

VICTORIA



VET IN SCHOOLS

course guide ²⁰²¹



make your life easier

Our solutions for teachers and students online and in the classroom give teachers the time they need to deliver the highest quality educational experience for their students.

PROVIDING VET IN SCHOOLS

to over 25,000 students annually



SERVICE

Our solutions and service give teachers the time they need to deliver the highest quality educational experience for their students. We have a dedicated customer service team available every day and a dedicated School Relationship Officer.



RESOURCES

Over 25,000 students are currently engaged in IVET courses, using IVET resources. Our digital & physical materials are continually updated to resemble all vocational training package updates.



PORTAL

The IVET portal makes delivering your VET course easy. Coordinators can see the bigger picture, teachers can manage their classes and assessments and students can learn with ease. IVET portal takes care of everything.

OUR SERVICES

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SIS20115 - Certificate II in Sport and Recreation
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22523VIC - Certificate I in Employment Pathways







OUR SERVICES

All-Inclusive



WHAT'S INCLUDED?

As your VET in schools RTO we will provide everything you need to run your course, including:

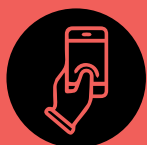
-  Resources for students in both hard copy and digital
-  Teacher resources
-  Assessments
-  Professional development opportunities
-  Certificates for students
-  Access to IVET's Online Portal.

WHAT IS AUSPICING?

OUR MODEL AND HOW THIS WORKS IN YOUR SCHOOL

Auspicings means that your school delivers the entire VET program to students within their normal timetable by qualified and experienced teaching staff (already) employed by the school.

IVET, as the RTO, is responsible for resources, support and issuing of qualifications to students. This is a very popular model with the subjects IVET offer and allows students to be taught by staff in your school whilst having the compliance and rigours of an RTO managed by IVET.



BOOK A CONSULTATION

CALL 1300 00 IVET
ivetinstitute.com.au/consultation

Call or go online to book a guided tour of our in-classroom and digital solutions.

We'll schedule a time to work with you and demonstrate exactly how IVET can

make your life easier.

WHY VET IN SCHOOLS?

A VET in schools program provides opportunities for students to explore and gain current industry skills to enhance employment opportunities, whilst still undertaking full-time study in their own school.

Vocational programs (in schools) provide students many of the following opportunities:

- ✓ Training that is relevant to the workplace
- ✓ Gives students a head start on preparing for a career post secondary school
- ✓ Allows students to be involved in workplace learning whilst undertaking full-time study in school
- ✓ Provides students studying with IVET a range of future study options (pathways), both vocational and higher education
- ✓ Gain practical, work-related skills to enhance students' future employment opportunities
- ✓ Allow students to gain a nationally recognised qualification whilst in school
- ✓ **Students who enjoy their learning achieve greater results.**



Scored ATAR contribution

- ✓ Students can choose to complete VET studies as part of their senior school certificate.
- ✓ The VET units may count towards the student's Australian Tertiary Admissions Rank (ATAR) or Overall Position (OP).
- ✓ Positions students for future part-time employment combined with higher education.

get started today



1 BOOK
AN OBLIGATION-FREE
CONSULTATION



2 WE SET UP
YOUR ACCOUNT IN
NO TIME



3 TEACH!
YOU'RE READY
TO GET STARTED

Book a consultation
& see how IVET can
improve your life & your
students' learning.

Allocate students
to your courses
and manage your
classroom.

Your students can now
self-enrol and gain
instant access to classes
& resources.



Vet PORTAL

VET administration, *made easy*

FEATURING DIGITAL RESOURCES



ACCESSIBLE 24/7

PORTAL BENEFITS FOR EVERYONE

coordinators **MANAGE EVERYTHING**

Manage all teachers
& courses

View all class & student
progress

Maintain your **compliance**

teachers **SAVE TIME**

Easily *manage* your
classroom & students

Maintain your
compliance, qualifications,
& log your PD

View students' progress

students **STREAMLINE**


Self-enrol for **instant**
access to classes

Instant certificate
availability upon
successful completion of
course

Interactive digital resources

why the

IVet PORTAL

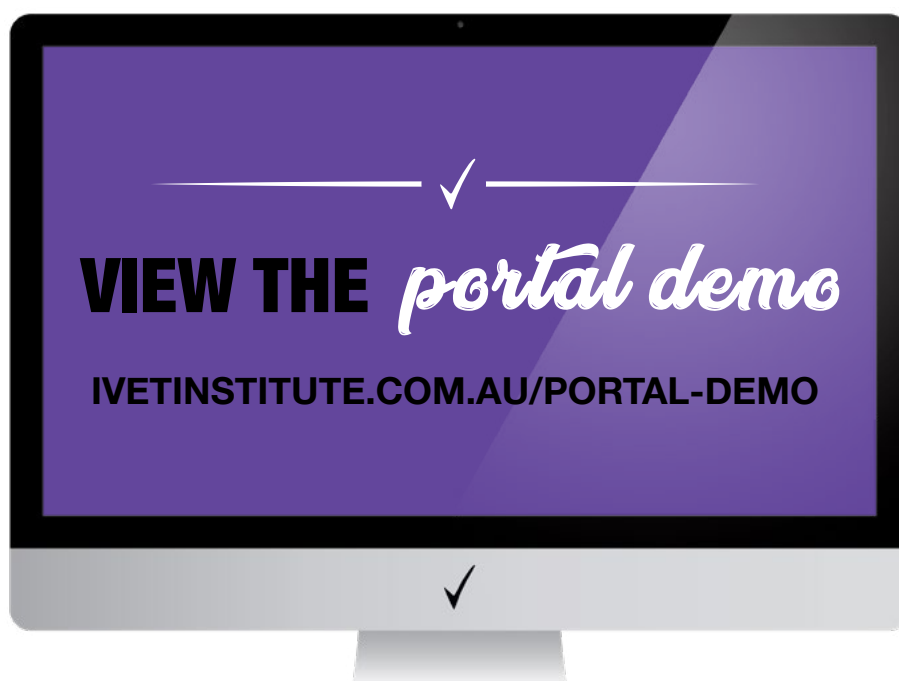
-  DIGITAL RESOURCES
 -  ONLINE ASSESSMENTS
 -  STUDENT SELF-ENROLMENT
 -  PD LOGGING
 -  COMPLIANCE
 -  ACCESS TO CERTIFICATES
- *Available electronically once issued through the RTO

The IVET Online Portal is a place where coordinators can see the bigger picture, teachers can manage everything they need, and students can learn with ease.

Logging into the IVET portal gives teachers instant access to student progress, course information, digital resources, classroom management, PD logging, compliance, teacher qualification management and more.

The portal is created **for students and teachers** we understand how to solve the common frustrations schools can face.

Call to book a personal demo with us, or head online and view the virtual tour.



WHY IVET FOR TEACHERS?

*created for teachers by
teachers*

✓ FEATURES *for teachers*

- ✓ Chat online with your students one-on-one or as a group.
- ✓ PD Logging, course information & delivery sequence of units.
- ✓ Work with a **dedicated IVET School Relationship Officer**. Your one single point of contact to support you all the way all year round.
- ✓ Professional and caring support for you and your students.
- ✓ Our objective is to provide outstanding education and opportunities for students, by best supporting teachers.



VIEW THE ONLINE PORTAL DEMO

ivetinstitute.com.au/portal-demo

FEATURES FOR TEACHERS

MANAGE YOUR CLASSROOM



Set up your classes quickly and easily in the online portal.



View and manage all of your courses.



Allocate your students within courses.

MANAGE ASSESSMENTS



Quickly view how many pending assessments you have ready for marking.



Monitor individual student assessment progress.



Monitor class progress as a whole.



Mark assessments online.

- Give your students instant feedback on their answers.
- Request a re-submission with one click.

CERTIFICATES



Certificates available online for students who have completed their course.



View certificates available for each student.

ONLINE RESOURCES



View all of your digital student and teacher resources.

✓et PORTAL

*compliance
made easy*



TEACHER COMPLIANCE

COMPLETE QUALIFICATIONS ONLINE



Save time by completing all of your teacher qualifications online, in one place.

MANAGE YOUR UPGRADES



Easily stay up-to-date by managing your upgrades in the IVET online portal.

LOG YOUR PD ACTIVITIES



Log all of your PD activities in one place and build your teaching profile over time.

WHAT WE DO FOR YOU



IVET stores all of your qualifications online for easy access.



We notify you when it's time to upgrade and stay qualified.



Student progress notifications: We alert you when a student hasn't made the expected progress, or otherwise requires special attention.



VIEW THE ONLINE PORTAL DEMO ivetinstitute.com.au/portal-demo



WHY IVET FOR STUDENTS?

*single sign-on for all the
students'  courses*



FEATURES *for students*

✓ **ONLINE CHAT**

*Chat with the teacher and
collaborate with others*

✓ **CLEAR SUPPORT PATHWAYS & EASY ACCESS TO FURTHER ASSISTANCE**



VIEW THE ONLINE PORTAL DEMO

ivetinstitute.com.au/portal-demo

WHY IVET FOR STUDENTS

STUDENT SELF ENROLLMENT



Upon completing enrolment, students can begin their course *instantly*.



Instant access to digital resources, course guide, support, & learning plans.



Self-enrolment includes **AVETMISS enrollment & LLN completion**, online.

ONLINE UNIT ASSESSMENTS



Access assessments with the option to save progress & complete later.



Students can receive direct, digital, one-on-one feedback from the teacher.



Easy one-click resubmission for assessments.

CERTIFICATES



Access to view and print certificates upon course completion.

ONLINE RESOURCES



Easy access to digital course textbook.



Digital resources feature links to additional digital materials & resources.



Podcasts and Vodcasts

VIEW COMPLETED ASSESSMENTS



Students log in to easily view all assessment marks per unit.



NEW

Vocational Teachers, welcome to the new, efficient, cost-effective way to meet your regulatory professional development requirements.



Get Started Today

Register your interest online at ivetacademy.edu.au

Price On Application



Membership Includes

- » **Rolling Industry-Focus Calendar:**
Sport & Recreation, Hospitality & Tourism, Health & Community Services, Business & IT
- » Monthly VET Teaching PD Webinars
- » Connect With Your Peers
- » Free IVET Face-To-Face Workshops



Webinar Special Features

- » **Tailored** to address **Units of Competency**
- » **Content is current & created by professionals** working within the industry
- » **Bite-sized** to fit in with teacher workload



Register Your Interest

Sign up online at ivetacademy.edu.au

Powered By





SPORT



Our sports programs are designed to be enjoyable for the students choosing to study in these areas.

Our courses are designed to develop skills that can be applied in a range of future contexts and settings. Students will be able to apply the skills in part-time roles as they forge future careers, or if appropriate, the qualifications will provide pathways to future careers in the Sports and Recreation Industry.

IVET's VET in Schools Sports programs are ideal for engagement of all students with a passion for sport and the outdoors.

- VCE Study Score available for completion of Certificate III in Sport and Recreation



Pathways



Certificate II in Sport Coaching

SIS20319

The IVET Sport Coaching program has been developed with elite athletes and passionate sporting students in mind.

The principle of the program is to take students away from the sport they are expert in or most passionate about and have them master a new sport and develop the required skills to teach that sport. This approach makes for a practical and active way for students to learn the key principles of coaching and communication. Students will experience the frustrations associated with learning something new whilst being active and enjoying the feeling of mastering new skills. This approach allows teachers to choose sports that the teacher is most comfortable leading and makes it easier to manage classes with varying levels of sporting ability.

LEARNING AREAS

- Individual conditioning for sport
- Communication with participants and parents
- Planning training & competition
- Officiating
- Match day and training management

JOB OPPORTUNITIES

- Head or assistant coach
- Emerging athlete
- Fitness centre assistant
- Referee or official

This course is particularly suitable for schools with a sports academy.

Our course is specifically developed for the Sports Industry and will introduce students to new technologies being used in many sports to analyse movement and performance.

Other elective options are possible, however IVET strongly recommends schools apply the program as recommended as this will ensure future pathways to university.

Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
SIRXWHS001	Work safely	Core	30	5
SISSSO002	Continuously improve officiating skills and knowledge	Elective B	20	3
SISSPAR009	Participate in conditioning for sport	Import	30	5
HLTAID003	Provide first aid	Core	18	3
SISSSC0001	Conduct sport coaching sessions with foundation level participants	Elective A	50	8
SISSSC0002	Work in a community coaching role*	Core	30	5
SISSSC0003	Meet participant coaching needs	Import	70	11
		TOTAL	248	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

* The core unit SISSSC0002 requires students to complete 10 hours of practice in a community coaching role in a sport of their choice (which is incorporated into the assessment).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled)			
1 Year	In-class	5 hrs	Homework	1 hr



Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools. These elective units can only be substituted/swapped with other elective units (A for A, B for B) or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
SISSBSB001	Conduct basketball coaching sessions with foundation level participants	Elective A	40
CHCVOL001	Be an effective volunteer*	Elective B	25
ICTICT203	Operate application software packages	Elective B	60
SISXCAI001	Provide equipment for activities	Elective B	10

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Safety Equipment

In addition to appropriate clothing, you will also need safety equipment such as:

- » Helmets
- » Eye protection
- » High visibility vests or clothing
- » Elbow pads
- » Knee pads
- » Wrist guards
- » Padded shorts



Helmets

It is compulsory to wear a helmet that meets the Australian Standard AS/NZS 2063: 2008 – Bicycle Helmets. Many serious road injuries and deaths suffered by cyclists are due to head injuries. A correctly fitted, approved helmet will reduce your chances of death or serious injury, should you be involved in a crash.



ACTIVITY 1

Fitting a Helmet

Watch this video which shows how to correctly fit a helmet.



<https://www.youtube.com/watch?v=WibrBqhci7U>

Answer the following questions.

1. What will you need to correctly fit the helmet?

.....

.....

2. Why do you measure your head?

Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

Food and Drink

If you are riding for more than an hour, you should consider hydration and refuelling strategies to ensure everyone has enough energy to complete the ride and don't get dehydrated.

You can also provide advice on the foods to avoid before riding. These include:

- » excess fibre
- » excess fatty foods
- » unusually spicy foods
- » excess caffeine intakes
- » alcohol

The best strategy for eating during a ride is little and often. The recommended carbohydrate intake is 30-60g per hour. The reason for this is a person can only process about one gram of carbohydrate per minute. Eating more increases the chances of getting an upset stomach.

Always check if any participants have specific dietary requirements.

For short rides, the best thing to drink is plain water. This will keep you hydrated but does not add to your energy levels.

If riding for long periods you can drink commercially available isotonic sports drinks which replace fluids and supply you with carbohydrates and electrolytes.

Weather Conditions

Check the weather conditions as far ahead as possible. Depending on the route and destination it may be necessary to postpone the ride due to flooding or bushfire risk. Always be prepared for wet weather and carry or wear suitable clothing. Wear long sleeves and pants and use sunscreen to protect you from UV radiation.

Emergency Procedures

When taking a group of participants on a cycling activity it is important to have plans in place for an emergency. One person should be a qualified first aider and you should have contingencies in place in the event of an accident or injury during your ride. Make plans with a non-participating person as to the estimated time of arrival at your destination and organise if you might require a vehicle to transport a participant, cycles or equipment.



