



Endless Opportunities

**CHC32015**

# **Certificate III in Community Services (Incorporating CHC22015 Certificate II in Community Services)**

This is a VET program facilitated by the Inner Melbourne VET Cluster

Date of Booklet: September 2022



# Who is the Inner Melbourne VET Cluster (IMVC)?

The Inner Melbourne VET Cluster (IMVC), is a not-for-profit incorporated association established in 1998. We are at the forefront of developing best-practice initiatives and models to serve the needs of at risk young people and marginalised cohorts who experience barriers to education and employment, by providing them with endless opportunities to fulfil their potential for economic and social participation. IMVC oversees the facilitation of VET programs in schools for three Clusters. All Clusters are cross sectorial and actively promote the provision of vocational education and training for students in the post compulsory years.

**IMVC** – facilitates VET programs for schools in the City of Melbourne, City of Port Phillip, City of Yarra City of Stonington, City of Boroondara and City of Glen Eira.

**PSVC** – focuses on strengthening and supporting the capacity of students with disabilities to build vocational and employability skill sets.

**ENVC** – facilitates VET programs for schools in the cities of Monash, Whitehorse and Manningham.

## 2022 IMVC members

Academy of Mary Immaculate  
Albert Park College  
Alia College  
Ave Maria College  
Beth Rivkah Ladies College  
Bialik College  
Brighton Grammar School  
Brunswick Secondary College  
Buckley Park College  
Camberwell Grammar School  
Camberwell High School  
Canterbury Girls' Secondary College  
Carey Baptist Grammar School  
Caroline Chisholm Catholic College  
Collingwood Alternative School  
De La Salle College  
Elwood College  
Epping Secondary College  
Genazzano FCJ College  
Glen Eira College  
Kew High School  
King David School  
Korowa Anglican Girls School  
Leibler Yavneh College  
Loreto Mandeville Hall  
MacRobertson Girls' High School  
Marian College  
Melbourne Girls' College  
Melbourne Girls' Grammar School  
Melbourne Grammar School  
Melbourne High School  
Melbourne Montessori School  
Melton Secondary College  
Mercy College

Methodist Ladies' College  
Montmorency Secondary College  
Mordialloc College  
Mount Alexander College  
Northcote High School  
Northern College of the Arts & Technology  
Parkdale Secondary College  
Penola Catholic College  
Preshil – The Margaret Lyttle Memorial School  
Princes Hill Secondary College  
Richmond High School  
River Nile School  
Sacre Coeur  
Sacred Heart Girls' College  
Santa Maria College  
Scotch College  
Shelford Girls Grammar  
Siena College  
Simonds Catholic College  
St Aloysius College  
St Catherine's School  
St Columba's College  
St Kevin's College  
St Leonard's College  
St Mary's College  
St Michael's Grammar  
Strathcona Baptist Girls Grammar School  
Swinburne Senior Secondary College  
Sydney Road Community School  
Thornbury High School

Trinity Grammar School  
University High School  
Virtual School Victoria  
Wesley College – Melbourne  
Wurun Senior  
Xavier College  
Youth2Industry College

## 2022 ENVC Schools

Ashwood High School  
Avila College  
Blackburn High School  
Box Hill High School  
Caulfield Grammar School – Caulfield  
Doncaster Secondary College  
East Doncaster Secondary College  
Emmaus College  
Forest Hill College  
Glen Waverley Secondary College  
Highvale Secondary College  
Huntingtower School  
John Monash Science School  
Kilvington Grammar  
Kingswood College  
Koonung Secondary College  
Luther College  
Marcellin College  
Mount Scopus Memorial College  
Mount Waverley Secondary College  
Oakleigh Grammar  
Our Lady of Sion  
Salesian College – Chadstone  
Templestowe College  
Warrandyte High School  
Wellington Secondary School  
Wheelers Hill Secondary College

## 2022 PSVC Schools

Ashwood School  
Croxtton School  
Jackson School  
Jennings Street School  
Montague School  
Rossbourne School  
Victorian College for the Deaf



# IMVC VET Facilitation Role

IMVC offers a VET facilitation role to member schools, which includes:

