: IVET believes in honesty and having the best interests of our students at the forefront of our organisation.

Learning: IVET to committed to assisting students to achieve their educational best through a range of support services and innovative and engaging course materials and training delivery.
The purpose of this VET in schools Student Handbook is to introduce you to the services available to you at IVET.

**Staff contacts**

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<th>Function</th>
<th>Staff</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO</td>
<td>Zane Davidson</td>
<td><a href="mailto:zane@ivetinstitute.com.au">zane@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>Academic Director</td>
<td>Clair Davidson</td>
<td><a href="mailto:clair@ivetinstitute.com.au">clair@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>Administration</td>
<td>Alysha Carden - David</td>
<td><a href="mailto:alysha@ivetinstitute.com.au">alysha@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>Training Manager</td>
<td>Josh Miller</td>
<td><a href="mailto:josh@ivetinstitute.com.au">josh@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>VET in schools officer</td>
<td>Martin Wawrznak</td>
<td><a href="mailto:martin@ivetinstitute.com.au">martin@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>VET in schools officer</td>
<td>Michael Cassidy</td>
<td><a href="mailto:michael@ivetinstitute.com.au">michael@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>VET in schools officer</td>
<td>Vanessa Leane</td>
<td><a href="mailto:vanessa@ivetinstitute.com.au">vanessa@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>VET in schools officer</td>
<td>Victoria Konnas</td>
<td><a href="mailto:victoria@ivetinstitute.com.au">victoria@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>VET in schools trainer</td>
<td>Melanie Bretherton</td>
<td><a href="mailto:melanie@ivetinstitute.com.au">melanie@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>Administration</td>
<td>Belinda Cachia</td>
<td><a href="mailto:belinda@ivetinstitute.com.au">belinda@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>Support Officer</td>
<td>Zane Davidson</td>
<td><a href="mailto:zane@ivetinstitute.com.au">zane@ivetinstitute.com.au</a></td>
</tr>
<tr>
<td>Welfare Officer</td>
<td>Zane Davidson</td>
<td><a href="mailto:zane@ivetinstitute.com.au">zane@ivetinstitute.com.au</a></td>
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Staff can be contacted between 9.00am and 4.30pm Mon – Fri.
Pre enrolment

Individual learning needs
Prior to applying to undertake a course students are encouraged to think about their individual learning needs. Clients should then consider all the information provided in this handbook and decide whether the course, training and assessment methods and support mechanisms are appropriate for addressing their individual learning needs. Learning needs can mean different things to different people. Some examples of individual learning needs may relate to/ be the result of:

• Intellectual, psychological, physical or medical conditions or have vision or hearing impairments.

• Family, work or personal commitments that impact study

• Poor experiences encountered when undertaking previous studies at school

• Why you want to undertake the intended course e.g. to access further study or employment opportunities

• The amount of time you have available to study per week or the duration of time you have to complete a course e.g. 1 year.

• Preferred learning style/s. Some people learn best through reading, listening or watching, some through working independently as opposed to in groups with others. Some people learn best when completing practical activities and/ or learning on the job. Some people learn best when undertaking a variety of learning methods identified above.

• Existing knowledge, skills and experience relevant to their intended course of study

Prior to submitting an enrolment application all students should read this handbook in full. Particular attention should be paid to the sections that outline how IVET and the specific course in which you are interested could address your learning needs. e.g. Read the section on the type of academic support that is available to support students who have problems understanding the terminology in a subject and/ or with homework.

Course information pages provide details on e.g. course aims, course durations and course demands per week, types of learning and assessment methodologies, further study and employment opportunities on successful course completion. Clients should think about whether the course and support mechanisms address their learning needs.

Clients should note that course delivery and assessment methodologies, duration and many other aspects of a course can be amended (where feasible) to address individual learning needs.

Clients should consider whether the support mechanisms outlined in this handbook are appropriate for supporting their individual learning needs. e.g. Sometimes being provided access to modified training materials address specific needs or being provided extra time to complete a task allows students to appropriately address the assessment requirements.

During enrolment students will be asked to identify any individual learning needs that require support during their course. It is recommended that students provide IVET full details that will enable us to identify whether we can appropriately address your individual needs and if so how this can be achieved.

IVET encourage students to contact them and discuss any specific learning needs they may have and if/ how these can be supported during their studies.

Recognition of Prior Learning (RPL)
All students are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this (Recognition of Prior Learning). This experience may have been gained from employment, previous formal training undertaken or life experiences. The RPL process will
match a student's experience to the requirements in a unit of competency and assess if recognition can be granted.

Students may apply for RPL by submitting evidence of competency against the unit of competency performance criteria, knowledge and skills requirements. The CT/RPL application form is available on request from the Academic Director of IVET.

**Credit Transfer (CT)**

IVET recognises qualifications and statements of attainment issued by other Registered Training Organisations. Students who have successfully completed whole units of competency with another IVET Institute can apply for credit transfer.

Both processes allow the candidate to reduce the time, study load and cost associated with achieving a qualification.

Students may apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates/ statements of attainment to the Academic Director. The CT/RPL application form is available on request from the Academic Director.

Further information on the RPL/CT process can be accessed by contacting the Academic Director.

**Please note that RPL and CT applications can only be considered for whole units of competency and that the Academic Director of IVET will assess all requests for RPL not your teacher/trainer.**

**Language Literacy and Numeracy**

To ensure that we are catering for individual learning needs all students will complete a Language, Literacy and Numeracy (LLN) skills assessment as part of the enrolment process in accordance with regulatory guidelines. This process is completed as part of the Pre Training review. The LLN assessment is included in the Pre training review form.

At IVET we are aware and understand that this can be a delicate matter. Our delivery and assessment methods can be adjusted to accommodate students with LLN needs where feasible.

IVET provides advice, support and help for any student requiring language, literacy and numeracy assistance. We also have relationships with agencies that can assist students who have LLN needs that cannot be accommodated by our staff and where appropriate we will work with schools support systems to assist students in this area.

We welcome students with LLN needs and encourage potential or current students to contact the Academic Director for further information.

All delivery, assessment and instruction are carried out in English unless otherwise stated. There may be the opportunity available for you for “reasonable adjustment” concerning the assessment process, depending on the level of support you require.

Some examples of the type of support that we can offer include:

**Literacy**

- Providing examples and models of completed tasks.

**Language**

- Presenting information in small chunks and rewording tasks and assessments where required.

**Numeracy**

- Providing students with access to calculators.

**Pre Training Review**

To ensure students are placed in a course with an appropriate delivery and assessment strategy we review their existing knowledge, skills, experience and qualifications relevant to the course for which they are applying. Clients are asked to complete this Pre training review during the application process by providing details of their existing knowledge, skills and experience relevant to the course.
Clients Language, Literacy and Numeracy ability is also assessed in conjunction with their knowledge, skills, experience and qualifications.