Photo by Victor Xok on Unsplash



For example

30 grams can be provided by the following:

- » 500ml bottle of commercially available isotonic sports drink
- » 1 and a half carbohydrate energy gels
- » Small handful of jellied sweets
- » 1 large banana
- » 1 large cereal bar or carbohydrate-based energy bar (low fibre).

Certificate II in Sport and Recreation SIS20115

IVET's Sport and Recreation Certificate II is a sports business administration program that has been developed with input from a range of industry experts. The program is designed to prepare students for a career in Sports Administration and Management or to provide the foundation skills required for a career in general business.

The program will provide students with an opportunity to learn key business skills whilst applying the learning in a hands-on sporting context.

For students who enjoy sport, this is the ideal subject choice to keep students engaged and a range of future career options open.

LEARNING AREAS

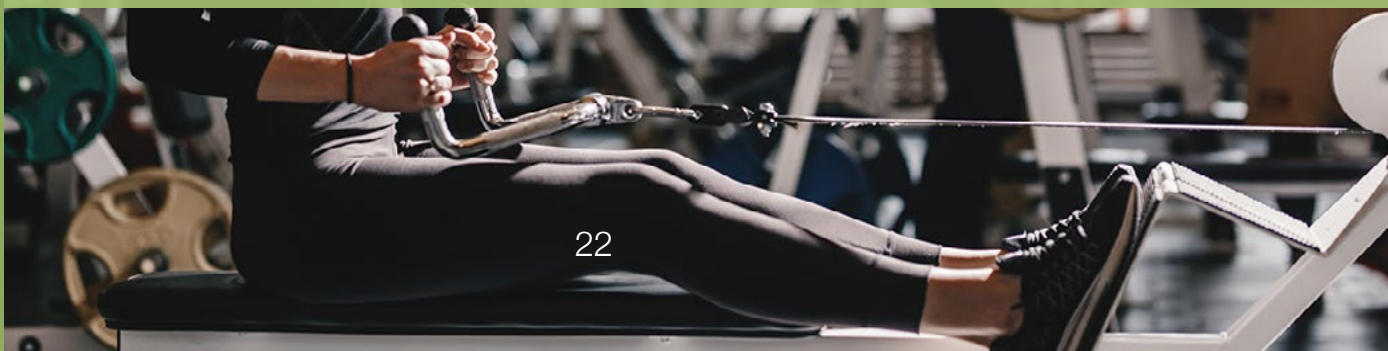
- Overview of the sport, fitness and recreation industry
- First aid and emergency situations
- Equipment maintenance
- Workplace health & safety
- Customer service
- Introductory IT skills

JOB OPPORTUNITIES

- Pool lifeguard
- Sports retail roles
- After-school sports programs
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Business administrator
- Sales & customer service



Elective options to reduce the total number of units for a Certificate II and III combined are available.



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR202	Organise and complete daily work activities	Core	20	3
HLTWHS001	Participate in workplace health and safety	Core	20	3
SISOPLN002	Plan outdoor activity sessions	Import	50	7
SISXCAI002	Assist with activity sessions	Core	15	2
SISXCAI001	Provide equipment for activities	Elective	10	1
SISXFAC001	Maintain equipment for activities	Elective	5	1
HLTAID003	Provide first aid	Core	18	3
SISXEMR001	Respond to emergency situations	Core	18	3
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	30	4
SISSOF002	Continuously improve officiating skills and knowledge	Import	20	3
SISXIND001	Work effectively in sport, fitness and recreation environments	Core	25	3
SISSPAR009	Participate in conditioning for sport	Import	30	4
SISXCCS001	Provide quality service	Core	25	3
		TOTAL	286	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled)			
1 Year	In-class	5.5 hrs	Homework	1.5 hrs



Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBSUS201	Participate in environmentally sustainable work practices	Elective	20
BSBWOR201	Manage personal stress in the workplace	Elective	40
CHCCOM001	Provide first point of contact	Elective	35
FSKDIG03	Use digital technology for routine workplace tasks	Elective	15
FSKLRG09	Use strategies to respond to routine workplace problems	Elective	15
FSKLRG11	Use routine strategies for work-related learning	Elective	10
ICTICT203	Operate application software packages	Elective	60
SISCAQU002	Perform basic water rescues	Elective	10

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

How to Read Body Language

Reading body language is a skill that you will continue to develop throughout your life. There are, however, several common cues to pay attention to. When you are communicating with someone, it's helpful to try to combine what their body language is telling you while also listening to the words that they are saying.

Take notice of the below:

- » **Posture:** Someone who is engaged, listening and open to ideas will often have their shoulders back and spine straight. On the other hand, poor posture with their shoulders slouched or raised and spine bent might indicate nervousness, anxiety or anger.
- » **Use of arms:** A sign that a person feels positive and ready to absorb information might be that they have their arms down to their side, on a table or arranged in some other open way. On the flip side, if their arms are crossed or closed, it's more likely they're experiencing some sort of negative emotion.
- » **Use of legs:** Both feet being placed flat on the ground is normally a sign that someone is ready and open to hearing your ideas. Having their legs crossed or arranged in some other closed formation might indicate that they feel irritated or stressed.
- » **Use of facial expressions:** Someone frowning, furrowing their brow or tightening their lips, might feel confused, angry or negatively emoted. In contrast, someone who has a soft smile, relaxed facial muscles or gently raised eyebrows is likely showing that they feel good about the information you are presenting.



Be careful when responding to non-verbal communications as people are often unaware of their body language and might feel awkward or embarrassed if you bring it up. If you do feel it would be beneficial to mention it, you could try something like "I get the feeling you might be feeling confused about the instructions I have given. Is there something I can do to make it easier to understand?" It might also be a better idea to address this one on one, rather than in a group scenario.

Likewise, you may also be unaware of your own body language! Think about your own posture, facial expressions you often convey and gestures you make. Being conscious of this will be of benefit when presenting yourself to others; even the youngest of participants can read aspects of non-verbal communication, so make sure what you're conveying is how you really feel.

Active Listening

As the name suggests, active listening is actively listening. It's fully concentrating on what the speaker is saying, rather than just hearing the words that are coming out of their mouth.

It involves listening with a number of your senses and showing the speaker that you are engaged in what they are saying. Giving verbal nods or saying uh-huh, smiling and agreeing will all show you're invested in what they are saying. This should also make them feel more at ease, allowing them to communicate more freely and confidently.

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

There are both verbal and non-verbal signs of active listening.

Verbal signs include:

Positive Reinforcement
This can show you're being attentive; however, the listener should do this sparingly so as not to distract from what the speaker is saying.
Overuse of words and phrases
Such as 'very good' or 'yes' can become annoying to the speaker. Instead, it's better to explain why you agree with a certain point.
Remembering
Humans are notoriously bad at remembering details; however, remembering a handful of key points will help reinforce that listening has been successful. Reciting details, ideas and concepts from earlier conversations show that attention was kept, and this should encourage the speaker to continue.
Questioning
Asking regular questions shows that you have been paying attention. Asking appropriate questions helps to reinforce that you have an interest in what the speaker has been saying.
Reflection
Repeating or paraphrasing what the speaker has said in order to show comprehension is called reflecting. Reflection allows you to reinforce the message of the speaker and demonstrate understanding.
Clarification
Clarifying is where you ask questions of the speaker to check that the message you're receiving is correct. Open questions which enable the speaker to expand on certain points are normally used in the clarification process.
Summarisation
Using your own words to repeat what the speaker has said is called summarisation. This is where you take the main points of the message and repeat them in a clear and logical way, allowing the speaker to correct you if necessary.

Non-verbal signs include:

Smile
Smiles show that the listener is paying attention; they are also a way of showing agreement or happiness about the message being received. Combined with verbal nods, smiles can be powerful in showing that messages are being listened to and understood.
Eye Contact
It is normal and usually encouraging for the listener to be looking at the speaker. Eye contact, though, can be intimidating for some, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.
Posture
Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on the one hand.
Mirroring
Automatic reflection/mirroring of any facial expressions or body posture used by the speaker can be a sign of attentive listening. These expressions can assist in showing sympathy and empathy in emotional situations.
Distraction
Active listeners do not get distracted and thus will refrain from fidgeting, looking at a clock or watch, doodling or playing with their hair.

Certificate II in Outdoor Recreation SIS20419

IVET's Outdoor Sports Education program provides students an opportunity to apply exploration of the outdoors in a sporting context with key skills that will enable them to develop careers in outdoor recreation or pathways to further education.

For students excited by a career in Outdoor Education and Recreation, the program will provide the foundation skills to pursue employment or further study. Equally for those pursuing other career paths, the program provides the skills required to secure part-time work in Outdoor Recreation roles, providing students an opportunity to earn their way through future study in roles they are passionate about.

Applied with camps and/or excursions, the program will engage students who may not be suited to traditional classroom learning.

LEARNING AREAS

- Conducting outdoor recreation sessions
- First aid and emergency situations
- Safety in the outdoors
- Environmental sustainability
- Working effectively in the outdoors

JOB OPPORTUNITIES

- Outdoor activity assistant
- School camp activity assistant
- Watersports activities assistant
- Outdoors supplier retail assistant
- Outdoor participant



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
HLTWS001	Participate in workplace health and safety	Core	20	3
SISOPLN002	Plan outdoor activity sessions	Import	50	8
SISOFLD001	Assist in conducting recreation sessions*	Core	30	5
SISOFLD002	Minimise environmental impact*	Core	15	2
SISXCAI001	Provide equipment for activities	Elective B	10	2
SISXFAC001	Maintain equipment for activities	Elective B	5	1
HLTAID003	Provide first aid	Elective B	18	3
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	30	5
SISOCYT002	Ride bicycles on roads and pathways, easy conditions	Elective A	20	3
SISOBWG001	Bushwalk in tracked environments	Elective A	20	3
SISOFLD006	Navigate in tracked environments	Elective A	30	5
		TOTAL	248	40

*These units are clustered together for delivery and assessment.
All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled)		
1 Year	In-class	5 hrs	Homework 1 hr

Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools. These elective units can only be substituted/swapped with other elective units (A for A, B for B) or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
SISCAQU002	Perform basic water rescues	Elective A	10
SISOCNE001	Paddle a craft using fundamental skills	Elective A	35
SISOCYT004	Ride off road bicycles on easy trails	Elective A	20
SISOSNK001	Snorkel	Elective A	20
SISOSRF001	Surf small waves using basic manoeuvres	Elective A	20
SISXCCS001	Provide quality service	Elective B	25
SITXCOM002	Show social and cultural sensitivity	Elective B	20
SITXFSA001	Use hygienic practices for food safety	Elective B	15

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

What are the Needs and Expectations of Your Participants?

The choice of outdoor activity is often determined by the needs and expectations of those that will be involved in your session. For example, there is no point planning an eight-day hike across a mountain range for a group of 5-9-year-olds, nor is it potentially ideal to plan an extreme mountaineering expedition for those with little or no previous experience.

That is why the first thing you need to do before determining what your outdoor activity is going to be, is to find out any information you can about your potential participants, allowing you to determine what their preferences and expectations potentially are. This could be as simple as having a casual conversation with them or sending out an email asking for suggestions on things they'd like to do.

If you have ideas, then you can ask for feedback on these suggestions prior to making a commitment. For example, there is no point planning an archery afternoon if no one is particularly interested in such an event and would really prefer to go canoeing along a river.

There are a variety of different ways that you could ask people for their suggestions. These may include:

- » a suggestion box
- » a questionnaire
- » an online survey
- » a Facebook group chat
- » other social media chat
- » asking them face to face.



Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

Who are Your Participants?

Often the decision of what type of activity to undertake will be determined by knowing who your participants will be. This will most likely be defined by knowing who is involved in your club or organisation. They may have a common interest or partake in an activity, such as a sports club or association, or they may be connected by employment in an office or company. What you should be able to do with this information is to identify similar characteristics, abilities or potential special needs of those that might participate in the nominated activity.

For example, you might be asked to formulate an outdoor activity for a small group of retirees who may have mobility issues, or you might be asked to organise a school excursion for a group of 9-year-old boys.

You may already have access to this information, or you may need to devise a mechanism to source it. This could be as simple as asking questions of the group in an informal manner, creating a questionnaire or asking for information on a social media platform. It could include questions about some of the following elements:

- » Physical limitations including but not limited to:
 - › eyesight
 - › hearing
 - › physical impairments
 - › other conditions, such as asthma
 - › ability (or limitations) in walking
 - › physical fitness.
- » Common characteristics they might share, including but not limited to:
 - › age
 - › gender
 - › financial status
 - › where they live
 - › access to transport
 - › availabilities.
- » Special needs they may have could include but not be limited to:
 - › dietary requirements
 - › special aid requirements or support.



For example

If your nominated activity was an 18-kilometre hike through a state forest and one of your possible participants was extremely unfit and carrying a long term knee injury, and their involvement in the activity would potentially create an unsafe situation for them, it would be logical that you would have to communicate to them that the activity would likely be unsuitable for them to attend.

What you will find with this information is that there will be a variety of results. No two people are exactly the same, nor are their circumstances, and this will mean that there will be instances in which you identify and will need to advise participants of any reasons they may not be able to participate in the nominated activity. While this is never an ideal situation, it may be a requirement firstly for the person's own safety, or for the greater safety of the group. Ideally, you would like to find an activity that is inclusive to all your possible participants, but this is not always possible.

Certificate III in Sport and Recreation SIS30115

Stand-alone or combined with one of the three aforementioned Certificate II programs, the Certificate III in Sport and Recreation is our most popular VET in schools course. Delivered over 12 to 36 months, this course offers students a vocational qualification.

The Certificate III in Sport and Recreation will build further on the skills and knowledge offered in the Certificate II of each of the Coaching, Sports Business Admin, or Outdoor Pathways. The units selected meet the requirements of the VCE scored assessment.

LEARNING AREAS (Depending on pathway/focus)

- Planning a session & facilitating groups
- Conducting warm-up & cool-down programs
- Safety & the sport environment
- Social media & creative thinking
- Sports injuries
- Sports & business technology

JOB OPPORTUNITIES

- Pool lifeguard
- Sports retail roles
- Sports trainer
- After school sports programs
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Sports coaching roles
- Outdoor recreation roles



The IVET Certificate III in Sport and Recreation can be contextualised to the pathway the student wishes to pursue – Sport Coaching, Sport Business Administration, Outdoor Recreation.

Course Structure 2021

UNITS 1 & 2 (YEAR 1)		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR301	Organise personal work priorities and development	Core	30	4
HLTWHS001	Participate in workplace health and safety	Core	20	3
SISOPLN002	Plan outdoor activity sessions	Import	50	7
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	Core	20	3
HLTAID003	Provide first aid	Core	18	3
SISXEMR001	Respond to emergency situations	Core	18	3
ICTWEB201	Use social media tools for collaboration	Core	20	3
SISXCCS001	Provide quality service	Core	25	4
SISSOF002	Continuously improve officiating skills and knowledge	Import	20	3
SISXIND006	Conduct sport, fitness or recreation events	Elective	55	7
		YEAR 1 TOTAL	276	40
UNITS 3 & 4 (YEAR 2)				
BSBWHS303	Participate in WHS hazard identification, risk assessment & risk control*	Core	50	11
SISXCAI004	Plan and conduct programs*	Core	35	8
SISSCO001	Conduct sport coaching sessions with foundation level participants*	Import	50	11
SISXCAI006	Facilitate groups*	Elective	25	5
SISXRES002	Educate user groups*	Elective	25	5
		YEAR 2 TOTAL	185	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

*Indicates scored assessment availability.



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled*)	In-class	5.5 hrs	Homework	1.5 hrs
2 Years	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled*)	In-class	4 hrs	Homework	1 hr

Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year. Course duration and unit selection may vary when combined with a Certificate II Qualification.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased. The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBWOR204	Use business technology	Elective	20
BSBINM301	Organise workplace information	Elective	30
ICTICT203	Operate application software packages	Elective	60
SITXFSA001	Use hygienic practices for food safety	Elective	15

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Modelling professional standards expected of an official when dealing with difficult officiating situations and ethical dilemmas

Officiating sports, games and competitions can be a taxing job; it's not a role that you should enter into with the mindset that it's going to be easy. There is a lot of pressure on those officiating to make correct decisions, and there will be times that you are put in difficult situations, both from a behavioural and ethical standpoint.

As an official, there are also laws that you are bound by, and you need to abide by these at all times. Legal standards are those backed by legislation and failure to uphold these may result in legal action; these responsibilities are set by the various levels of the Australian government.

These apply to a range of topics, including, but not limited to:

- » Duty to control and supervise the activity
- » Negligence
- » Anti-discrimination
- » Public liability and duty of care
- » Risk management
- » Work health and safety
- » Insurance
- » Sporting tribunals and natural justice
- » Child protection

Ethical responsibilities can be defined as “behavioural requirements which govern the way in which an official interacts with the participants and conducts the competition or game”. Ethical standards are set by society; they are seen as the “right thing to do” as human beings. Governing peak bodies in the sport and recreation industry set many of the ethical responsibilities and standards.

Ethical responsibilities of sports officials include, but are not limited to:

- » Harassment
- » Physical and verbal abuse
- » Participant/official relationships



Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
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The following are examples of sporting industry Codes of Conduct and Codes of Ethics for players, parents, coaches and officials that would need to be upheld during a game or competition:

Players	<ul style="list-style-type: none"> • Be a good sport. • Respect all participants/competitors regardless of their gender, ability, cultural background or religion.
Coaches	<ul style="list-style-type: none"> • Make sure that equipment and facilities meet safety standards and are appropriate to the age and ability of all players. • Never chastise a young player for making a mistake or not coming first.
Parents	<ul style="list-style-type: none"> • Always encourage children to play by the rules and settle disagreements without resorting to hostility or violence. • Focus on the efforts and performance of the child rather than winning or losing.
Officials	<ul style="list-style-type: none"> • Show consistency, objectiveness, and courtesy when making decisions. • Denounce unsporting behaviour and promote respect for all opponents.

Policies and procedures are generally the rules that officials are expected to follow when officiating games or competitions and representing their chosen sport. Policies relate to the specific rule that must be upheld, and the procedure outlines the steps that are followed to uphold the policy. These policies and procedures might include how they dress, the equipment that they are expected to have on them when officiating (i.e., whistle, flags etc.), where they stand, what areas of the field or ground are in their officiating area and what to do if they are unsure of what decision to make, for example accessing the third umpire in cricket.

Policies and procedures for officials would also include information about registration and accreditation. To be an official, the individual must hold the appropriate qualification for the specific sport and level which they are officiating. This qualification can only be obtained through an NSO and often requires an individual to attend a course, seminar or some form of formal training, where they can be tested on their ability to remember the rules and regulations of the sport, be observed officiating a game or competition and demonstrate the qualities of a good official. For example, the International Tennis Federation certifies officials to conduct official games or competition. This certification process includes chair umpires, referees and chief umpires. The certification is broken down into four levels or badges: white, bronze, silver and gold. The white badge only allows an individual to officiate in their own country whereas the other three badges allow an individual to be involved in international competitions.

Depending on the NSO, re-registration may be required anywhere from one to five years. The re-accreditation process is an important one as it ensures that the official in question still has the ability and knowledge to uphold the standards of the sport through being familiar with all current rules and regulations and that they have the relevant experience to continue their role as an official. Re-registration processes vary from NSO to NSO. Many require officials to provide evidence of their active role as an official within their sport, such as a logbook or proof of professional development such as attending conferences or additional training courses.



BUSINESS



IVET's general business program will provide students with the skills required to secure employment or future study pathways in a wide variety of careers.

Students will be exposed to range of business skills that will be applicable to multiple industries. The courses offered expose students to a range of Digital Technologies being used across businesses today. This includes exposure to SaaS (Software as a Service) products which are found increasingly in businesses world-wide.

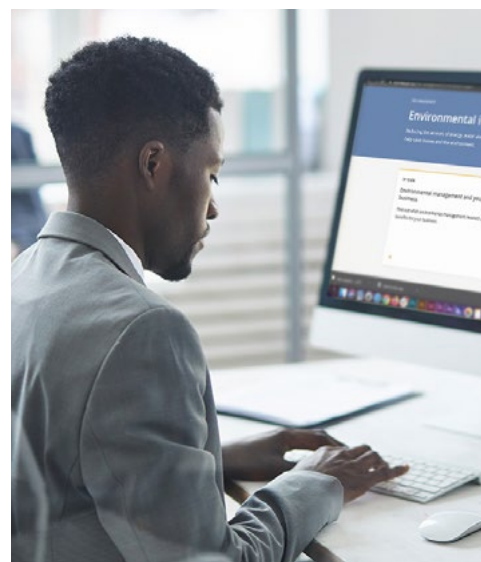
In addition, schools that undertake the Certificate III level program can select Cyber Security electives, providing students a key skill identified by industry and the Australian Government as essential to business administration and management roles in the future. The Cyber Security units will aid students in understanding how to protect themselves and others online, providing great workplace skills, but also skills that can be applied by the students in their personal and family life.

Graduates of the Certificate II and III programs will be able to demonstrate to future employers the base level Digital Technology and Business skills to add value immediately in any workplace.

Courses:

- BSB20115 - Certificate II in Business
- BSB20115 - Certificate II in Business (Applied Learning)
- BSB30115 - Certificate III in Business*

*A study score is available for partial completion of the Certificate III in Business.



BSB20115 Certificate II in Business (VCAA Program 1)

The Certificate II in Business allows students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment.

This course is designed for students looking to move into a business administration position in the future and caters for a range of different students.

The course provides exposure to practices in both large corporate environments and small businesses.

LEARNING AREAS

- Communication in the workplace
- Business technology use
- Customer service
- The business industry
- Workplace documents
- Environmental sustainability

JOB OPPORTUNITIES

- Business administrator
- Data entry operator
- Information desk clerk
- Receptionist
- Executive administration assistant
- Personal assistant
- Customer support



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR202	Organise and complete daily work activities	Elective	20	3
BSBINM201	Process and maintain workplace information	Elective	30	4
BSBCMM201	Communicate in the workplace	Elective	40	5
BSBWOR203	Work effectively with others	Elective	15	2
BSBIND201	Work effectively in a business environment	Elective	30	4
BSBWOR204	Use business technology	Elective	20	3
BSBITU211	Produce digital text documents	Elective	60	8
FSKWTG009	Write routine workplace texts	Import	15	2
BSBITU213	Use digital technologies to communicate remotely	Elective	20	3
BSBITU212	Create and use spreadsheets	Elective	30	4
BSBWHS201	Contribute to health and safety of self and others	Core	20	3
BSBINN201	Contribute to workplace innovation	Elective	20	3
TOTAL			320	44

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 44-week delivery period (avg 4 x 11-week terms).



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
1 Year	In-class	6.5 hrs	Homework	1.5 hrs

Elective options are available.

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core unit (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBCUS201	Deliver a service to customers	Elective	40
BSBSUS201	Participate in environmentally sustainable work practices	Elective	20
BSBINM202	Handle mail	Elective	15
BSBSMB201	Identify suitability for micro business	Elective	20

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

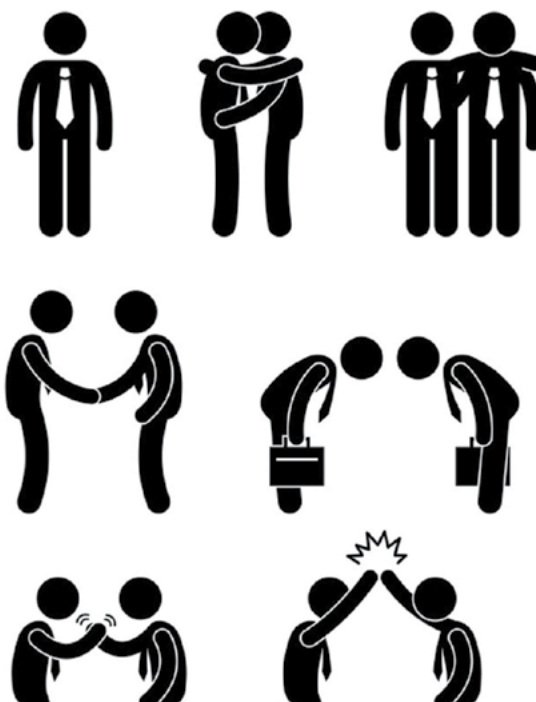
3 Communicate in a Way That Responds Positively to Individual Differences

Customers, clients and colleagues will come from a range of backgrounds. This diversity is how they differ from one another and it is what makes them unique. These differences may be their culture, race, ethnicity, disability, religious or spiritual beliefs, gender, age, sexual orientation and identify. This diversity can affect how people communicate. Each person has their own way of speaking such as the tone that they use, their words and pronunciation. When communicating in the workplace it is important to consider and value diversity and these individual differences.

As part of your job, you may need to communicate with a range of diverse people, such as people with speech problems, people with English as their second language, people who are blind or are hearing impaired, young children who are still developing their speech and will have a limited vocabulary as well as those with other language related difficulties. When doing so it is important that you **value and treat them with respect, courtesy and sensitivity**. You can do this by celebrating their diversity and taking the time to learn more about it and how it affects them. We will discuss working with diverse people in greater detail in chapter 8.

To treat people from a range of cultural groups with respect, sensitivity and courtesy you should:

- » Be polite and kind.
- » Encourage them to express their ideas, opinions and concerns and listen to them actively without interrupting or speaking over the top of them
- » Speak to them, as you would want to be spoken to, i.e. don't insult people, call them names or put them down. Be aware of the tone you use and the words you choose to convey your message. Ensuring that they are clear and cannot be misinterpreted.
- » Be positive don't be overly critical or nit-pick on small things
- » Ensure that your body language is positive, open and encouraging
- » Treat everyone the same and promote an inclusive environment. Always try your best to include people in important discussions and meetings.



Sample Pages

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ACTIVITY 1

How Best to Communicate

For each of the following scenarios identify what the best way to communicate would be and briefly justify your response. Use the table of advantages and disadvantages previously discussed to assist you.

Scenario	Preferred ways to communicate	Justify your response
1. You need to speak to a colleague who continually interrupts others during meetings.		
2. You need to alert all staff involved in the organisation of a new meeting time.		
3. You need to promote a free event that the organisation is running and invite all community members to attend.		
4. You need to attract and recruit more staff members to the organisation.		
5. You need to ask a local business for a monetary donation.		
6. You need to speak to a range of local businesses about donating products or services to be raffled at a community event that the organisation is running to generate awareness of the good work the that the organisation does.		
7. You need to have a meeting with the head of each State branch in Australia.		
8. You need to speak to new staff members about their working agreements.		
9. You want to get in touch with the people who use the organisation's services to gain some feedback.		
10. You want to invite all colleagues and workers to a staff dinner.		

BSB20115 Certificate II in Business (Applied Learning)

Ideal for VCAL Learners.

With fewer electives and a more prescribed approach, this Certificate II in Business (Applied Learning) is designed specifically for VCAL and at-risk students.

Units are clustered and focus more on small business operations as well as career planning.

Students will be taught general skills to help with any form of future employment.

Students are encouraged throughout the program to build their personal employment profile to aid with pathways to employment following school.

LEARNING AREAS

- Communication in the workplace
- Business technology use
- Customer service
- Working with others
- Communication
- Action planning for career development
- The business industry
- Producing workplace documents
- Environmental sustainability
- Preparing for employment
- Developing employability skills

JOB OPPORTUNITIES

- Business administrator
- Data entry operator
- Information desk clerk
- Receptionist
- Executive administration assistant
- Personal assistant
- Customer support
- Sales assistant
- Other entry level roles



Course Structure 2021

UNITS			TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWHS201	Contribute to health and safety of self and others		Core	20	4
CLUSTER 1	VU22786	Develop personal effectiveness	Elective	30	13
	VU22787	Prepare for employment	Elective	30	
	BSBSMB201	Identify suitability for micro business	Elective	20	
	BSBCMM201	Communicate in the workplace	Elective	40	
CLUSTER 2	BSBWOR202	Organise and complete daily work activities	Elective	20	13
	BSBIND201	Work effectively in a business environment	Elective	30	
	BSBITU211	Produce digital text documents	Elective	60	
	BSBITU212	Create and use spreadsheets	Elective	30	
CLUSTER 3	BSBSUS201	Participate in environmentally sustainable work practices	Elective	20	6
	BSBINN201	Contribute to workplace innovation	Elective	35	
ICTWEB201	Use social media tools for collaboration and engagement		Elective	20	4
			TOTAL	355	40

All units and clusters are shown in the sequence of delivery.

The weeks delivery per unit/cluster is based on a 40-week delivery period (avg 4 x 10-week terms).



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
1 Year	In-class	7 hrs	Homework	2 hrs

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

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1 Prepare to Produce Spreadsheets

1.1. Adjust Workspace, Furniture and Equipment to Suit Own Ergonomic, Work Organisation and Work Health and Safety Requirements

Ergonomics

In many jobs, you will be in front of your computer for hours on end. For this reason, it is vitally important that your workspace is set up in the most efficient way possible. In this section, we will look at how you should set up your computer, how you can prevent a common ergonomic complaint from occurring and how you can use ergonomics to improve your performance.

Positioning Your Computer

Positioning your computer and keyboard is a good first step toward creating a relaxed and healthy work environment. With a few minor adjustments, you can lessen the chances of strain to your upper body.

Positioning Your Computer

Setup your work area in a way where you are directly facing both the computer and the keyboard. Doing this minimises unnecessary twisting and turning of your upper body.

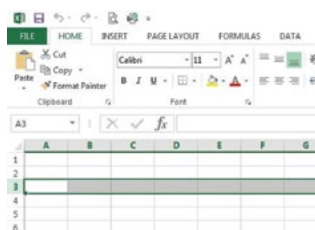
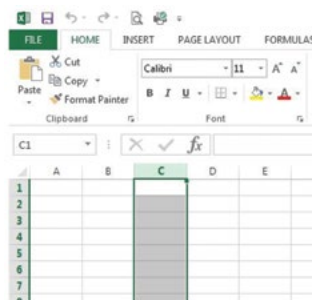
Use an adjustable table or desk for your computer set up so that the top line of the monitor is at or below your eye level when sitting. This reduces the chance of stressing your neck muscles.

Attach a document holder to the side of your monitor to ease the strain on your eyes and neck muscles.

Columns

Columns are the vertical spaces in your workbook window. These are labelled with letters which serve as your cell's location in a column.

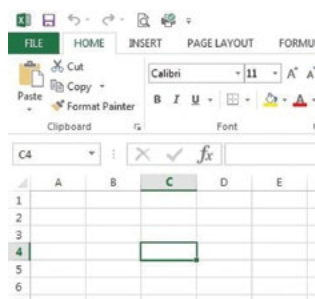
In the diagram (see right), the COLUMN labelled C is highlighted.