The results of the pre training review are used to determine if the student possesses the required LLN skills and knowledge, skills and experience to address course requirements and confirm whether the course is suitable for addressing their learning needs.

The Pre training review and Enrolment forms are used to collect the information that will be analysed to determine if the course is appropriate for addressing the students learning needs.

When completing the Pre training review form students are requested to provide information on the knowledge, skills and experience they possess in relation to the subjects in the course. For each subject area think about your previous work and/ or life experiences (including hobbies and interests) that relate to the subject area and indicate your level of skills, knowledge and experience in that area.

The information below is a guide to assist you decide your current level of knowledge, skills and experience.

Key:

No exp: Have no experience in completing any tasks/ activities in the subject area. Have no knowledge of the subject area. Possess no skills relevant to the subject area.

Some exp: Have some experience completing routine tasks in the course subject areas under supervision on at least 3 occasions. Possess some but not in depth knowledge of the course subject areas. Possess some skills relevant to the course subject areas but may require support completing routine tasks.

Good exp: Have independently completed many tasks/ activities in the course subject areas on at least 10 occasions. Have good in depth knowledge relevant to the course subject areas. Possess good skills relevant to the course subject areas and can complete routine and non-routine tasks in various contexts.

Clients are encouraged to contact the institute if they require clarification of any terminology or information in this document or to discuss their learning needs.

Access & equity
IVET is committed to integrating access and equity principles within all the services we provide to our VET in School students. All staff treats all students fairly, equally and without discrimination. Our Code of Conduct guides all staff activities and practice. IVET provides access and equity to students with special learning needs.

We encourage positive outcomes for students of the Vocational Education and Training system by giving them enabling skills to participate successfully in Vocational Education and Training services and programs. IVET trainers and teacher/trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate.

Regardless of cultural background, gender, sexuality, disability or age all students have the right to learn in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner. IVET has developed quality support services that enhance student’s chances to achieve positive outcomes

If at any time, you feel that any teacher/trainer or staff member is not abiding by our Code of Practice we advise you to report your complaint or grievance to your teacher/trainer or other available support services at your school.

If you feel more comfortable, you can contact IVET directly and we will assist you through our complaints and appeals (if applicable) procedure.

Students right to access Australian consumer protection law and other legal remedies is not affected by the IVET Institute terms and conditions of enrolment
Enrolment Process
To apply for a VET in schools course please follow the steps outlined below:

1. Read this VET in schools Student Handbook in full
2. Contact IVET Academic Director with any questions or direct them to your schools IVET liaison or schools VET coordinator
3. Seek clarification on any area relating to your course and enrolment
4. Complete a language, literacy and numeracy assessment (Pre training review)
5. Complete the enrolment Form
6. Complete the enrolment form to declare that you understand all of the information provided and agree to the terms and conditions
7. Submit the enrolment form to an IVET liaison during your face-to-face enrolment, on line or alternatively return it to the Academic Director, IVET PO BOX 239 Yarraville VIC 3013 (all online enrolments and Pre training assessments are sent directly to IVET)
8. IVET will assess your application and notify you and your school of the outcome.
9. If successful you will begin your VET in schools program at the start of the school year in line with your schools academic timetable.
Training & Assessment

Training Guarantee
IVET Institute will take all reasonable steps to ensure we provide a course to a student/s once it has been confirmed. In the unlikely event of IVET Institute being unable to fulfil its commitment to provide a course at the agreed date it will offer the student a full refund or re-schedule the course. IVET Institute takes a collaborative approach with student’s and provides support to facilitate the successful completion of their course within agreed timeframes.

IVET Institute implements an effective policy and procedure to ensure that it delivers current AQF training package and accredited courses. This policy and procedure ensures new training package and accredited courses will be implemented within 12 months of their introduction and that students are fully informed of the process and subsequent arrangements.

If for any reason IVET Institute has to make any changes to the services that we agreed to provide the student pre-enrolment, we will notify the student as soon as possible in writing. The nature of the change/s along with reason/s will be provided. Clients will be notified of the changes and impact on them as soon as practicably possible.

IVET Institute is responsible for complying with the requirements of the VET Quality Framework when delivering Australian Qualification Framework (AQF) courses to students. When delivering Australian Qualification Framework courses to students, IVET Institute will implement considered decisions and actions to ensure that it complies with the requirements of the VET Quality Framework.

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Client orientation
Orientation is conducted before the commencement of your training. Its purpose is to review and confirm the training and assessment processes and responsibilities of the student, school and IVET during the VET in schools course. It is also an opportunity for students to ask any last minute questions.

Training
Training is based on competency standards that outline the skills and knowledge to be applied in the workplace. Training is about assessing existing competence, developing the required competence and preparing people for assessment against specified competency standards.

All our nationally accredited courses are designed in compliance with the guidelines of the relevant AQF training package. The course content and delivery methodologies accurately reflect the specifications outlined in the relevant AQF training package unit of competency.

VET in schools students are provided the opportunity to undertake the course during normal school hours, over one or two years inclusive of regular school term breaks as determined by the State/Territory Government, dependent on the course location. Please refer to course information pages for further details.

Delivery and learning methodologies are tailored for each particular course to develop candidates’ knowledge and skills so they are able to confidently perform associated tasks in the workplace on completion of their course.

Delivery and learning methodologies may include presentations, individual and group work activities, case studies, individual coaching and practical demonstrations. Delivery will take place at an agreed location through consultation between schools and IVET. Delivery will involve a mixture of classroom and simulated work based environments to develop competency.
Assessment
Student’s performance is assessed in accordance with the guidelines outlined in the relevant AQF training package unit of competence. This may be in the form of answering questions in writing, verbally, keeping logbooks or through practical demonstrations of knowledge and skills developed.

Each unit of competency will normally involve two or three assessments and after each assessment the student’s submission will be marked S – satisfactory or NS – non-satisfactory.

Students are normally given 3 attempts to demonstrate competency at each assessment. If they are still unable to demonstrate competency at this point (NYC) they must re-enrol and undertake the training again. This will incur a fee. This may be negotiated between schools and IVET.

Course progress
IVET monitors students course progress and may provide assistance if the student is experiencing difficulties and not progressing through their course as per the course schedule.

Access to appropriate supports services is provided to assist students to successfully complete their course within the scheduled duration. IVET may refer students to external sources if they or the students home school are unable to sufficiently provide support for the students learning needs. IVET may refer students to external organisations if they are experiencing personal/ welfare issues that are affecting their course progress.

IVET takes all reasonable and feasible steps to assist students so they can successfully complete their course within the course schedule

Academic Support
Student’s who are experiencing difficulties with any aspect of their course are encouraged to contact their teacher/trainer or a member of IVET team. Our staff are able to provide academic support to facilitate the successful completion of your course. In certain circumstances they may refer you to external agencies for support.

CEO – Zane Davidson 0421398553 or zane@ivetinstitute.com.au

Welfare Support
We understand that our students sometimes require extra support to help them cope with their training course. Sometimes there can be personal issues that impact their successful course completion. Our Welfare officer and relationships with professional welfare services ensure that our students are provided with access to services if required. Student’s who are experiencing issues that are impacting their studies are encouraged to contact their teacher/trainer or any other member of staff as well as utilise the school support services or IVET’s services.

Client feedback
To ensure we continually improve our training services and resources IVET encourages students to give us feedback in an informal and formal way. Please approach any member of staff or your teacher/trainer with informal feedback and we would appreciate if you could please take a few minutes during your course complete the training evaluation form.

If you wish to complain about any aspect of your training and assessment with us please approach a member of staff or your teacher/trainer with informal complaints or formally by accessing the Complaints and Appeals process. Further information on the Complaints and Appeals policy and procedure is contained on our website.

Certificates/ statements of attainment
IVET Institute is responsible for complying with the requirements of the Australian Qualification Framework (AQF) to issue eligible students a Certificate and Record of results or a Statement of attainment.

IVET Institute will issue students a Certificate and Record of results or a Statement of attainment in accordance with its scope of registration. All Certificates, Record of results and Statements of Attainment will meet the requirements of the Australian Quality Framework (AQF). Certificates, Record of results and Statements of Attainment will only be issued to students once all course related fees due to IVET Institute have been fully paid by the student.
Upon successful completion of all the units of competency in their course of study, students will be issued a Certificate and Record of results. A student who successfully completes some but not all of the units of competency in their course of study will be issued a Statement of attainment indicating the units they have successfully completed.

Clients who successfully complete a qualification with IVET Institute may be able to access job opportunities. However, students should note that successfully completing a course at IVET Institute does not guarantee that they will gain employment in a job role/industry.

Notifying you if things change
IVET Institute will notify you promptly if there are any changes to our IVET Institute, the course, or the arrangements for training and assessment. Please make sure we always have your most current home address, email address and mobile number on file so we can notify you of any changes if applicable.

Depending on the type of change, we may send a letter to your home address; send you an email, or an SMS message.

If there are any changes to agreed services, IVET Institute will advise the learner as soon as practicable, including changes to any new third party arrangements, a change in IVET Institute ownership or changes to existing third party arrangements.

Course information
Course information can be found at www.ivetinstitute.com.au or by speaking directly with the IVET institute or your school. This includes information on content, length, mode of study, entry requirements and pathway information.

Code of Conduct
IVET practices are directed by our code of conduct. The code of conduct is guide to ensure we consistently provide the highest possible quality services to all our stakeholders and ensure we act in manner that respects their rights.

Access & Equity
IVET ensures that:

- all students, teacher/trainers and IVET staff are treated in a fair and equitable manner regardless of age, race, religion, gender, sexuality, disability or origin
- we employ a systematic, fair and equitable approach to enrolling students
- all IVET staff and teacher/trainers will perform their duties in a fair, equitable and respectful manner
- all training and assessment staff and teacher/trainers employ language that facilitates learning and achievement and does not exclude sections of our students
- all IVET staff and teacher/trainers are aware of their responsibilities with respect to equity and access
- IVET staff and teacher/trainers activities are evaluated for continuous improvement purposes
- IVET staff and teacher/trainers are culturally aware and sensitive to differing norms, beliefs and values
- systems are employed to receive feedback on its application of this policy
- IVET staff, teacher/trainers and students are required to comply with access and equity requirements at all times.

Management
IVET ensures that:

- the provision of high quality training and assessment is its principal purpose
- all decisions will be informed by appropriate stakeholders to ensure that high quality training & assessment is consistently provided
- we adopt appropriate governance arrangements to guide the implementation of its strategic and business plans
- suitably qualified staff and teacher/trainers contribute to informed decision making in management, academic and support services
all staff and teacher/trainers are aware of their responsibilities to students of IVET
it employs a fair and equitable systematic approach to recruitment, induction and professional
development of its staff and teacher/trainers
a safe learning environment is provided to facilitate student learning
it maintains appropriate insurances
it will inform the regulator of any significant changes to the control, senior management and scope
of IVET
it provides the regulator with the required data in soft and hard copy when requested. (free of
charge).
it will fully cooperate with all regulator during audits
courses delivered are current and in accordance with training package requirements
it will implement new training packages/ accredited courses within 12 months of their introduction
it communicates all appropriate information relating to academic and support services to students
in a timely manner

Administration management
IVET ensures that:
AVETMISS & academic records are stored for a period of 30 years
personal records are treated as confidential and stored on and off site
it maintains appropriate systems to record and store student details relating to attainment,
attendance AVETMISS details and related correspondence
it adopts an AVETMISS compliant student management system
IVET staff, teacher/trainers and students are to be able to access their own records at no cost.
statements of attainment and certificates are awarded to students who successfully complete
courses
statements of attainment and certificates are provided in a timely manner
statements of attainment and certificates contain the required information
it employs unique student identifiers where required

Training & assessment
IVET ensures that:
all learning and assessment materials are their own or permission obtained from publishers for
use
courses are delivered in accordance with AQF training package requirements or those prescribed
for non accredited courses.
learning and assessment strategies are employed for each course in accordance with regulatory
requirements
suitable learning and support resources are employed to guide staff, teacher/trainers and students
the opportunity for recognition of prior learning and credit transfer are provided to students
all accredited courses provided are in accordance with its scope of registration
appropriate academic and personal support services are provided to students
language, literacy and numeracy needs are assessed and accommodated where appropriate
all course learning and assessment material is systematically validated internally and externally
all learning and assessment strategies are systematically validated internally and externally
course and IVET information is provided to students pre enrolment and at orientation
appropriate learning and assessment facilities are provided to facilitate achievement
learning and assessment facilities comply with appropriate legislation
agreements and Training Plans are negotiated and implemented for all VET in schools students
all training delivery is conducted within the partnering schools timetable

Staff
IVET ensures that training and assessment staff and teacher/trainers:
posses relevant current vocational experience for the course/s they deliver
hold appropriate vocational qualifications
posses a Certificate IV in Workplace Training and Assessment or equivalent
engage in professional development activities relevant to their teaching
follow IVET policies and procedures when training and assessing
treat all students in a fair and equitable manner
- treat students in a non discriminatory manner
- are fully informed of their roles and responsibilities

Marketing & enrolment
IVET ensures that it:
- provides appropriate pre enrolment information to students to enable them to make an informed choice of course
- does not provide false or misleading information about IVET or its courses
- performs marketing activities with integrity and accuracy
- identifies all AQF accredited and non accredited courses in all its materials
- identifies IVET name and number on all its materials
- systematically reviews its marketing materials to ensure currency and accuracy
- employs a systematic, fair and equitable approach to enrolling students

Student support services
IVET ensures that:

All students will be supplied information pre enrolment on the following:
- course information
- enrolment process/ requirements
- assessment arrangements
- recognition of prior learning/ credit transfer
- qualifications issued
- academic support
- personal support
- literacy and numeracy requirements
- staff contacts
- facilities and equipment
- complaints and appeals policy and procedure

In addition students will be provided access to appropriate academic and personal support services during their course (in consultation with our partnering school). All students and schools will be continually updated via email and text messages throughout their course on their progress in units of competency.