Rows

Rows are the horizontal spaces in your workbook window. These are labelled with numbers which serve as your cell's location in a row.

In the diagram (see left) the ROW labelled 3 is highlighted.



Cells

Cells are the spaces where a specific row and column intersect. Each cell is named according to its column letter and row number.

In the diagram (see right), the CELL labelled C4 is highlighted. When referencing a cell, you should put the column first and the row second.

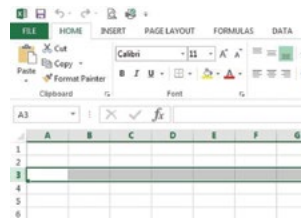
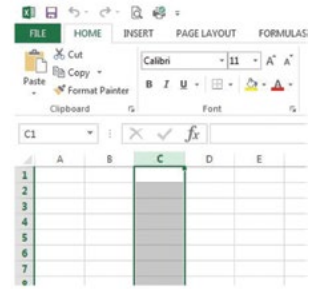
Google Sheets is a cloud-based spreadsheet application that can be accessed if you have a Google account. As this is cloud-based, there's no need to install the application into your desktop computer. All you need is a web browser and an Internet connection. It has similar elements with Excel but instead of a ribbon, it has a menu bar where you can access the functions you need to perform your spreadsheet tasks. Google Sheets has more limited functionality than Excel, but it is also able to perform common spreadsheet tasks such as organising and analysing data, creating charts and tables, or performing calculations using formulae.

placing it on top of, or removing it from, the system case (computer).
from you, about 50 to 90cm, to reduce visual fatigue.
of windows in your work area is in a right angle.
reducing glare.
glare screen for your monitor. It can ease eye strain if you do a lot of
keyboard, mouse and other attachments, so you can move about freely
forearms, wrists and hands should be in a straight line parallel to the
attaches to your desk.

Columns

Columns are the vertical spaces in your workbook window. These are labelled with letters which serve as your cell's location in a column.

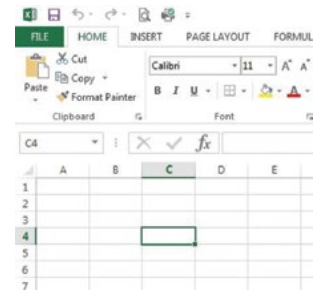
In the diagram (see right), the COLUMN labelled C is highlighted.



Rows

Rows are the horizontal spaces in your workbook window. These are labelled with numbers which serve as your cell's location in a row.

In the diagram (see left) the ROW labelled 3 is highlighted.



The application you will use to create your spreadsheets will depend on some of the following factors:

- » Type of document you need to present
- » Availability of resources in the organisation
- » Purpose of the document
- » Audience requirements
- » Presentation requirements

Ensure to clarify these factors from relevant personnel in the workplace first before starting to create your spreadsheet.



Element 1 - Key Learning Points

- » Ensure that your work environment is ergonomically sound. This means you should ensure that your computer and desk are set up correctly to allow you to work with a minimum of strain.
- » Exercise to restore blood flow to your muscles regularly.
- » Take ten minute breaks from your computer every hour.
- » Take five second micro pauses every three to five minutes.
- » It is a very good idea to determine the reasons for creating a spreadsheet including the presentation requirements and delivery timelines.

Image from rawpixel.com



BSB30115 Certificate III in Business

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

The course is delivered over 1-2 years depending on the individual school and time allocated within the school framework.

LEARNING AREAS

- Communication in the workplace
- Business technology use
- Customer service
- The business industry
- Producing workplace documents
- Environmental sustainability

JOB OPPORTUNITIES

- Administrator
- Office assistant
- Customer support
- Sales representative

Schools that undertake the Certificate III can select Cyber Security electives, providing students a key skill identified by industry and the Australian Government as essential to business administration and management roles in the future.

The Cyber Security units will aid students in understanding how to protect themselves and others online, providing great workplace skills, but also skills that can be applied by the students in their personal and family life.



Course Structure 2021

UNITS 3 & 4		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR301	Organise personal work priorities and development*	Elective	30	6
BSBINM301	Organise workplace information*	Elective	30	6
BSBITU306	Design and produce business documents*	Elective	80	16
BSBPRO301	Recommend products and services*	Elective	20	4
BSBCUS301	Deliver and monitor a service to customers*	Elective	35	8
		TOTAL	195	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

This program for the VCAA Unit 3 & 4 sequence is based on partial completion of the Certificate III qualification – no qualification is awarded.

It has been designed as the second year of the VCAA Business Program 1 and 2 combined (Program and Year 1 being the Certificate II in Business).

*Indicates scored assessment availability.

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled^)			
1 Year	In-class	4 hrs	Homework	.75 hrs

Additional units, including Cyber Security units, are available, if undertaking a scored assessment approach, these electives are additional units.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.



Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

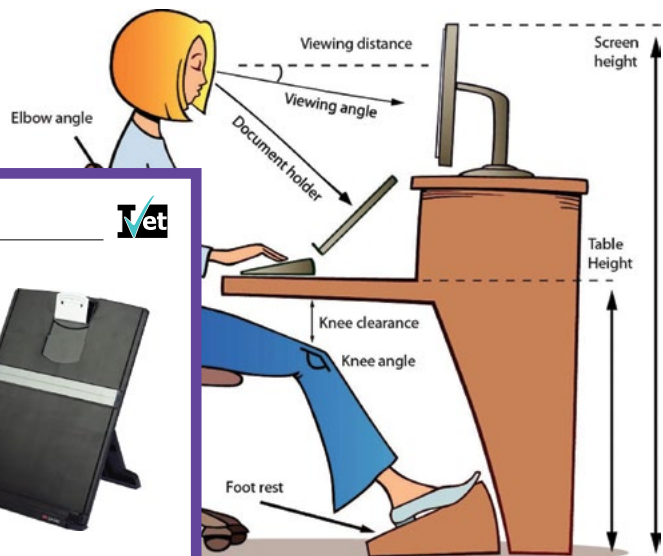
Chair height, seat and back adjustment

The best chairs that an employer can give their employees are the adjustable kind. Each individual will require a particular chair height and back adjustment. The provision of adjustable chairs will help in allowing each individual to find the most comfortable position for them, based on their size and body shape.

To adjust your chairs height, seat, and back, follow these steps:

- » To adjust the chair height, stand in front of the chair and adjust the height until the seat is resting just below your knees
- » Sit on the chair and adjust the backrest until it fits into the hollow of your back
- » If your chair has armrests, bend your elbows (90 degrees) and adjust the armrest till there is a limited amount of contact with your elbows
- » Tilt the seat either forward or backwards until you have found your level of comfort

The figure below can give you a guideline as to what your work desk should look like if you want it to be an ergonomic workstation, which really should be the aim for anyone working in this environment. WHS specialists strongly recommend that employees and employers work together to create a workstation reflective of the image below.



4

Document holder

Document holders allow for the easy visualisation of information on paper that you can refer to as you work on your computer. Document holders can be placed directly behind your keyboard (just below your computer screen) for the easy reading of paperwork.

Document holders have also been created with the ability to be clipped on the side of your computer screen, again for easy visualisation so that you do not need to strain your neck or eyes to find information.

Document holders that are placed behind the keyboard may be adjustable so that you can raise the holder to a certain height allowing you the easier reading of your documents. Document holders designed for attachment to the computer screens can be adjusted in terms of viewing angle. Using document holders also can also be useful in reducing paper clutter around your desk, contributing to a clean workstation and work environment.



Footrest

A footrest should be placed underneath your desk at a certain distance from your chair. A footrest is best used once your chair has been adjusted and positioned to the most comfortable position for the user, but their feet are left unsupported. Unsupported feet can lead to poor blood circulation in the legs as a result of too much pressure on the back and thighs. In some cases, lower back pain may occur due to the continual need to get foot support and the occurrence of leaning forward in the chair, thus losing back support.

Footrests have been designed to allow for height adjustment, although fixed height footrests may also be purchased.



Keyboard and mouse positions

The incorrect positioning of a keyboard and mouse, i.e. height and angle, may lead to users bending their wrists or straining their arms. If this is the case, then the workstation should be adjusted. A sliding platform may be attached to the bottom of the desk, allowing the keyboard and mouse to be brought down to a slightly lower level, reducing any potential harm to the body. Chair height adjustments can be another option to allow for proper access to the keyboard and mouse.



Always ensure that your keyboard is not too close to you. It must be at a length which allows for your arms and hands to be straight and not bent. Furthermore, the mouse should be at a close enough range, one which does not lead to any unnecessary stretching or over-stretching of the arm.



3 Identify Document Purpose, Audience and Presentation Requirements

Text documents are the documents most used in an office or business environment. Each of these documents has a specific purpose, aimed at a specific audience with set presentation requirements. Further to this, in order to get documentation approved or checked, certain people will need to be consulted. The various personnel who may need to be contacted can include:

- » Policymakers/writers
- » Upper level management
- » Supervisors
- » Colleagues
- » External and internal stakeholders
- » Team members

The various types of documents that employees may encounter in their working environment can include but are not limited to:

- » Brochures
- » Calendars
- » Flyers
- » Forms
- » Mail merge documents, including labels
- » Memos
- » Multi-page letters
- » Promotional material
- » Reports
- » Schedules
- » Tables

10

4 Identify Organisational and Task Requirements

Most organisations in today's business industry have developed an image or branding of their company. Companies work very hard to achieve success in creating a good or well-regarded images of themselves so that they may increase their market presence and gain a larger customer base. As a result of this, a company will have specific organisational requirements when it comes to creating text documents so that there is a consistency in terms of style and image. To make tasks easier, companies tend to employ templates. These templates are a way of ensuring consistency.

Existing templates will include some of the following elements:

- » Company colour scheme
- » Company logo
- » Consistent corporate image
- » Guidelines as to what content can and can't be included

Established guidelines and procedures for document production

Documents can either be physical such as letters, or digital such as PDFs that are distributed via the internet or email. There is likely to be procedures as to how these documents are prepared, distributed and archived.

Other procedures may be more complex; for example, you may have the responsibility of creating certain aspects of a report. However, once you have finished your task, procedures may dictate that the report then goes to your supervisor who has the responsibility of completing other parts of it. It may then come back to you to complete other tasks before it is given a final review and submitted to the concerned parties.

Whatever the document, whatever the design, policies and procedures should be made available to employees to instruct how exactly they need to produce organisational documentation.

House styles

House styles in text documents are the set styles that an organisation uses when creating documents. These styles can refer to written words or symbols. Examples of house styles include using straight quotation marks and not curly ones. Perhaps italics can only be used as a way of emphasising a point. In terms of using bullet points, the organisation may choose to use a specific type of document bullet.

Observing copyright legislation

Copyright legislation in Australia is governed by the Copyright Act 1968. The Act looks to protect any illegal reproduction of material belonging to an author, where the correct permissions have not been approved.

Infringing copyright laws can lead to lawsuits and court cases. This can blemish a company's image. As an employee, if you are unsure as to what is legal content that can be included in your documentation, either avoid using it or seek advice from your supervisors.

11





IDMT



Information, Digital Media and Technology.

Coding, Gaming & Web Creation / Cyber Security & Support.

IVET's IDMT programs align with current industry advice and needs.

IVET offers two streams for students. The first is designed to offer a broad range of careers where base level IDMT skills will position them well to add immediate value to their employers or provide the required skills to aid future studies.

The second stream is specifically designed for students who have interest in Coding, Gaming and/or Web Creation. The program is specifically designed to ensure there is a broad range of skills in each of these areas to enable students to determine the specific pathway they are most interested in.

- A study score is available for the partial completion of the Certificate III in Information, Digital Media and Technology.
- Cyber Security electives can also be chosen, providing students a key skill identified by industry and the Australian Government as essential to many roles in the future. The Cyber Security units will aid students in understanding how to protect themselves and others online, providing great workplace skills, but also skills that can be applied by the students in their personal and family life.

Pathways

IDMT Generalist

Coding, Gaming

Web Creation

Certificate II in Information, Digital Media and Technology ICT20115

Certificate III in Information, Digital Media and Technology ICT30118

Diploma and University

ICT20115 Certificate II in Information, Digital Media and Technology

This qualification provides the foundation skills and knowledge to use information, digital media, and communications technology (IDMT) in any industry.

Taking a broad-base approach, this qualification allows individuals to gain the fundamental and foundational skills and knowledge required for entering the industry through an entry level position, or by proceeding to further studies in a more specialised IDMT field.

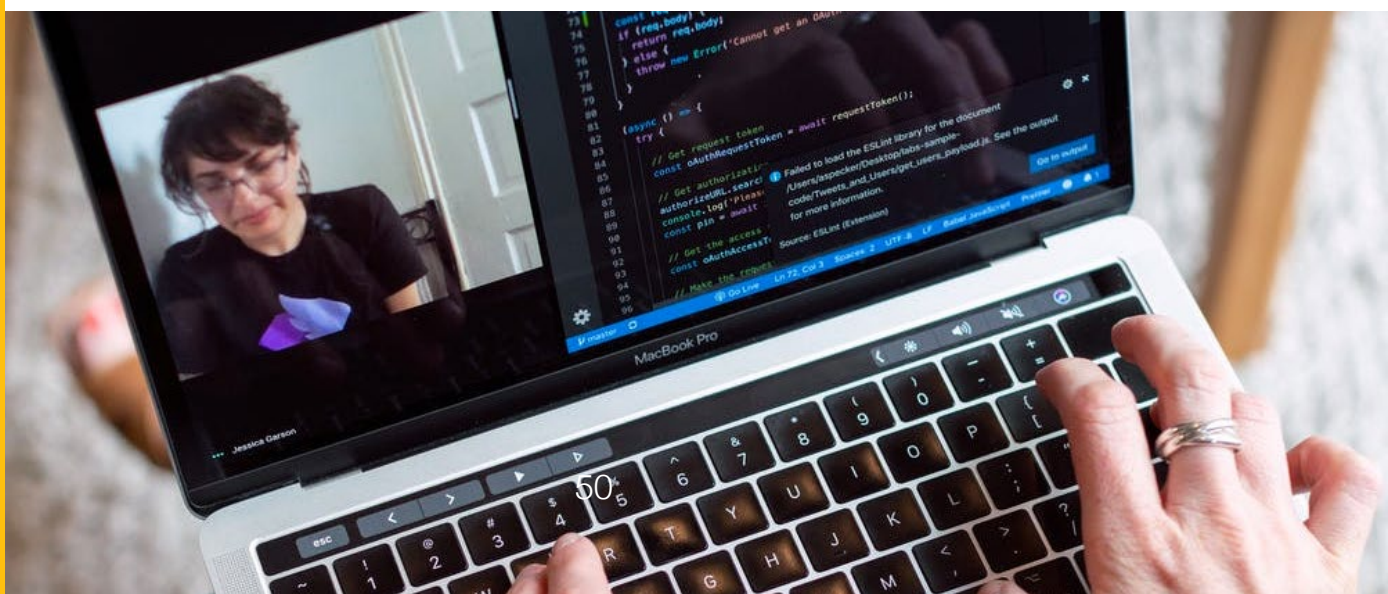
A great way to get started on an IDMT career path, this course, in addition to providing a broad base of skills and knowledge, also has a very modern and appealing composition, focusing on web technologies, social media and animation.