All enquiries outside of the school should be directed to IVET CEO – Zane Davidson 0421398553 or zane@ivetinstitute.com.au

- **Please note that all course fees and course withdrawal/ cancellation fees and terms is provided to your school and can be discussed in more detail with your teacher/trainer or school office.

Students Code of Conduct

All students have the:
- right to be treated in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin
- right to learn in an environment free from intimidation and interference from others
- right to access all services and facilities as identified in pre enrolment information
- right to suitably qualified and experienced trainers and VET in school teacher/trainers
- right to seek academic advice and support from IVET trainers and their teacher/trainer
- right to learn in a safe and clean environment that facilitates achievement
- right to access the Complaints and Appeals policy to resolve disputes/ complaints

All students are expected to:
- approach learning and assessment activities in an ethical manner
- not engage in cheating or plagiarism
- submit work when required.
- meet the terms of enrolment
- pay all tuition and other fees when requested by their school
- attend all classes
- participate in course learning and assessment activities
- follow all IVET instructions during learning and assessment activities
- treat other student, staff and teacher/trainers in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin

**General Information**

**Support service contacts**

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire, ambulance and police emergency</td>
<td>Phone 000 to report any emergencies</td>
</tr>
<tr>
<td>Translating and Interpreting Service</td>
<td>Phone 131 450</td>
</tr>
<tr>
<td>Life Line 24 hour Counselling Services</td>
<td>Phone 131 114</td>
</tr>
<tr>
<td>Doctor</td>
<td>Speak to your teacher/trainer at your school to find the closest service</td>
</tr>
<tr>
<td>Dentist</td>
<td>Speak to your teacher/trainer at your school to find the closest service</td>
</tr>
<tr>
<td>Counsellors</td>
<td>Life Resolutions, Suite 614, 530 Little Collins Street, Melbourne (03) 9380 4444 or Speak to your teacher/trainer at your school to find the closest service or utilise your schools support services.</td>
</tr>
<tr>
<td>Legal assistance</td>
<td>Law IVET Institute of Victoria&lt;br&gt;470 Bourke St, Melbourne, VIC 3000, Hotline: (03) 9602 5000&lt;br&gt;Victorian Legal Aid&lt;br&gt;Phone 9269 0120</td>
</tr>
<tr>
<td>Academic support</td>
<td>Phone 0417 569 968 or 0421 398 553 or speak to your school to utilise the services they have on offer</td>
</tr>
<tr>
<td>Access to records</td>
<td>Phone 0417 569 968 or 0421 398 553</td>
</tr>
<tr>
<td>Academic Director</td>
<td>Phone 0421 398 553</td>
</tr>
<tr>
<td>Training staff</td>
<td>Speak to your teacher/trainer at your school or contact IVET on: 0417 569 968 or 0421 398 553</td>
</tr>
<tr>
<td>Australian Apprenticeships (Victoria)</td>
<td>GPO BOX 2960, Melbourne VIC 3001 Phone 9651 9999 or speak to your school to utilise the services they have on offer</td>
</tr>
</tbody>
</table>

**Occupational Health and Safety**

IVET conducts regular Health & Safety reviews covering all IVET operations to ensure our equipment, materials and practices comply with all OHS legislation. We also ensure that our VET in schools facilities complies with both IVET standards as well as OHS legislation. Our staff and teacher/trainers will deliver training and assessment activities in a manner that removes or controls any hazard/ risk.

Students must also act in a manner that safeguards their own health and safety and that of their fellow classmates. When IVET staff and teacher/trainers are providing OHS information it is important that this is understood and instructions followed. If a student spots a potential hazard please report this to a member of staff and they will take the appropriate action.
Further information on OHS can be found at the following websites:


**Student Safety**

We are committed to providing a safe, secure and supportive environment for our students. Security and personal safety is an important issue for everyone, and relies on all of us working together. When you are out and about it is important to be alert and aware of your personal safety.

**Attendance**

All VET in school students is required to attend all classes. If a student is absent they must inform their school of the reason for this absence, which must be recorded in accordance with IVET’s policy and procedure and or the schools internal policy.

IVET recognises that sometimes students may be unable to attend due to unforeseen circumstances. If a student is aware that they are going to be absent prior to the day (ie: interschool sports days, medical appointment etc) they are required to inform their teacher/trainer who may give them work or study to complete at home.

Absences on days of assessment tasks being due will require a medical certificate, which must be provided within two days of the student returning to school.

IVET and partnering school will monitor student’s attendance and provide appropriate support to facilitate successful completion within the scheduled period.

**Privacy**

IVET will treat all student personal information confidentially and will not disclose any details to a third party without the student’s prior written consent.**

**Except where required to provide details under its commitment to provide details to the regulatory body or by Law.

**Access to Records**

Students may access their personal records free of charge at any time by contacting the Academic Director on admin@ivetinstitute.com.au (Attention Academic Director). The Academic Director will arrange an appointment within 5 working days to view the records and ask the student to bring confirmation of identity.

**Academic Misconduct**

Students are also required to adhere to IVET code of conduct. If a student is found to have acted in a way that IVET deems to be misconduct, it may impact their successful completion of the course.

As outlined in the Code of Conduct students are expected to approach learning and assessment activities in an ethical manner. At IVET our students almost always conduct themselves with integrity and do not engage in plagiarism or cheating. Plagiarism and cheating can occur over confusion about what the definitions of each actually are. The following information is intended to provide guidance.

**Cheating**

Cheating is the use of any means to gain an unfair advantage during the assessment process. Cheating may be (but not limited to) copying a friends’ answers, using mobile phones or other electronic devises during closed book assessments, bringing in and referring to pre prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Cheating in any form during assessments will result in the student’s assessment submission being invalidated.

**Plagiarism**
Plagiarism is the submission of somebody else’s work as your own. This may include copying all or part of another person’s thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism.

If a student copies another student’s work and passes this off as their own then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this they are plagiarising. If students are including other people’s work in submissions e.g. passages from books or websites, then reference should be made to the source.

For further information on what constitutes plagiarism please refer to: http://www.plagiarism.org/ or contact the Training Manager at info@seedtraininggroup.com.au.

Submitting plagiarised work during assessments will result in the student’s assessment submission being invalidated.

Collusion
Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Unauthorised collusion during assessments will result in the student’s assessment submission being invalidated.

Cheating and plagiarism and/or collusion during assessments will be treated as a breach of the Code of Conduct and is deemed to be ‘Academic Misconduct’ and may lead to the student being removed from the course and their student visa being cancelled. No refund is available to the student in such circumstances.

All students have access to the Code of Conduct and Academic Misconduct Policy and Procedure. The Code of Conduct is printed in the Student prospectus and Student handbook and a copy of the Academic misconduct policy and procedure is available on request by contacting the Training Manager at any time.

If students have been found to have colluded, cheated or plagiarised, there are penalties and processes that are followed. Students may be penalised by any of the following ways as:

- Be reprimanded
- Be required to repeat the assessment or complete a new assessment task
- Fail all or part of the assessment
- Be suspended from studies
- Have their enrolment cancelled

Complaints and Appeals
If students have an issue with any aspect of their training course they should bring this to the attention of their trainer, teacher/trainer or another IVET staff member. IVET staff will attempt to resolve this in an informal manner to the student’s satisfaction.

If the student is not satisfied with the outcome of the informal complaint they may lodge a formal complaint by completing the formal complaints and appeals form contained in appendix one of this handbook. This will be dealt with in accordance with the complaints and appeals policy, also located in appendix one of this handbook.

Students have the right to appeal the outcome of a complaint or the outcome of assessment decisions if they are dissatisfied and feel they have been dealt with unfairly. This can be done by completing the complaints and appeals form located in appendix one of this handbook. The appeal will be dealt with in accordance with the complaints and appeals policy and procedure located in appendix one of this handbook.

If submitting a formal complaint or appeal form, students must provide reasons and supporting evidence justifying their grounds for the complaint or appeal.
If the student is still dissatisfied by the outcome of an internal appeal they have the right to the external complaints or appeals process.

An external party to IVET will review the case to identify if IVET has followed the correct process as stated in the complaints and appeals policy in handling the complaint or appeal. The external party does not review the outcome of the complaint or appeal.

Students’ have the right to seek advice from and be represented by external parties at any time during the complaints and appeals process. The cost of this will be borne by the student.

If you require further information or clarification of the content in this handbook you can do so by contacting:

Further information
Zane Davidson
CEO

Tel: 0421 398 553
zane@ivetinstitute.com.au
Course Information

IVET is regulated by the Australian Skills Quality Authority to deliver the following course to students:

22280VIC Certificate I in Employment Pathways

Course currency status: Current

Course description

The Certificate I in Employment Pathways is a reaccreditation of the Certificate I in Vocational Preparation and provides a focus on orientation to work options and pathways to further specific vocational education and training. The purpose of this course is to enable learners to develop skills and knowledge to improve their employability and work readiness and to assist them to re-engage with learning. A significant number of learners require a course that re-engages them in vocational learning through the further development of generic and employability skills in order to facilitate a pathway to higher level qualifications. Educational outcomes and pathways may also include direct entry to employment.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours

Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours

Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the make up of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/ assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

**Assessment**

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

**Entry Requirements**

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a 22280VIC Certificate I in Employment Pathways and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
### Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
<td>C</td>
</tr>
<tr>
<td>VU21663</td>
<td>Develop personal effectiveness</td>
<td>C</td>
</tr>
<tr>
<td>VU21664</td>
<td>Prepare for employment</td>
<td>C</td>
</tr>
<tr>
<td>VU21665</td>
<td>Develop an action plan for career planning</td>
<td>C</td>
</tr>
</tbody>
</table>

#### ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202 A</td>
<td>Organise and complete daily work activities</td>
<td>E</td>
</tr>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
<td>E</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>E</td>
</tr>
</tbody>
</table>

### Fee information

The total fee charged for this course is $104.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

### Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

### Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: [http://training.gov.au](http://training.gov.au) or [www.ivetinstitute.com.au](http://www.ivetinstitute.com.au)
BSB20115 Certificate II in Business

Course currency status: Current

Course description

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:
Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours
Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours
Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.
Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the make up of the school and can be used as a guide only).
Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.
Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

Assessment

Assessment will take place at the school's facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client's competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a BSB20115 Certificate II in Business and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units

<table>
<thead>
<tr>
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<tr>
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<td>Contribute to health and safety of self and others</td>
<td>C</td>
</tr>
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ELECTIVE UNITS

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<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>E</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>E</td>
</tr>
<tr>
<td>BSBCCM201</td>
<td>Communicate in the workplace</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU20</td>
<td>Produce simple word processed documents</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>E</td>
</tr>
<tr>
<td>BSBINM202</td>
<td>Handle mail</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>E</td>
</tr>
<tr>
<td>BSBCCUS201</td>
<td>Deliver a service to customers</td>
<td>E</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>E</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>E</td>
</tr>
</tbody>
</table>

Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
CHC22015 Certificate II in Community Services

Course currency status: Current

Course description

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours

Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours

Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the makeup of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

**Assessment**

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

**Entry Requirements**

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a CHC22015 Certificate II in Community Services and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
## Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCOM001</td>
<td>Provide first point of contact</td>
<td>C</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>C</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>C</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>C</td>
</tr>
</tbody>
</table>

## ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>E</td>
</tr>
<tr>
<td>FSKRDG10</td>
<td>Read and respond to routine workplace information</td>
<td>E</td>
</tr>
<tr>
<td>FSKOCM07</td>
<td>Interact effectively with others at work</td>
<td>E</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
<td>E</td>
</tr>
</tbody>
</table>

## Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

## Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student  
RPL assessment fee per unit of competency $350

## Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: [http://training.gov.au](http://training.gov.au) or [www.ivetinstitute.com.au](http://www.ivetinstitute.com.au)
CUA20215 Certificate II in Creative Industries

Course currency status: Current

Course description

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Activities are of limited complexity with required actions clearly defined.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:
Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours
Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours
Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.
Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the makeup of the school and can be used as a guide only).
Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.
Students may contact their trainer for support/ assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