LEARNING AREAS

- Safe and sustainable practices
- Common software applications
- Digital and social media platforms and tools
- Website creation and content maintenance
- Producing digital images
- 2D animation
- Hardware and peripherals

JOB OPPORTUNITIES

- Website development
- ICT support services
- Animation
- Business administration
- Customer support
- Tech support



Generic Course Structure 2021

VCAA Structure 1

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
ICTICT201	Use computer operating systems and hardware	Core	60	6
ICTICT211	Identify and use basic current industry specific technologies	Elective	40	4
ICTSAS203	Connect hardware peripherals	Elective	20	2
ICTICT203	Operate application software packages	Core	60	6
FSKWTG009	Write routine workplace texts	Import	15	1
ICTWEB201	Use social media tools for collaboration and engagement	Core	20	2
BSBSUS201	Participate in environmentally sustainable work practices	Core	20	2
BSBWHS201	Contribute to health and safety of others	Core	20	3
CUADIG201	Maintain interactive content	Elective	30	3
ICTSAS204	Record client support requirements	Elective	10	1
FSKLRG009	Use strategies to respond to routine workplace problems	Import	15	1
ICTICT202	Work and communicate effectively in an ICT environment	Core	40	4
FSKRDG010	Read and respond to routine workplace information	Import	15	1
ICTICT204	Operate digital media technology package	Core	40	4
		TOTAL	405	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
1 Year	In-class	8 hrs	Homework	2 hrs

Additional electives are available to substitute for a gaming, coding, web creation, or cyber security and support focused program.

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The unit below is the remaining elective from within the qualification's packaging that is available for selection by schools.

This elective unit can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
CUASOU202	Perform basic sound editing	Elective	30

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.



ACTIVITY 1

Identify minimum / recommended system requirements

Each game/application has minimum and recommended system requirements – a list of hardware required to run the game at low settings (minimum) and higher settings (recommended) with better performance.

The system requirements will be different for each game. Listing the requirements will allow the lowest hardware required to be identified.

1. Use the internet to fill in the tables below on the next two pages, listing the minimum and recommended system requirements for each game.
2. Write NA for any components that are not listed in the system requirements.
3. Include the web addresses where the system requirements were found.

Windows 10 URL(s) _____

Component	Minimum	Recommended
Processor (CPU)		
Memory (RAM)		
Graphics (GPU)		
Storage		

DOTA 2 URL(s) _____

Component	Minimum	Recommended
OS		
Processor (CPU)		
Memory (RAM)		
Graphics (GPU)		
Storage		

CS:GO URL(s) _____

Component	Minimum	Recommended
OS		
Processor (CPU)		
Memory (RAM)		
Graphics (GPU)		
Storage		

Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field



Case Study

INTERNET GAMING LOUNGE



You have been employed as the ICT manager of a new internet gaming lounge. Your task is to identify the **hardware components** and **operating system** that will be used for all computers in the lounge. The organisation has the following requirements: (continued on next page).

- 25 computers, with a maximum price of **\$2000** each
- An operating system
- Installed games:
 - Counter-strike: Global Offensive (CS:GO)
 - DOTA 2
 - Fortnite
 - League of Legends (LOL)
 - Overwatch
 - Player-Unknown's Battlegrounds (PUBG)
- Installed software:
 - Steam
 - Blizzard App
 - Epic Launcher
 - Discord
 - Chrome
 - CCleaner
- Each game must run at a minimum of **60** frames per second
- » **High** detail settings (on a scale of Low, Medium, High, Very High, Ultra)

External hardware

- **Monitor** – size 24", resolution 1920x1080, refresh rate 144Hz.
- **Keyboard** – Mechanical, RGB, wired
- **Mouse** – at least 4 buttons, scroll wheel, wired
- **Headset**, with attached microphone, wired

ICT30118 Certificate III in Information, Digital Media and Technology

This certificate allows students to explore a variety of areas in IDMT. This program can be specialised or broad depending upon the needs of the students.

Upon completion of this carefully designed two-year course, students will satisfy the requirements to obtain a nationally recognised qualification; a full Certificate III in Information, Digital Media and Technology (ICT30118).

This course is designed to focus on support including cyber security or gaming, coding, and web creation.

LEARNING AREAS

- Producing digital images
- Social media
- Operating software packages
- Building websites
- The IT industry
- Environmental sustainability
- Providing IDMT assistance
- Equipment maintenance

JOB OPPORTUNITIES

- School technical support
- Technical support in an organisation
- Help desk assistant
- IDMT operations support
- IDMT user support
- PC support
- Customer support
- Cyber Security



Generic Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
ICTICT203	Operate application software packages	Elective	60	8
BSBWHS304	Participate effectively in WHS communication and consultation processes	Core	30	4
ICTICT202	Work and communicate effectively in an ICT environment	Core	40	5
ICTSAS308	Run standard diagnostic tests	Core	40	5
ICTWEB303	Produce digital images for the web	Group D	30	4
ICTWEB201	Use social media tools for collaboration and engagement	Group D	20	4
ICTSAS303	Care for computer hardware #	Elective	20	3
ICTGAM301	Apply simple modelling techniques	Elective	50	7
YEAR 1 TOTAL			290	40
ICTWEB302	Build simple websites using commercial programs	Group D	40	5
BSBEBU401	Review and maintain a website	Group D	50	7
ICTNWK304	Administer network peripherals #	Elective	20	3
BSBSUS401	Implement and monitor environmentally sustainable work practices	Core	40	5
ICTICT301	Create user documentation*	Core	20	3
ICTSAS307	Install, configure and secure a small office or home office network*	Elective	50	6
ICTICT302	Install and optimise operating system software*	Core	20	3
ICTSAS305	Provide ICT advice to clients*	Elective	40	5
ICTSAS306	Maintain equipment and software*	Elective	20	3
YEAR 2 TOTAL			300	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

*Indicates scored assessment availability.



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled^)		
2 Years	In-class	6 hrs	Homework 1.25 hrs

Additional electives are available to substitute for a gaming, coding, web creation, or cyber security and support focused program.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective units marked #, but not added - i.e. the total number of units cannot be increased.

The core units and other electives (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
CUAANM301	Create 2D Digital Animation	Elective E	35
CUAANM302	Create 3D Digital Animation	Elective E	75

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Identify common preventative maintenance techniques to support maintenance strategies

Preventative maintenance techniques are strategies that stop issues from occurring. Solving faults after they occur is very time-consuming; it is much more efficient to prevent them in the first place. This section will go through various techniques that will support the other maintenance strategies outlined earlier in this unit.

System failure and backup procedures

A system may fail for a wide variety of reasons, including software faults, viruses and malware, physical hardware damage and natural disasters. Each of these causes varies in their magnitude of system failure, ranging from one workstation that affects a single user, all the way to the destruction of a company's IT infrastructure affecting the entire organisation.

Some Possible Causes of System Failure	
Software Faults	Malware
<ul style="list-style-type: none"> • Incompatible application • Incorrect application settings • Incompatible application update • Incompatible operating system update 	<ul style="list-style-type: none"> • Viruses/Worms • Key loggers • Spyware • Browser hijack
Physical Hardware Damage	Natural Disasters
<ul style="list-style-type: none"> • Worn-out hardware • Faulty internal components • Physical damage to external components • Electrical surge damage 	<ul style="list-style-type: none"> • Fires • Floods • Earthquakes • Storms



Sample Pages

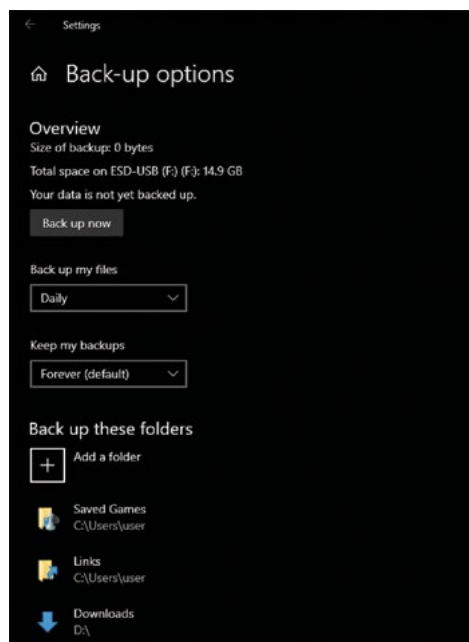
From the student workbook.

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Backup file history

This application allows files to be copied to an external drive, so they can be restored if the originals are lost. To setup File history:

1. Connect an external HDD or USB flash drive to a USB port (preferably USB 3.0 or greater).
2. Select Start > Settings > Update and Security > Backup.
3. Select Add a drive. File history will search for the external HDD. Select the external HDD once found.
4. The Automatically back up files option should appear and be set to On.
5. Click More options.
6. Back up my files, select how regularly the backup should run – Daily should be enough for most users.
7. Under Keep my backups, select how long backups should be stored for – Forever is the default.
8. Back up these folders, check that all the folders to be backed-up are shown. If not, click Add a folder and select the folder to backup.
9. Click the Back up now button to start the first backup. This may take some time depending on the size of the files and folders being backed up.



To stop using the drive for backup purposes, click the stop using drive button in the back-up options.



HOSPITALITY & KITCHEN OPERATIONS



Hospitality & Kitchen Operations

IVET's Hospitality and Kitchen Operations programs are designed to prepare students for further study and/or a career in the Hospitality sector.

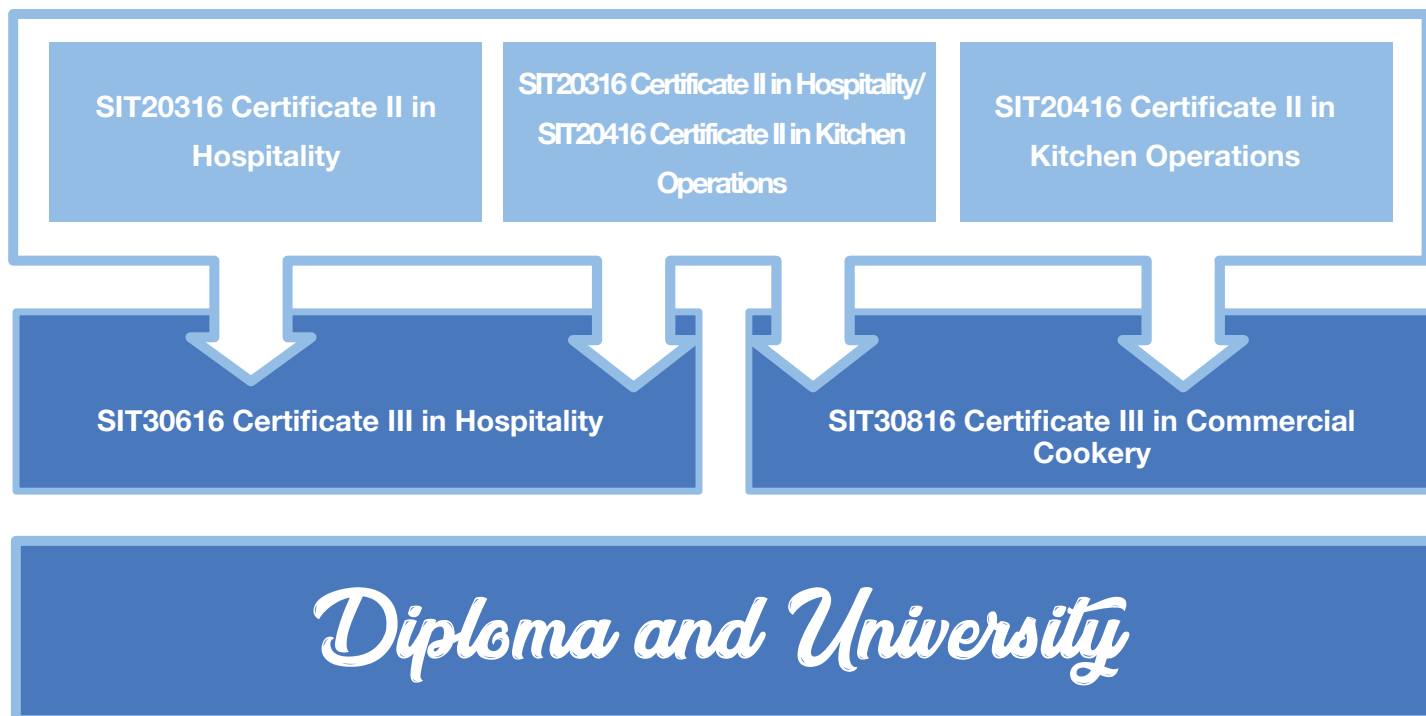
The program also helps students develop a range of skills, that can position them well, to secure part-time employment in a competitive industry

The Hospitality Industry has been a common workplace for many full-time tertiary students whilst pursuing studies in an alternate career path.

Current social and economic conditions are impacting service industries, making for a more competitive market, so holding a qualification gives you a distinct employment advantage.

- A study score is available for either the Certificate II in Hospitality or Kitchen Operations.

Pathways



SIT20316 Certificate II in Hospitality

This qualification offers individuals general Hospitality knowledge and a range of food and beverage service skills. Students will be involved in routine tasks, whilst learning new skills under the supervision of a teacher.

The course is well-suited to students that enjoy practical learning. The course focuses on front of house Hospitality skills, such as barista skills, food hygiene, food advice, and financial transactions.

Schools may choose a 2-3 year dual qualification, that includes the Certificate II in Kitchen Operations. The dual qualification provides students with an even broader range of Hospitality skills and knowledge.

The combined program can provide students with a study score, or can be undertaken without a study score. Contact IVET for further information.

LEARNING AREAS

- Hospitality skills
- Coffee making skills
- Work health & safety
- Hygienic practices for food safety
- How to interact with customers

JOB OPPORTUNITIES

- Bar attendant
- Cafe attendant
- Catering assistant
- Food & beverage attendant
- Front office assistant
- Customer service
- Sales



Course Structure 2021

UNITS 1 & 2 (YEAR 1)		TYPE	NOMINAL HOURS	WEEKS DELIVERY
SITXFSA001	Use hygienic practices for food safety	Group A	15	3
SITXWHS001	Participate in safe work practices	Core	12	3
SITHCCC002	Prepare and present simple dishes	Group B	25	6
SITHCCC001	Use food preparation equipment	Import	25	5
SITXINV002	Maintain the quality of perishable items	Group B	10	2
SITHKOP001	Clean kitchen premises and equipment	Group B	13	3
SITXCCS003	Interact with customers	Core	20	4
SITXCOM002	Show social and cultural sensitivity	Core	20	4
SITHIND003	Use hospitality skills effectively [#]	Core	0	3
SITHIND002	Source and use information on the hospitality industry	Core	25	4
BSBWOR203	Work effectively with others	Core	15	3
YEAR 1 TOTAL			180	40
UNITS 3 & 4 (YEAR 2)				
SITHFAB004	Prepare and serve non-alcoholic beverages* [#]	Group B	20	5
SITHFAB005	Prepare and serve espresso coffee* [#]	Group B	30	6
SITHFAB007	Serve food and beverage*	Group B	80	16
SITXFIN001	Process financial transactions*	Group B	25	5
SITHFAB016	Provide advice on food* [#]	Import	40	8
YEAR 2 TOTAL			195	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

*Indicates scored assessment availability. [#]Requires trainers to have worked in industry for at least 3 years.

Note. In line with the VCAA program, this course contains four more units of competency than required for the qualification.



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])		
2 Years	In-class	4-6 hrs	Independent Learning 1-2 hrs

Elective options are available.