Assessment

Assessment will take place at the school's facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client's competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a **CUA20215 Certificate II in Creative Industries** and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
**Core units**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>C</td>
</tr>
<tr>
<td>CUAIND201</td>
<td>Develop and apply creative arts industry knowledge</td>
<td>C</td>
</tr>
<tr>
<td>CUAWHS302</td>
<td>Apply work health and safety practices</td>
<td>C</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSWOR202</td>
<td>Organise and completed daily work activities</td>
<td>C</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>E</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>E</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
<td>E</td>
</tr>
<tr>
<td>BSBLED101</td>
<td>Plan skills development</td>
<td>E</td>
</tr>
<tr>
<td>SISSCOP202A</td>
<td>Develop a personal management plan</td>
<td>E</td>
</tr>
<tr>
<td>BSBDIV301</td>
<td>Work effectively with diversity</td>
<td>E</td>
</tr>
</tbody>
</table>

**Fee information**

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

**Fee payment terms**

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

**Further Information**

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
HLT33115- Certificate III in Health Services Assistance

Course currency status: Current

Course description

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

Duration

The duration for this course is 104 weeks, comprising of 8 terms of 11 weeks each, 8 holiday breaks of 22 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

Face to face classes – 80 weeks x 6.6 hours per week = 528 hours

Independent study and assessment outside of class time – 104 weeks x 6.6 hours per week = 686.4 hours

Total course hours: 1214

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a two-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the makeup of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

**Assessment**

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

**Entry Requirements**

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:
- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a HLT33115 Certificate III in Health Services Assistance and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
## Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>C</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>C</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>C</td>
</tr>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>C</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>C</td>
</tr>
</tbody>
</table>

### ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td>E</td>
</tr>
<tr>
<td>CHCCCS002</td>
<td>Assist with movement</td>
<td>E</td>
</tr>
<tr>
<td>CHCCCS010</td>
<td>Maintain high standard of service</td>
<td>E</td>
</tr>
<tr>
<td>CHCCCS020</td>
<td>Respond effectively to behaviours of concern</td>
<td>E</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>E</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>E</td>
</tr>
<tr>
<td>CHCCCS009</td>
<td>Facilitate responsible behaviour</td>
<td>E</td>
</tr>
<tr>
<td>CHCPRP005</td>
<td>Engage with health professionals and the health system</td>
<td>E</td>
</tr>
<tr>
<td>BSBMED305</td>
<td>Apply the principles of confidentiality, privacy and security within the medical environment</td>
<td>E</td>
</tr>
</tbody>
</table>

## Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).
Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
ICT30115 Certificate III in Information, Digital Media and Technology

Course currency status: Current

Course description

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Duration

The duration for this course is 104 weeks, comprising of 8 terms of 11 weeks each, 8 holiday breaks of 22 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

- Face to face classes – 80 weeks x 6.6 hours per week = 528 hours
- Independent study and assessment outside of class time – 104 weeks x 6.6 hours per week = 686.4 hours
- Total course hours: 1214

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a two-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the makeup of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/ assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

**Assessment**

Assessment will take place at the school's facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client's competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

**Entry Requirements**

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a **ICT30115 - Certificate III in Information, Digital Media and Technology** a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS304</td>
<td>Participate effectively in WHS communication and consultation processes</td>
<td>C</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>C</td>
</tr>
<tr>
<td>ICTICT301</td>
<td>Create user documentation</td>
<td>C</td>
</tr>
<tr>
<td>ICTICT302</td>
<td>Install and optimise operating system software</td>
<td>C</td>
</tr>
<tr>
<td>ICTSAS301</td>
<td>Run standard diagnostic tests</td>
<td>C</td>
</tr>
<tr>
<td>BSBSUS401</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>C</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>E</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration</td>
<td>E</td>
</tr>
<tr>
<td>ICTWEB303</td>
<td>Produce digital images for the web</td>
<td>E</td>
</tr>
<tr>
<td>ICTSAS303</td>
<td>Care for computer hardware</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>E</td>
</tr>
<tr>
<td>ICTSAS307</td>
<td>Install, configure and secure a small office or home office network</td>
<td>E</td>
</tr>
<tr>
<td>ICTSAS305</td>
<td>Provide ICT advice to clients</td>
<td>E</td>
</tr>
<tr>
<td>ICTSAS306</td>
<td>Maintain equipment and software</td>
<td>E</td>
</tr>
<tr>
<td>ICTWEB301</td>
<td>Create a simple mark-up language document</td>
<td>E</td>
</tr>
<tr>
<td>ICTWEB302</td>
<td>Build simple websites using commercial programs</td>
<td>E</td>
</tr>
<tr>
<td>BSBEBU401</td>
<td>Review and maintain a website</td>
<td>E</td>
</tr>
</tbody>
</table>

Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).
**Fee payment terms**

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

**Further Information**

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
SIS20115 Certificate II Sport and Recreation

Course currency status: Current

Course description
This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Duration
The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:
Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours
Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours
Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands
Face to face classes are offered during normal school timetable over a two-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery
A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the makeup of the school and can be used as a guide only).

Textbooks for the course will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.

The following techniques are employed during face to face delivery depending on the subject matter:
- Trainer presentations and demonstrations
• Videos
• Individual tasks
• Case studies
• Research
• Role plays
• Practical demonstrations
• Group work

Assessment

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:
- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a SIS20115 Certificate II Sport and Recreation and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>C</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>C</td>
</tr>
<tr>
<td>SISXCAI002</td>
<td>Assist with activity sessions</td>
<td>C</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>C</td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>C</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
<td>C</td>
</tr>
<tr>
<td>SISXIND002</td>
<td>Maintain sport, fitness and recreation industry knowledge</td>
<td>C</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXCAI001</td>
<td>Provide equipment for activities</td>
<td>E</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
<td>E</td>
</tr>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
<td>E</td>
</tr>
<tr>
<td>SISSSOF101</td>
<td>Develop and update officiating knowledge</td>
<td>E</td>
</tr>
<tr>
<td>SISSCOP201A</td>
<td>Prepare a pre or post event meal</td>
<td>E</td>
</tr>
</tbody>
</table>

**Fee information**

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

**Fee payment terms**

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

**Further Information**

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
SIS20213 Certificate II in Outdoor Recreation

Course currency status: Current

Course description

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours

Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours

Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the makeup of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/ assistance outside of scheduled face to face contact times or the IVET Institute if required.