[^]Scheduled hours means timetabled class time and time allotted for directed independent learning. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective (Group B) or imported units, but not added - i.e. the total number of units cannot be increased.

The core units, Group A elective and all scored units cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBCM201	Communicate in the workplace	Elective	40
BSBSUS201	Participate in environmentally sustainable work practices	Elective	20
HLTAID003	Provide first aid	Elective	18
SITHCCC003	Prepare and present sandwiches	Elective	10
SITHCCC006	Prepare appetisers and salads	Elective	25

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.







Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Mocktails

Mocktails are non-alcoholic drinks, designed to look like a cocktail and are a great alternative for those who do not wish to consume alcohol. The ingredients of these beverages may consist of a variety of juices, soft drinks, fresh fruits, honey, concentrated pulp, Kombucha, dairy products, tea infusions and/or cordials. The procedures for making mocktails may require a range of methods. The use of a commercial bar blender, for example, is used to blend mocktails which contain fresh fruit or dairy products. This allows for solid ingredients to be liquefied and all flavours of the drink to be thoroughly mixed.



Mocktails are increasing in popularity in bars and restaurants, mainly because of drink driving laws and general health concerns. Unlicensed premises, who cannot serve alcohol, have become very creative with their mocktail menus, using amazing combinations of flavours and matching mocktails with menu items, in the same way that wine is matched to compliment dishes.

Mocktail Terminology		Method
	Blend	Refers to the use of a blender to mix the ingredients. The ingredients and ice are placed in the blender and mixed until the right consistency is achieved.
	Layer	The producing of a "layered effect" within the glass. This is done by building the ingredients carefully on-top of each other.
	Shake & Strain	Fill a cocktail shaker 2/3 with ice and add the ingredients. After shaking use, a Hawthorne strainer to pour the mixture into a glass.
	Stir & Strain	Unlike the Shake & Strain method, this one is produced within a mixing glass. 2/3 ice is added first followed by the ingredients then stirred. A Hawthorne strainer is also used to pour the mixture into a glass.
	Build	Refers to the mixing of the ingredients within the glass. Ice is added first followed by a cordial and the mixer (e.g. tonic water) and the garnish is added last.
	Muddle	The use of a 'muddler' or bar spoon to crush ingredients within the glass or cocktail shaker. Muddling is used in conjunction with other methods e.g. build and stir and strain.

Sample Pages

From the student workbook.

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- Contains interactive student activities
- Written by experts in the field



ACTIVITY 6

Tea Appreciation Sheet

Tea and wine have many similarities. Both are food products that are distinguished by the climate, region and processes of production. Aroma, taste and colour all make a difference between tea types, however while wine will often improve with age, tea will lose its qualities and deteriorate.

Understanding the different tea styles, their appropriateness to foods and correct time to drink is an important step in the appreciation of a fine food product.

Your trainer will prepare a variety of teas, taste each one and fill in the following table.

Variety	Bouquet	Colour	Taste	Overall



SIT20416 Certificate II in Kitchen Operations

Students will gain education and training to work in kitchens and will develop a range of food preparation and cookery skills to prepare menu items. Students will be involved in routine tasks, whilst learning new skills under the supervision of a teacher.

The course emulates the role of a cook working in a kitchen, under the direct supervision of a chef and focuses on the back-of-house skills typically used in a restaurant or food outlet. Students will learn hygienic practices in food preparation and the skills to prepare and present simple dishes.

Schools may choose a 2-3 year dual qualification, that includes the Certificate II in Hospitality. The dual program provides students with an even broader range of Hospitality skills and knowledge. The combined program can provide students with a study score, or can be undertaken without a study score. Contact IVET for further information.

LEARNING AREAS

- Work health and safety
- Hygiene practices
- Food preparation
- Basic cookery skills
- Teamwork

JOB OPPORTUNITIES

- Catering assistant
- Sandwich hand
- Breakfast cook
- Fast food cook
- Kitchen hand



Course Structure 2021

UNITS 1 & 2 (YEAR 1)		TYPE	NOMINAL HOURS	WEEKS DELIVERY
SITXFSA001	Use hygienic practices for food safety	Core	15	3
SITXWHS001	Participate in safe work practices	Core	12	3
SITHKOP001	Clean kitchen premises and equipment	Core	13	3
SITHCCC001	Use food preparation equipment [†]	Core	25	5
SITHCCC002	Prepare and present simple dishes [†]	Elective	25	5
SITHCCC005	Prepare dishes using basic methods of cookery [#]	Core	45	10
SITXINV002	Maintain the quality of perishable items	Core	10	3
SITHIND002	Source and use information on the hospitality industry	Elective	25	5
BSBWOR203	Work effectively with others	Core	15	3
		YEAR 1 TOTAL	185	40
UNITS 3 & 4 (YEAR 2)				
SITHCCC008	Prepare vegetable, fruit, eggs and farinaceous dishes*	Elective	45	9
SITHCCC006	Prepare appetisers and salads* [#]	Elective	25	6
SITHCCC012	Prepare poultry dishes*	Import	25	6
SITHCCC007	Prepare stocks, sauces and soups* [#]	Elective	35	8
SITHCCC011	Use cookery skills effectively* [#]	Core	50	11
		YEAR 2 TOTAL	180	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

[†]These units are clustered together for delivery and assessment.

*Indicates scored assessment availability.

[#]Requires trainers to have worked in industry for at least 3 years.

Note. In line with the VCAA program, this course contains one more unit of competency than required for the qualification.



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
2 Years	In-class	4-6 hrs	Independent Learning	1-2 hr

Elective options are available.

[^]Scheduled hours means timetabled class time and time allotted for directed independent learning. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective units in Year 1, but not added - i.e. the total number of units cannot be increased.

The core units and all scored units cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBCMM201	Communicate in the workplace	Elective	40
BSBSUS201	Participate in environmentally sustainable work practices	Elective	20
HLTAID003	Provide first aid	Elective	18
SITHCCC003	Prepare and present sandwiches	Elective	10
SITXCCS003	Interact with customers	Elective	20

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Vegetables

Vegetables are the edible parts of plants and are a good source of vitamins, minerals, and dietary fibre. Vegetables can be eaten raw, cooked, pickled, or preserved and can be served by themselves, as an accompaniment to a main dish or mixed with other ingredients.

The many different climates across Australia, means that almost any type of vegetable can be grown. Modern science and technology have enabled vegetable growers to produce disease-resistant vegetables that produce hardy crops.

Australia is a multicultural society and as a result, there has been an increase in the variety of vegetables available to satisfy the culinary needs of our diverse population. Items such as eggplant, okra and bok choy may have been unheard of in Australia a few decades ago. Fast and efficient refrigerated transport systems mean that most vegetables, whether exotic varieties from the tropical north or from the colder southern regions, can be easily obtained. A lot of vegetables also now come from overseas, but it is always best to source and use Australian grown produce.



Vegetable varieties

Vegetables can be divided into the following categories:



Leaves: Brussels sprouts, cabbage, lettuce, spinach, watercress silver beet, Swiss chard, pak choy, bok choy, kale



Stems: Asparagus, bamboo shoots, celery, fennel, rhubarb



Fruits: Avocado, capsicum, choko, cucumber, eggplant, zucchini, pumpkin, okra, squash, tomato



Flowers: Broccoli, cauliflower, globe artichoke

Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal





- Contains interactive student activities
- Written by experts in the field



ACTIVITY 2

Vegetable Category, varieties, preparation and uses

Complete the table below:

Category	Varieties	Preparation	Uses
Bulb 			
Flower 			
Leaves 			
Fruit 			



HEALTH SERVICES & COMMUNITY SERVICES



Health Services & Community Services

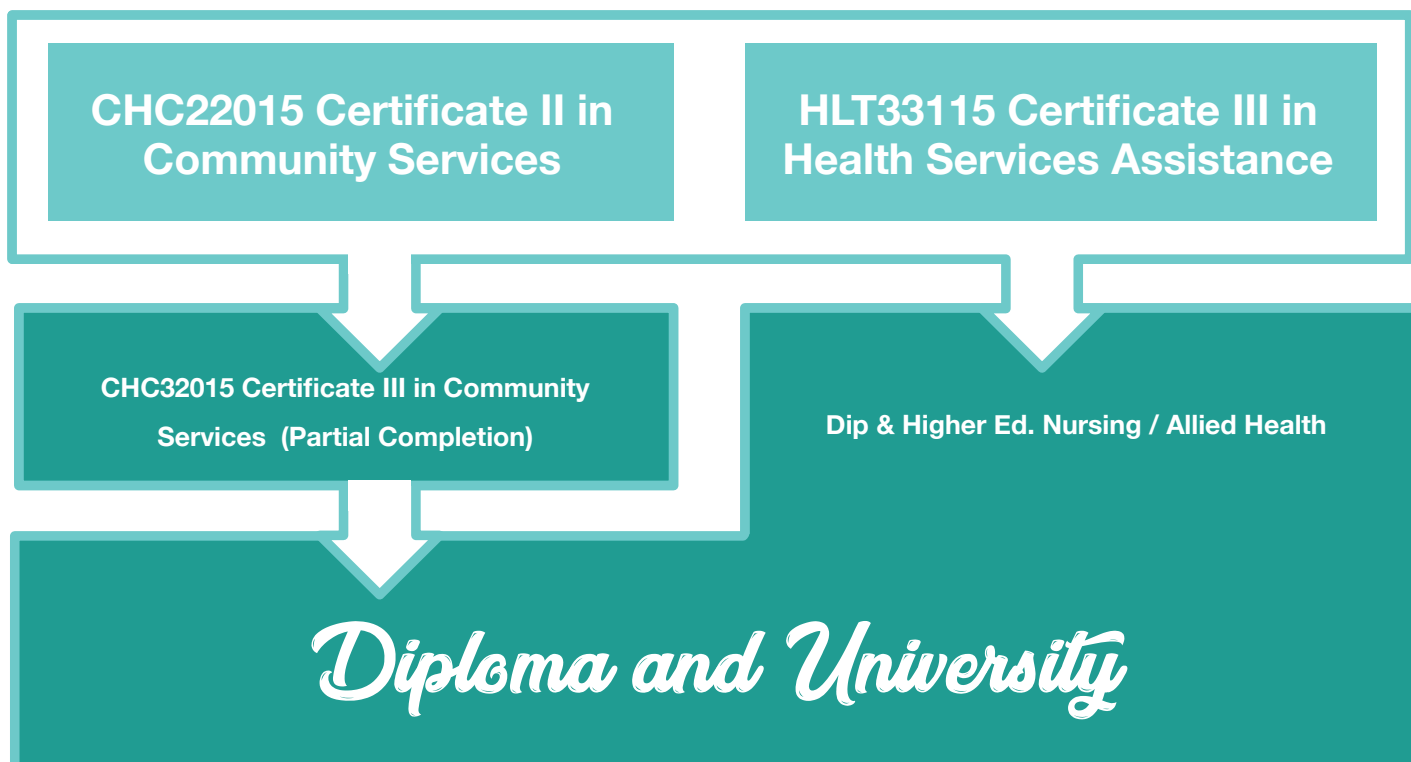
IVET offers both Health and Community Services programs that are broad in nature to provide students a wide and varied insight into these sectors.

These programs will provide key foundation skills that are critical to a range of jobs in these sectors. Students will be well-placed for future employment and further study.

In both Community Services and Health Services, students will gain valuable practical exposure to a range of duties and tasks. This exposure will aid students in finding parts of the sector they are passionate about versus roles or careers they may wish to avoid in the future.

- A study score is available for the Certificate III in Health Services Assistance and the Certificate II in Community Services with specific electives.

Pathways



CHC22015 Certificate II in Community Services (VCAA Program 2)

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector.

This program is perfect for students looking to move into a range of areas in the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

- Score assessment is available with the completion of the Certificate II and required units.

LEARNING AREAS

- Working with diverse people
- Communication in the workplace
- Work health and safety
- Providing initial advice to clients, patients, or customers
- Teamwork

JOB OPPORTUNITIES

- Assistant community services worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistant
- Care service employee
- Customer service staff
- Social work roles
- Youth services roles



Course Structure 2021

UNITS 1 & 2 (YEAR 1)		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR202	Organise and complete daily work activities	Core	20	4
FSKOCM07	Interact effectively with others at work	Elective	10	2
CHCDIV001	Work with diverse people	Core	40	7
FSKLRG09	Use strategies to respond to routine workplace problems	Elective	15	3
HLTAID003	Provide first aid	Elective	18	3
HLTWHS001	Participate in workplace health and safety	Core	20	4
CHCCOM005	Communicate and work in health or community services	Core	30	5
CHCCOM001	Provide first point of contact	Core	35	5
BSBWOR201	Manage personal stress in the workplace	Elective	40	7
YEAR 1 TOTAL			228	40
UNITS 3 & 4 (YEAR 2)				
CHCCCS016	Respond to client needs*	Import	60	11
CHCCDE003	Work within a community development framework*	Elective	65	13
CHCCDE004	Implement participation and engagement strategies*	Import	85	16
YEAR 2 TOTAL			210	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

Successful completion of Year 1 entitles students to the Certificate II in Community Services qualification.

*Indicates scored assessments.

The second year of the program for the VCAA Unit 3 & 4 sequence is based on partial completion of the CHC32015 Certificate III qualification – no qualification is awarded.



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled^)			
2 Years	In-class	4.5 hrs	Homework	1 hr

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

All course information provided in this document is current at the time of print, however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core units and all scored assessment units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
CHCVOL001	Be an effective volunteer*	Elective	25
FSKDIG03	Use digital technology for routine workplace tasks	Elective	15
FSKLRG11	Use routine strategies for work-related learning	Elective	10
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Elective	15
HLTAID002	Provide basic life emergency support	Elective	12
FSKRDG10	Read and respond to routine workplace information	Elective	15
FSKWTG09	Write routine workplace texts	Elective	15

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important - As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

2 Develop Stress Management Techniques

Managing stress will depend on the individual and on the situation, so you will need to select the appropriate technique.

Techniques include:

- » Using time management techniques such as prioritising or working at your most productive time of day.
- » Taking action. No action is simply deferring the situation and procrastinating on a solution.
- » Focus on what you can do well rather than stressing about what you can't do.
- » Simplify rather than make things more difficult for yourself.
- » Get clarity on the expectations of your role.
- » Think positive and envision a successful outcome.
- » Get involved in decision making where possible which will give you more control over tasks.
- » Coping mechanisms such as relaxation techniques, regular exercise and time out.
- » Building up your energy levels gives you a better chance of managing stress through good diet and sleeping habits.
- » Practice until you have confidence to do a good job.
- » Put a plan of action in place to complete the task, one that's within your capabilities.
- » Try to stay calm rather than react – this gives you time to steady yourself and think clearly. Becoming angry could exacerbate the problem and increase your stress levels.
- » Make a stress ball, doing something with your hands can help you focus.
- » In matters of conflict, know yourself well. You can either hide and avoid or confront head on. Don't attempt to do something that you know you can't handle.
- » Be prepared. If you expect the unexpected, you won't be taken by surprise.
- » Stop and breath. Taking time out can help you see things clearly and in a different light.
- » Elicit help, collaborate with your colleagues, utilise the differences and experiences in the work team
- » Gain extra skills.
- » Be empathetic of other people. Everyone reacts differently depending on their own situation so we should be understanding if someone behaves in a way that causes us stress. It might not be their fault!
- » Know your limits. Staying in your comfort zone is good for your wellbeing though slightly stretching it



Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
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- Contains interactive student activities
- Written by experts in the field



ACTIVITY 3

Affirmations

Affirmations are a way of reinforcing something that we want to do or remember. They usually start with 'I can', 'I have', 'I make' or 'I will' (or 'we' if working in a group)

Work in a group and write 5 positive affirmations about how the group can work together.

By yourself, write 5 positive affirmations of what you can do to reduce your own stress.

Using Appropriate Technique or Strategy

To select the appropriate stress management technique, you should think about the outcome you want, if it's a short-term or long-term solution you're looking for, and whether or not the situation could potentially occur again. It also depends on whether you feel you want to reduce, manage or deal with the stress.

REDUCING the stress of the situation might involve:	MANAGING the stress of the situation might involve:	DEALING with the stress of the situation might involve:
<ul style="list-style-type: none"> » Increasing time frames » Involving other people to share the workload or decision » Undertaking some professional development to increase your skills in that area 	<ul style="list-style-type: none"> » Adopting a suitable technique to enable you to work through the situation whilst maintaining control of your emotions » Adopting a technique that helps you stay in control of the situation 	<ul style="list-style-type: none"> » Accepting that the situation is going to stress you out and initiating some relaxation techniques » Using coping mechanisms such as time out and exercise



ACTIVITY 4

Making a Stress Ball

Do you notice that often when you get stressed, you get fidgety? You might find yourself twirling your pen between your fingers, playing with your hair or doodling. Stress balls were invented to give you something to fidget with until you can regain your focus. This is a way of dealing with the stress at the time. You might like to make one.

Your trainer will provide you with the materials and instructions needed.

HLT33115 Certificate III in Health Services Assistance

This certificate allows students to be educated and engaged in the Health Services Industry.

IVET have developed an interactive simulated work environment, which allows students to assume numerous roles and tasks in the health services assistance field.

Throughout the learning process students will have access to a purpose built simulated workplace practice via the 'IVET Super Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.

Note: Completion of assessment will require a structured school excursion to a clinical facility, or individual work placement in a clinical environment.

LEARNING AREAS

- Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Communicating with clients
- Infection prevention and control

JOB OPPORTUNITIES

- Nursing Assistant
- Ward Assistant and Orderly
- Health professional assistants, such as Medical Receptionists and Dental Assistants
- Allied Health Roles



Course Structure

Based on VCAA program for Certificate III in Allied Health Assistance (incorporating Certificate III in Health Services Assistance)

UNITS (YEAR 1)		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR301	Organise personal work priorities and development	Core	30	4
HLTWHS001	Participate in workplace health and safety	Core	20	3
CHCCOM005	Communicate and work in health or community services	Core	30	4
CHCDIV001	Work with diverse people	Core	40	6
CHCCCS010	Maintain a high standard of service	Elective	30	4
CHCCCS020	Respond effectively to behaviours of concern	Elective B	20	3
HLTAID003	Provide first aid	Elective	18	3
BSBINM301	Organise workplace information	Import	30	4
HLTINF001	Comply with infection prevention and control policies and procedures [#]	Core	25	5
CHCCCS002	Assist with movement	Elective B	25	4
YEAR 1 TOTAL			268	40
UNITS (YEAR 2)				
HLTHPS001	Take clinical measurements	Import	50	8
CHCPRP005	Engage with health professionals and the health system [*]	Elective	40	6
CHCCCS009	Facilitate responsible behaviour [*]	Elective	40	6
HLTAAP001	Recognise healthy body systems [*]	Core	70	11
BSBMED301	Interpret and apply medical terminology appropriately [*]	Core	60	9
YEAR 2 TOTAL			260	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

^{*}Indicates scored assessment availability.

[#]The HLTINF001 unit requires some skills to be demonstrated in a real workplace setting (which is incorporated into the assessment).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
2 Years	In-class	5.5 hrs	Homework	1 hr

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

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The following diagram shows the correct technique for washing your hands to the required level.

How to wash and dry hands with liquid soap and water



Source: <https://www.betterhealth.vic.gov.au/>

clip that demonstrates this procedure from beginning to end:

<https://www.youtube.com/watch?v=lisgnbMfKvI>

best way to protect both yourself and others from the spread of disease.

Use of Personal Protective Equipment (PPE)

Personal protective equipment, shortened to PPE, is disposable clothing that is worn to create a barrier between respiratory secretions, blood or bodily fluids. As such, PPE is critical in all healthcare settings.

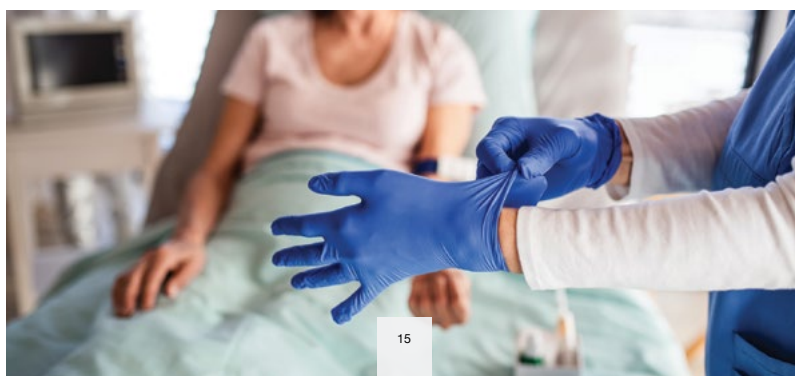
The most common use for PPE in healthcare settings is to control cross infection, by acting as a barrier between infectious materials and your skin, nose, mouth or eyes, thus blocking the transmission of contaminants from blood, bodily fluids or respiratory secretions. It also helps to protect those at a high risk of contracting infections due to medical conditions or immunodeficiency.

As PPE is designed to be disposable, it can be removed and disposed of immediately after wear, limiting the exposure others have to it.

So, what kinds of PPE could you expect to come across in the healthcare industry?

Gloves:	Gloves protect your hands from germs, helping to reduce their spread. One of the easiest ways of spreading infection is through the germs on your hands.
Masks:	Masks help cover your mouth and nose, protecting you against other people's germs and preventing your germs from spreading. Some masks have a see-through plastic screen that also covers your eyes.
Eye protection:	This type of protection includes face shields and goggles which protect the mucous membranes in your eyes from bodily fluids and blood as germs from these fluids can enter the body through the mucous membranes.
Clothing:	PPE clothing includes items such as gowns, aprons, head coverings and shoe covers. Visitors may be asked to wear gowns if they're visiting a person who is in isolation due to an extremely infectious illness. Some gowns may have long sleeves and elastic cuffs to stop the liquids or other hazardous materials touching your skin.

Your workplace should specify when you need to use PPE and what type of PPE is required for different tasks. You will not be required to wear PPE for all tasks taking clinical measurements. However, it's good to have an understanding of what options are available should you require them, and what each aims to do.



What's a Suitable Environment for Taking Clinical Measurements?

Before taking any clinical measurements, you need to assess the space that you'll be using for suitability.

There is no legislation or law on what the space should be like, but there are certainly a list of things that are optimal for the health and safety of yourself and your patients.

Firstly, the space should be impeccably clean, having been cleaned by housekeeping personnel with the appropriate chemicals to disinfect the space to avoid cross contamination. It should offer a suitable place to store any instruments or equipment that will be used to take the measurements required. If any of them need to be kept sterile, this will need to be accommodated.

The space should be spacious enough to accommodate any furniture that will be required; likely a desk and chair for yourself, chairs for your patients and a medical bed that will be required for some procedures to be



Follow Standard Procedures for Infection Control

In your role of taking clinical measurements, you must have a full understanding of all standard infection control requirements that you need to adhere to.

These encompass, but are not limited to:

- » hand washing
- » use of personal protective equipment (PPE)
- » avoiding contact with bodily fluids
- » sharps injury considerations
- » waste disposal.

Let's take a look at these in a little more detail.

Hand Washing

Observing strict hand hygiene routines has been proven as one of the most effective ways to prevent the spread of infection in healthcare environments, as the most common way that harmful organisms are known to spread between patients in these settings is via the hands of health care workers. Repeatedly, studies have shown that effective hand hygiene routines can reduce the rate of healthcare-associated infections significantly.

These practices must be observed stringently to ensure they are effective, with the World Health Organisation recommending healthcare workers to clean their hands:

- » before touching a patient
- » before clean/aseptic procedures
- » after body fluid exposure/risk
- » after touching a patient
- » after touching patient surroundings.



space for equipment or consumables to be stored effectively without impact for both health and safety and the aesthetics of the room, as well as within the workplace.

The area should be able to be closed off, either by a retractable curtain. This provides physical privacy, however, the area should allow any issues or concerns freely without fear of being overheard.

A private consultation room is crucial for patients to feel safe and calm during medical measurements. This in turn will make it easier for you to perform your job effectively.

The room should be well-ventilated, and the temperature should be fairly constant; this means being comfortable in both cold and air-conditioned in warmer weather.



GENERAL EDUCATION / ENGAGEMENT PROGRAMS



General Education / Engagement Programs

IVET recognises the importance of assisting schools to retain students and avoid students leaving school without an employment or further education pathway.

Equally IVET understands the difficulties faced by schools retaining students who are not engaged and as a result do not further their learning or advance their future employment and career prospects.

IVET has developed a range of programs designed to:

- Provide engaging and entertaining learning for students
- Offer foundation skills such as numeracy and literacy in a non-confronting way
- Provide students with skills and qualifications. For example, a First Aid certificate that can improve their future employment chances
- Ensure they are not learning for learning's sake and are genuinely growing their skill and knowledge base.

Certificates include:

- Active Volunteering
- Creative Industries
- Employment Pathways
- Foundation Skills for Work and Vocational Pathways



CHC24015 Certificate II in Active Volunteering (VCAA Program 1)

This certificate provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision.

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

LEARNING AREAS

- Working with others
- Communication in the workplace
- Volunteering
- Work health and safety
- Workplace information
- Diversity in the workplace



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
HLTWS001	Participate in workplace health and safety	Core	20	4
BSBMM201	Communicate in the workplace	Core	40	7
CHCDIV001	Work with diverse people	Core	40	8
HLTAID003	Provide first aid	Elective	18	3
CHCVOL001	Be an effective volunteer*	Core	25	5
CHCCOM001	Provide first point of contact	Elective	35	7
CHCCOM005	Communicate and work in health or community services	Elective	30	6
		TOTAL	208	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])		
1 Year	In-class	4 hrs	Homework 1.25 hrs

A range of electives are available to position the program to meet particular school or community needs.

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
FSKDIG03	Use digital technology for routine workplace tasks	Elective	15
FSKLRG09	Use strategies to respond to routine workplace problems	Elective	15
FSKLRG11	Use routine strategies for work-related learning	Elective	10
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Elective	15
FSKOCM07	Interact effectively with others at work	Elective	10
FSKRDG10	Read and respond to routine workplace information	Elective	15
FSKWTG09	Write routine workplace texts	Elective	15
HLTAID002	Provide basic life emergency support	Elective	12

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important - As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.



Frustrations and empathy

In small groups, think about situations you've encountered where people were frustrated, and you had to try and calm them down. It may have been a friend, a spouse or partner, or a child.

Discuss the scenario with your group and think about what you did that perhaps you would have done differently if you had more time to think about your actions. How did you respond? Was your response based on thought and logic, or emotion? How did the situation resolve itself? Were you happy with the outcome, or did you feel like you could have done better? Be open and honest with your sharing.

Choose one of the scenarios your group experienced and then nominate two people to role-play it; one person can be the frustrated person and the other person can be the one trying to calm them.

Discuss and talk through what you could do to resolve the situation, and also how and when to recognise that you need additional help or support.

Responding Appropriately to Diverse People

All communication and interaction with clients should demonstrate respect for cultural diversity. When you are interacting with colleagues or clients, and in particular those that are from a different cultural background, you should always operate within the boundaries of mutual respect and tolerance of diversity. You need to accept that while you may not fully understand another's point of view, or why they act or behave in specific ways (because of their cultural background), that you respect their right to that view or decision, as long as it doesn't harm another person. This is part of recognising that we live in a multicultural society. By understanding and appreciating these differences, it promotes both tolerance and kinship amongst others. This plays an important role in you and the client developing a relationship based upon mutual respect.

Respect means:

- » paying attention to the wishes and requests of the client



Sample Pages

From the student workbook.

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- Written by experts in the field



Who am I?

In small groups, discuss something from your cultural background that people might not know. Are there things that you do at certain times of the year based on culture or religion or are there different ways you interact with people?

Discuss a time where someone reacted to your culture or identity in an uncomfortable way. Did you have the opportunity to explain why you did something a certain way, or was the situation unresolved?

Discuss Any Concerns or Problems With Your Supervisor

Remember that you are not responsible for the situation that presents itself, nor are you responsible for saving anyone. You may find benefit from a debriefing session after involvement in a crisis situation, which may involve discussing responses to the incident, as well as emotional, physiological and behavioural reactions. This is usually done with your supervisor or line manager. It should be done at a scheduled time in a safe, comfortable environment where you feel relaxed, supported and are able to talk.



You should ask your supervisor for a time rather than doing it as an impromptu meeting, to make sure that they are in 'receive' mode. You want their full focus and attention on discussing the situation, rather than them potentially being distracted by other things. This can be hard if you feel you need to talk urgently, especially if your head is racing with thoughts and emotions following a situation, but you want a supervisor who will be responsive and empathetic so be patient in scheduling your appointment.

Take ownership of the conversation. Explain the situation and be honest with how you felt you dealt with it including what you found overwhelming and what you thought you were unprepared for. You are asking for your supervisor's support to identify what you could have potentially done differently, or what the organisation could have done, and possibly should do for future reference. This includes support and resources so that the scenario doesn't happen again.

This also requires you to be open and responsive to suggestions of what you could have done differently. This is not putting the blame on you, but instead empowering you to think about what alternatives you have in case the scenario arises again. This may mean the offer is made for additional training and support, or equally for further counselling or debriefing to help you deal with the scenario.

Your organisation will have its own policies and procedures regarding the matter.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

This program is designed to provide students a range of literacy, numeracy, and general employment skills.

The learning is designed to connect with industry and the workplace to best assist students in understanding the context for learning.

IVET seeks to help students understand 'why' the skills are important and 'how' the skills and learning will help the student in their future.

IVET finds application of the skills required in a basic workplace context can help remove the fear or trepidation associated with numeracy & literacy when students are behind their peers in terms of skill development. Projects are designed to focus on work and workplace outcomes to remove the spotlight from the numeracy or literacy component.

LEARNING AREAS

- Numeracy
- Literacy
- Digital skills
- Work health and safety
- Career planning



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBLED101	Plan skills development	Import	20	3
FSKLRG010	Use routine strategies for career planning	Elective B	10	2
FSKRDG010	Read and respond to routine workplace information	Elective B	15	2
FSKWTG009	Write routine workplace texts	Elective B	15	2
FSKDIG003	Use digital technology for non-routine workplace tasks	Elective B	15	2
FSKOCM007	Interact effectively with others at work	Elective B	10	2
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Elective A	10	2
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Elective A	15	2
FSKLRG009	Use strategies to respond to routine workplace problems	Elective B	15	2
BSBWHS201	Contribute to health and safety of self and others	Import	20	4
FSKLRG007	Use strategies to identify job opportunities	Import	15	2
FSKLRG011	Use routine strategies for work-related learning	Core	10	2
BSBITU211	Produce digital text documents	Import	60	10
BSBITU213	Use digital technologies to communicate remotely	Import	20	3
TOTAL			250	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])		
1 Year	In-class	5 hrs	Homework 1.25 hrs



A range of electives are available to position the program to meet particular school or community needs.