The following techniques are employed during face to face delivery depending on the subject matter:
- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

**Assessment**

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

**Entry Requirements**

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a SIS20213 Certificate II in Outdoor Recreation and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units (8)

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISOOPS201A</td>
<td>Minimise environmental impact</td>
<td>C</td>
</tr>
<tr>
<td>HLTAD003</td>
<td>Provide first aid</td>
<td>C</td>
</tr>
<tr>
<td>SISOODR201A</td>
<td>Assist in conducting outdoor recreation sessions</td>
<td>C</td>
</tr>
<tr>
<td>SIXOHS101A</td>
<td>Follow occupational health and safety policies</td>
<td>C</td>
</tr>
<tr>
<td>SIXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td><strong>ELECTIVE</strong></td>
<td></td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
<td>E</td>
</tr>
<tr>
<td>SISOSRF201A</td>
<td>Demonstrate surf survival and self rescue skills</td>
<td>E</td>
</tr>
<tr>
<td>SISOSRF202A</td>
<td>Demonstrate basic surfing manoeuvres in controlled conditions</td>
<td>E</td>
</tr>
<tr>
<td>SISOCYT201A</td>
<td>Select, set up and maintain a bike</td>
<td>E</td>
</tr>
<tr>
<td>SISOCYT202A</td>
<td>Demonstrate basic cycling skills</td>
<td>E</td>
</tr>
<tr>
<td>SISOMBK201A</td>
<td>Demonstrate basic off-road cycling skills</td>
<td>E</td>
</tr>
<tr>
<td>SISOCLA201A</td>
<td>Demonstrate top rope climbing skills on artificial surfaces</td>
<td>E</td>
</tr>
<tr>
<td>SISOBWG201A</td>
<td>Demonstrate bushwalking skills in a controlled environment</td>
<td>E</td>
</tr>
<tr>
<td>SISONAV201A</td>
<td>Demonstrate navigation skills in a controlled environment</td>
<td>E</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain a temporary or overnight site</td>
<td>E</td>
</tr>
</tbody>
</table>

Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
SIS20412 Certificate II in Sport Career Oriented Participation

Course currency status: Current

Course description

This qualification reflects the role of individuals who apply the skills and knowledge to pursue a career as an athlete at a regional, state or territory level. Those undertaking this qualification should hold a scholarship with an Institute of Sport, be a member of a state, territory or national team, squad or development program, a state, territory or national talent development program or a member of a second tier national competition.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours

Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours

Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the make up of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.
The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

Assessment

Assessment will take place at the schools facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:
- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a SIS20412 Certificate II in Sport Career Oriented Participation a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
### Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>C</td>
</tr>
<tr>
<td>SISSCOP201A</td>
<td>Prepare a pre or post event meal</td>
<td>C</td>
</tr>
<tr>
<td>SISSCOP202A</td>
<td>Develop a personal management plan</td>
<td>C</td>
</tr>
<tr>
<td>SISSCOP204A</td>
<td>Develop personal media skills</td>
<td>C</td>
</tr>
<tr>
<td>SISSCOP205A</td>
<td>Develop a personal financial plan</td>
<td>C</td>
</tr>
<tr>
<td>SISXIND211</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
<td>C</td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
<td>C</td>
</tr>
</tbody>
</table>

#### ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSTOU201A</td>
<td>Perform the intermediate skills of Touch</td>
<td>E</td>
</tr>
<tr>
<td>SISSTOU202A</td>
<td>Perform the intermediate tactics and strategies of Touch</td>
<td>E</td>
</tr>
<tr>
<td>SISSCOP203A</td>
<td>Develop a travel and accommodation plan</td>
<td>E</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
<td>E</td>
</tr>
</tbody>
</table>

### Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

### Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

### Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
SIS30115 Certificate III Sport and Recreation

Course currency status: Current

Course description

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

Duration

The duration for this course is 104 weeks, comprising of 8 terms of 11 weeks each, 8 holiday breaks of 22 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

Face to face classes – 80 weeks x 6.6 hours per week = 528 hours

Independent study and assessment outside of class time – 104 weeks x 6.6 hours per week = 686.4 hours

Total course hours: 1214

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a two-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the make up of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/ assistance outside of scheduled face to face contact times or the IVET Institute if required.

The following techniques are employed during face to face delivery depending on the subject matter:

• Trainer presentations and demonstrations
• Videos
• Individual tasks
• Case studies
• Research
• Role plays
• Practical demonstrations
• Group work

Assessment

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:
- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the schools facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a SIS30115 Certificate III Sport and Recreation and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
<td>C</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>C</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>C</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>C</td>
</tr>
<tr>
<td>SISXCAI003</td>
<td>Conduct non-instructional sport, fitness or recreation sessions</td>
<td>C</td>
</tr>
<tr>
<td>SISXCAI004</td>
<td>Plan and conduct programs</td>
<td>C</td>
</tr>
<tr>
<td>SISXCSS001</td>
<td>Provide quality service</td>
<td>C</td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>C</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool down programs</td>
<td>E</td>
</tr>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
<td>E</td>
</tr>
<tr>
<td>SISXCAI006</td>
<td>Facilitate groups</td>
<td>E</td>
</tr>
<tr>
<td>SISXRES002</td>
<td>Educate user groups</td>
<td>E</td>
</tr>
<tr>
<td>SISSSOC101</td>
<td>Develop and update knowledge of coaching practices</td>
<td>E</td>
</tr>
<tr>
<td>SISSSOF101</td>
<td>Develop and update officiating knowledge</td>
<td>E</td>
</tr>
</tbody>
</table>

**Fee information**

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

**Fee payment terms**

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

**Further Information**

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
SIS30115 Certificate III Sport and Recreation (Units 3&4 Business)

**Course currency status:** Current

**Course description**

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

**Duration**

The duration for this course is 104 weeks, comprising of 8 terms of 11 weeks each, 8 holiday breaks of 22 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:

- **Face to face classes** – 80 weeks x 6.6 hours per week = 528 hours
- **Independent study and assessment outside of class time** – 104 weeks x 6.6 hours per week = 686.4 hours
- **Total course hours:** 1214

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

**Course demands**

Face to face classes are offered during normal school timetable over a two-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

**Course delivery**

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the make up of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/ assistance outside of scheduled face to face contact times or the IVET Institute if required.

The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
• Individual tasks
• Case studies
• Research
• Role plays
• Practical demonstrations
• Group work

Assessment

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the schools facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a SIS30115 Certificate III Sport and Recreation and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
## Core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWH303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
<td>C</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>C</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>C</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>C</td>
</tr>
<tr>
<td>SISXCAI003</td>
<td>Conduct non-instructional sport, fitness or recreation sessions</td>
<td>C</td>
</tr>
<tr>
<td>SISXCAI004</td>
<td>Plan and conduct programs</td>
<td>C</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>C</td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>C</td>
</tr>
</tbody>
</table>

### ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
<td>E</td>
</tr>
<tr>
<td>SISXCAI006</td>
<td>Facilitate groups</td>
<td>E</td>
</tr>
<tr>
<td>SISXRES002</td>
<td>Educate user groups</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>E</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
<td>E</td>
</tr>
<tr>
<td>BSBINM301</td>
<td>Organise workplace information</td>
<td>E</td>
</tr>
</tbody>
</table>

## Fee information

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

### Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student  
RPL assessment fee per unit of competency $350

### Further Information

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
SIS30115 Certificate III Sport and Recreation  (Units 3&4 Community Services)

Course currency status: Current

Course description

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

Duration

The duration for this course is 104 weeks, comprising of 8 terms of 11 weeks each, 8 holiday breaks of 22 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:
Face to face classes – 80 weeks x 6.6 hours per week = 528 hours
Independent study and assessment outside of class time – 104 weeks x 6.6 hours per week = 686.4 hours
Total course hours: 1214

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a two-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery

A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any
one time (this may often differ depending on the make up of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.