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These imported units can only be substituted/swapped with other imported units, but not added - i.e. the total number of units cannot be increased.

The core unit and elective units A and B (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
FSKRDG001	Recognise highly familiar workplace signs and symbols	Import	10
FSKWTG001	Complete personal details on extremely simple and short workplace forms	Import	10
FSKLRG006	Participate in work placement	Import	10

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Identify and Prioritise Personal Work Goals

It is important to have a work goal. This means thinking about the type of job you want and when you want to get it. Your goal may be general, e.g. get a job, or it may be more specific, e.g. become an administration manager.

Your work goals may include developing the skills needed to conduct effective job searches, for example, IT skills such as using keywords for internet searches or oral communication and personal presentation skills for job interviews.

Goals may also relate to the skills and knowledge you need to expand your opportunities and improve your chance of getting the job you want. For example, you may wish to complete a training course and obtain a qualification. Skills are discussed in more detail in later sections of this resource.

SMART Goals

When setting goals, it is important to make them SMART:



Specific

What do you want to do?

For goals to be successful, they must be clearly stated. Write your goals down. Make sure you answer the following questions:

- » **What** do I want to achieve?
- » **Where** will I complete the steps to reach my goal?
- » **Who** will I need to consult with to reach my goal?

Measurable

How will you know when you've done it?

If you can't measure your goals, you won't know when you have done them. You must monitor and measure your progress so you can manage goals toward desired outcomes. This may be as simple as ticking off completed items in a to-do list, or as complex as measuring academic achievements and grades.

This answers the **how much**, **how many**, etc. of your goals.

Achievable

There is no point in setting a goal that can't be achieved. Goals should be ambitious, but not outrageous. This means working towards a goal that is challenging but can realistically be achieved.

Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

Relevant

Is your goal worthwhile and meaningful to you?

To stay motivated to achieve your goals, they need to mean something to you. You need to really want to achieve them.

By ensuring your goals are aligned with your values and are a priority for you, you are more likely to stay on track to accomplish them.

This answers the **why** of your goals.

Time-bound

When exactly do you want to accomplish it?

Goals need a target date for completion. Some people spend a lot of time talking about what they want to do; but, without an end date, there is no sense of urgency and no reason to put actions into place. Having a definite date to work toward and a realistic timeframe to work within keeps you motivated and stops you getting discouraged.

This answers the **when** of your goals.



ACTIVITY 2

Making Goals SMART

Think of a goal you have in your life. This may be something you wish to achieve at school, at work or at home and it may be a short or long term goal.

Write your goal down following the SMART principle.

Specific What do you want to do?	
Measurable How will you know when you've done it?	
Achievable How do you know it is in your power to accomplish it?	
Relevant Why is this goal worthwhile and meaningful to you?	
Time-bound When exactly do you want to accomplish it?	

CUA20215 Certificate II in Creative Industries

VCAA Creative and Digital Media Program

This certificate allows students to explore a variety of areas in the arts and creative industries field.

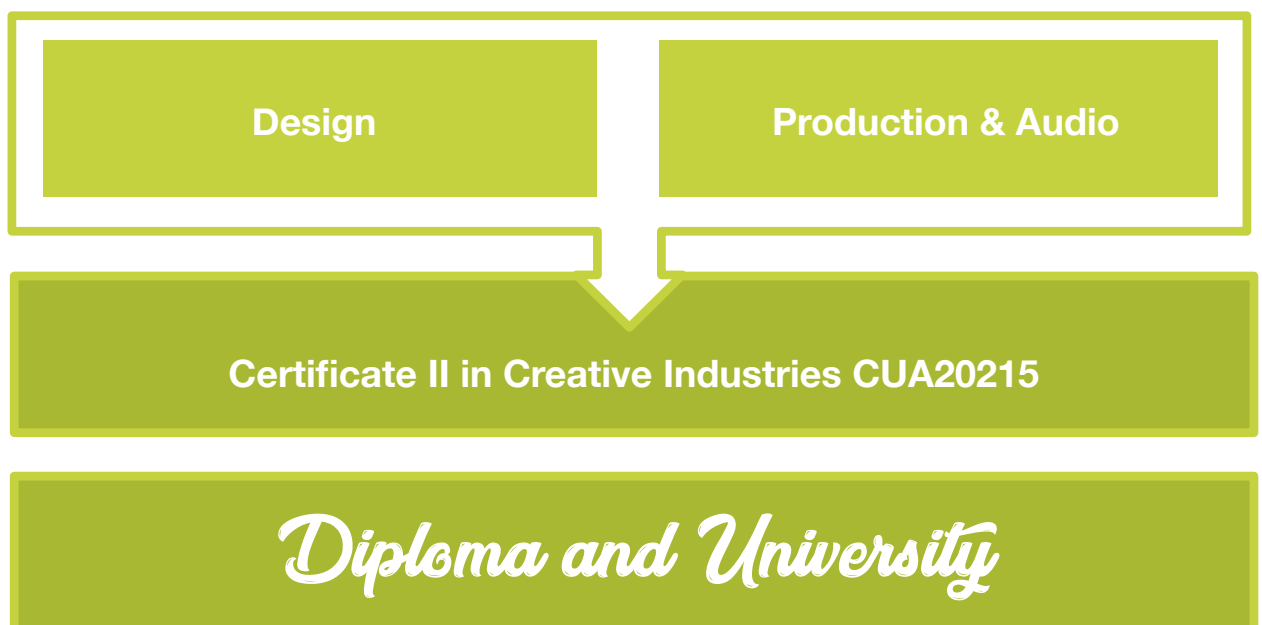
This program can be specialised or broad depending upon the needs of the students and structures of the school and offers alternative vocational pathways to students within the school setting.

The school may link the program to an event like a school production.

LEARNING AREAS

- Working with others
- Communication
- Critical thinking
- Social & cultural sensitivity
- Personal management & self-awareness
- Multimedia skills

Pathways



Generic Course Structure 2021

VCAA Creative and Digital Media Program

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBLED101	Plan skills development	Elective B	20	3
BSBCRT101	Apply critical thinking techniques	Elective A	20	3
CUAIND201	Develop and apply creative arts industry knowledge	Core	20	3
CUAWHS302	Apply work health and safety practices	Core	10	2
BSBWOR203	Work effectively with others	Core	15	2
BSBDES201	Follow a design process	Elective A	40	6
BSBCRT301	Develop and extend critical and creative thinking skills	Elective A	40	6
ICTWEB201	Use social media tools for collaboration and engagement	Elective B	20	3
CUAACD201	Develop drawing skills to communicate ideas	Elective A	60	9
BSBINN201	Contribute to workplace innovation	Elective B	20	3
TOTAL			265	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
1 Year	In-class	5 hrs	Homework	1.5 hrs



Electives are available to create an audio/production focus or digital design focus.

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

CUA20215 Certificate II in Creative Industries

VCAA Creative and Digital Media Program

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective units (A for A, B for B), but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBCMM201	Communicate in the workplace	Elective B	40
BSBCUS201	Deliver a service to customers	Elective A	40
BSBDIV301	Work effectively with diversity	Elective A	30
BSBINM201	Process and maintain workplace information	Elective B	30
BSBSUS201	Participate in environmentally sustainable work practices	Elective B	20
BSBWOR202	Organise and complete daily work activities	Elective A	20
BSBWOR204	Use business technology	Elective A	20
CUAFOH201	Undertake routine front of house duties	Elective A	60
CUAFOH202	Usher patrons	Elective A	30
CUASOU201	Develop basic audio skills and knowledge	Elective A	40
CUASOU202	Perform basic sound editing	Elective A	30
CUASOU203	Assist with sound recordings	Elective A	35
CUADIG201	Maintain interactive content	Elective B	30
HLTAID002	Provide basic life emergency support	Elective B	12
ICTICT203	Operate application software packages	Elective B	60
ICTICT204	Operate digital media technology package	Elective B	40

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

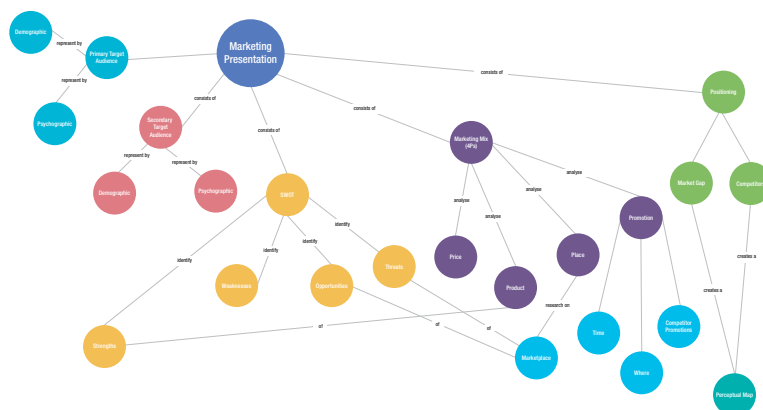


Sample Pages

From the student workbook.

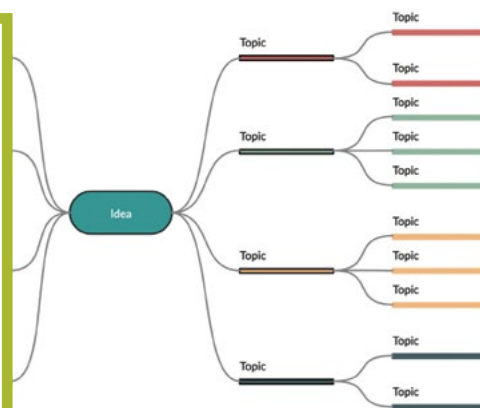
- Supplied as hard-copy workbook
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- Contains interactive student activities
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Concept Maps: These can help you visualise the connections between all of your elements. They help to define thoughts and discover relationships, ideas, and concepts. Elements are connected by lines so that a visual representation of associations is formed.



Mind Map: Most people are familiar with the premise of mind-mapping. This is where the key concept is in the centre of the page and ideas flow outwards. One approach might spark another idea, which in turn might spark another.

Mood Board: This is a visual representation of elements that might inspire your project. It can be instrumental in defining styles and influences that wouldn't have the same degree of detail as plain text. For example, it may help you to determine how the eyes should look in your makeup design. Mood boards are great for communicating ideas, especially when you can't pinpoint the right language or description.



Six Thinking Hats: In this model, each hat represents a different perspective. Ideas associated with each of the themes go into the virtual hat. The hats are:

White Hat	Facts and information	Yellow Hat	Benefits and optimism
Red Hat	Feelings, emotions, intuitions and hunches	Green Hat	New ideas and opportunities
Black Hat	Judgement, legality and morality	Blue Hat	Action plans, conclusions and next steps



22523VIC Certificate I in Employment Pathways

This certificate, previously named Vocational Preparation, is an excellent qualification that assists students to gain vital foundation skills and knowledge to succeed in the senior years.

This course allows students to experience vocational training for the first time and to access a nationally recognised qualification as well as gain invaluable insight into vocational training.

This qualification has been implemented by a number of schools at the Year 9 and 10 levels. This course provides an excellent pathway to work placement, career development, subject selection, time management, organisational and study skills programs.



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
VU22786	Develop personal effectiveness	Core	30	8
FSKOCM007	Interact effectively with others at work	Import	10	3
FSKWTG009	Write routine workplace texts	Import	15	4
FSKLRG007	Use strategies to identify job opportunities	Import	15	4
VU22788	Develop an action plan for career planning*	Core	30	8
VU22787	Prepare for employment*	Core	30	8
BSBWHS201	Contribute to health and safety of self and others	WHS	20	5
TOTAL			150	40

*These units are clustered together for delivery and assessment.

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])			
1 Year	In-class	3 hrs	Homework	.75 hrs



A range of electives are available to position the program to meet particular school or community needs.

[^]Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

22523VIC Certificate I in Employment Pathways

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core units and WHS unit (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBWOR202	Organise and complete daily work activities	Elective	20
BSBMM201	Communicate in the workplace	Elective	40
BSBITU111	Operate a personal digital device	Elective	20
CHCVOL001	Be an effective volunteer	Elective	25
SITXFS001	Use hygienic practices for food safety	Elective	15
BSBINM201	Process and maintain workplace information	Elective	30
BSBWOR204	Use business technology	Elective	20
BSBIND201	Work effectively in a business environment	Elective	30
BSBITU211	Produce digital text documents	Elective	60
CHCDIV001	Work with diverse people	Elective	40
SISXCAI002	Assist with activity sessions	Elective	15
SISXCCS001	Provide quality service	Elective	25
SISXIND001	Work effectively in sport, fitness and recreation environments	Elective	25

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ACTIVITY 1

- Work in pairs.
- You need to find out five (5) things about the other person.
- Write down five (5) questions to ask.
- Take it in turns to ask your questions.
- If you are asked a closed question you must just answer yes or no or give a short answer without elaborating.
- At the end of the questions, discuss the activity as a class.

Written Language

There are many written documents and types of information in the workplace. Some you will be required to fill out and some will be for you to read. When completing workplace documents:

Do:

- » write in plain English
- » write in logical order
- » use short sentences
- » use active not passive voice i.e. I need more

Don't

- » be ambiguous – make sure the message is clear
- » use clichés
- » use jargon
- » use slang (this is especially important for people with English as a second language)
- » use technical terms when writing for non-technical readers. They are fine in technical writing

VU22786 – Develop personal effectiveness – Resource

Facial Expressions

When communicating nonverbally with others, we often use facial expressions, which are subtle signals of the larger communication process.

A simple smile can indicate our approval of a message, while a scowl might signal displeasure or disagreement. Understanding facial expressions and their meaning is an important part of communication. A person's posture can also tell us about how the person is feeling

Facial expressions can show if another person is:

- » concentrating on the task at hand
- » in difficulty
- » confused
- » happy/angry/frightened
- » in pain/ill

Posture, colour, breathing and body movement may show:

- » illness or injury
- » poisoning, poisonous bite/sting
- » sunburn/dehydration
- » asphyxiation
- » intoxication

There are six expressions which are universally recognised throughout the world. Experiments have been undertaken with people living in very remote areas with little contact with people outside their own tribe. When asked to express particular emotions they are the same.



Happy



Sad



Fear



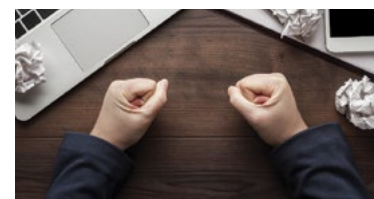
Disgust



Surprise



Anger



helps us to:
they mean, and
might be
signals, and

get started today

1  **BOOK**
AN OBLIGATION - FREE
CONSULTATION

2  **WE SET UP**
YOUR ACCOUNT IN
NO TIME

3  **TEACH!**
YOU'RE READY
TO GET STARTED



Book an Obligation-Free Consultation

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Call or go online to book a consultation.
We'll schedule a time to work with you and demonstrate exactly how IVET
can

make your life easier.



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All information contained in this document is factual at the time of printing.
Course codes may change. Please contact IVET Institute for further clarification.