The following techniques are employed during face to face delivery depending on the subject matter:
- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

Assessment

Assessment will take place at the school’s facility and in school time.

Assessment methods include a combination of written tests, projects, reports and practical activities. Simulated workplace environments will be created during assessment tasks.

Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

Entry Requirements

Clients must demonstrate they possess Language, Literacy and Numeracy (LLN) to meet course demands.

A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the schools facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a SIS30115 Certificate III Sport and Recreation and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>C</td>
</tr>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
<td>E</td>
</tr>
<tr>
<td>SISXCAI006</td>
<td>Facilitate groups</td>
<td>E</td>
</tr>
<tr>
<td>SISXRES002</td>
<td>Educate user groups</td>
<td>E</td>
</tr>
<tr>
<td>CHCCDE003</td>
<td>Work within a community development framework</td>
<td>E</td>
</tr>
<tr>
<td>CHCCDE004</td>
<td>Implement participation and engagement strategies</td>
<td>E</td>
</tr>
<tr>
<td>CHCCCS016</td>
<td>Respond to client needs</td>
<td>E</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS**

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</tr>
</thead>
<tbody>
<tr>
<td>SISXIND006</td>
<td>Conduct sport, fitness or recreation events</td>
</tr>
<tr>
<td>SISXCAI006</td>
<td>Facilitate groups</td>
</tr>
<tr>
<td>SISXRES002</td>
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<tr>
<td>CHCCCS016</td>
<td>Respond to client needs</td>
</tr>
</tbody>
</table>

**Fee information**

The total fee charged for this course is $154.95 (includes text books). The course fee includes a $50 enrolment fee that is non-refundable (except if IVET fails to deliver the course in full).

**Fee payment terms**

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

**Further Information**

Contact the Training Manager at josh@ivetinstitute.com.au or refer to the following website for further information: http://training.gov.au or www.ivetinstitute.com.au
BSB20115 Certificate II in Business (VCAL)

Course currency status: Current

Course description

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Duration

The duration for this course is 48 weeks, comprising of 4 terms of 11 weeks each, 4 holiday breaks of 11 weeks in total and a period for re-submitting any outstanding assessments at the end of the course.

The approximate delivery hours for this course are as follows:
Face to face classes – 43 weeks x 6.7 hours per week = 288.1 hours
Independent study and assessment outside of class time – 47 weeks x 6.7 hours per week = 314.9 hours
Total course hours: 603

*The delivery hours are approximate as the amount of time different students spend on independent study and delivery will vary with individual learner needs and their own individual context.

Course demands

Face to face classes are offered during normal school timetable over a one-year period. Scheduling can be amended to suit learner cohort requirements including further training if required.

This time frame includes all learning and assessment activities. It is anticipated the course length will be adjusted to cater for individual client’s requirements. The recommended/ scheduled dates for face to face training, other learning methodologies and subsequently assessment can and will be adjusted to satisfy client requirements however when working within a school setting the scheduling is set and classroom based activities will differ depending upon the students.

Course delivery
A blended delivery mode is employed including a simulated environment and face to face training that will take place in the schools training facility. Students will also be supported outside of face to face classes through e-mail, telephone, skype and any other processes a school employs to assist students.

Face to face training classes will consist of groups up to a maximum 25 students. It is however anticipated that an average class size will consist of approximately 15 students in attendance at any one time (this may often differ depending on the make up of the school and can be used as a guide only).

Textbooks for the course for will be provided to the client. Students will read relevant sections of the textbooks in preparation for the workshops. Students will attend face-to-face lessons for each unit at agreed stages throughout the course. The lessons for each unit of competency will be delivered in the normal school timetable and the school will decide the schedule.

Students may contact their trainer for support/assistance outside of scheduled face to face contact times or the IVET Institute if required.

The following techniques are employed during face to face delivery depending on the subject matter:

- Trainer presentations and demonstrations
- Videos
- Individual tasks
- Case studies
- Research
- Role plays
- Practical demonstrations
- Group work

**Assessment**

Assessment will take place at the school’s facility and in school time.

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Client’s competency against the unit of competency specifications are assessed throughout the course. Clients are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Clients will be informed of assessment processes and methodologies pre-enrolment and at orientation. Assessors will provide copies of the assessment tasks in accordance with the assessment schedule and discuss the assessment requirements with each client prior to them attempting each task.

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A Pre-Training Review (incorporating LLN assessment) is completed by clients during the application process. On completion of the Pre-Training Review IVET determines if the course is suitable for the client and whether it addresses their learning needs.
Pathway Information

Training Pathway

Students who successfully complete this course may progress into further education including but not limited to:

- Further senior studies in their school
- Diploma level qualification
- Higher education studies – There may be entry requirements for this level of study that would be above Certificate II or III level.

Location

Training and assessment will take place at the school’s facility.

Course Start Dates

All courses commence at the start of the school year to work in line with the school calendar year.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

All clients are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. Clients who have successfully completed whole units of competency with an Australian registered Training Organisation that are identical to any of those contained within this course can apply for Credit Transfer.

Qualification

On successful completion of this course, clients will receive a **BSB20115 Certificate II in Business** and a Record of results indicating the course units successfully completed. When a client successfully completes some but not all of the units of competency in the course they will be issued a Statement of attainment indicating the units they have successfully completed.

Course Structure

In order to achieve the requirements of the course, clients must satisfactorily complete the following units of competency:
Core units

<table>
<thead>
<tr>
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<th>Unit title</th>
<th>Core/ elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td><strong>ELECTIVE UNITS</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>E</td>
</tr>
<tr>
<td>VU21663</td>
<td>Develop personal effectiveness</td>
<td>E</td>
</tr>
<tr>
<td>VU21664</td>
<td>Prepare for employment</td>
<td>E</td>
</tr>
<tr>
<td>VU21665</td>
<td>Develop and action plan for career planning</td>
<td>E</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>E</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>E</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>E</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>E</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>E</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>E</td>
</tr>
</tbody>
</table>

Fee information

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Fee payment terms

IVET deals directly with the school and will invoice the school once per year in week 7 of term one. Students fees are payable to the school and in turn the IVET institute deals directly with the school, not the student.

Re-assessment fee per unit of competency $150 per unit per student
RPL assessment fee per unit of competency $350

Further Information

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