- Conducting an environment scan to identify:
  - (i) VET program needs of students/schools
  - (ii) Local industry needs
- Identifying RTOs who can provide relevant training and negotiating suitable delivery arrangements in line with Cluster requirements. RTOs have been selected based on their current registration with VRQA or ASQA. It is the responsibility of RTOs to adhere to existing regulations and standards in place to govern training providers. IMVC's VET facilitation role does not represent or exonerate RTOs from their responsibilities to respective governing bodies
- Developing collaborative school protocols/structures for delivery of VET programs, including timetable arrangements and establishing and implementing student expression of interest protocols
- Maintaining a web based portal to communicate and keep school staff up to date with VET operations. This includes facilitating the collation of VASS codes, scored VET assessment plans, indicative grades and student results. Please note, RTOs are responsible for inputting and ensuring accuracy of student results within the designated Cluster timeframes
- Setting up protocols in collaboration with schools to assist in monitoring student progress
- Developing and implementing a promotional campaign for relevant stakeholder groups
- Conducting information workshops for students, parents, trainers and new VET Coordinators
- Assisting schools to identify suitable professional development activities
- Assisting with the communication between Host /Home schools and RTOs regarding VCAA VET audit requirements
- Disseminating relevant VET literature or information to schools and RTOs

A fee contributes to the administration of the above responsibilities.

# RTO Code of Conduct

The purpose of the RTO Code of Conduct is to:

- Provide school communities with a clear statement of the standards which RTOs are expected to adopt and deliver
- Enable training providers to understand the code of conduct expected of them

RTOs have been selected to work alongside member schools based on their current registration with VRQA or ASQA. It is the responsibility of RTOs to adhere to existing regulations and standards in place to govern training providers. Cluster Members and IMVC's brokerage role do not represent or exonerate the RTO from their responsibilities to AQTF or SNR.

## RTO obligations:

- Commitment to excellence in service delivery and maximising student outcomes
- The RTO will adopt policies and management practices which will maintain high professional standards in the delivery of education and training services
- The RTO will issue partnership agreements/contracts outlining roles and responsibilities of each partner, delivery arrangements, timeline of agreed deliverables, communication protocols, grievance procedures and agreed costs and invoicing arrangements
- The RTO will comply with all laws regarding the operation of the training venues and will ensure that facilities and equipment are adequate for the programs being delivered
- The RTO will have the capacity to deliver the programs for which it has been registered and use methods and material appropriate to the learning needs of trainees
- The RTO will monitor and assess the performance and progress of its trainees. This will include providing UoCs and VCAA Assessment Plans, completing weekly IMVC online attendance records, interim/end of Semester reports, communicating Units 3 & 4 indicative grades, communicating 'at risk' students and VASS results in a timely manner
- The RTO will comply with all the relevant guidelines in regard to the delivery and assessment of programs
- The RTO will supply accurate relevant and up-to-date information to prospective trainees and will market its programs with integrity and accuracy. This will include reviewing IMVC VET handbook details and attending annual IMVC Information sessions for parents and students
- Participants will be provided with all appropriate information including course details, assessment requirements and all relevant policies and procedures. This includes formally enrolling and inducting students
- All trainers and assessors are qualified
- All trainers and assessors are sensitive to the needs of course participants
- The RTO will issue Qualifications/Certifications in a timely fashion
- The RTO will continually monitor and improve their performance by collecting and acting upon information gathered, including evaluation, learner feedback and self-assessment

# What is VET?

VET refers to Vocational Education and Training (VET) programs.

## Features of VET delivered to secondary students

- VET combines senior school studies and accredited vocational education and training
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL/VM) at the same time
- It allows a student to go directly into employment or receive credit towards further vocational training
- It develops students' employability and industry-specific skills
- It is a vocationally oriented school program designed to meet the needs of industry

## How does VET work?

A VET program is usually made up of Units of Competency and Structured Workplace Learning.

### (i) Unit of Competency

Delivered by a Registered Training Organisation (RTO), at their venue, the students' school or another school close by.

### (ii) Structured Workplace Learning (SWL)

SWL involves an employer accepting a student on a one day a week basis or a week block basis, enabling the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

## VET contribution to the VCE

With the exception of English, there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as a VCE VET or Block Credit Program.

### (i) VCE VET Programs

- Are fully recognized within the Units 1 – 4 structure of the VCE;
- Have equal status with other VCE studies;
- May offer scored assessment and provide a study score (selected programs only).

Furthermore, all three sequences other than English can be approved VCE VET Units 3 & 4 sequences, with study scores. Scored VCE VET programs contribute directly to the ATAR in the primary four or as a 5th or 6th study increment.

### (ii) Block Credit VET Programs

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR.

Please note VCE and VCE VET results will take precedence over Block Credit results. Block Credit can still be used in the calculation of the ATAR. However, it can only be used in the calculation of an ATAR if there are fewer than six VCE or VCE VET studies available. If there are six or more VCE or VCE VET studies available, a Block Credit result cannot be used.

# Course Requirements

## Attendance and punctuality

Attendance is a major part of the completion of any certificate. The following policy aims to cover attendance requirements for all programs.

Students must attend all classes. An allowance of two absences a Semester or four for the year is allocated to students. An additional two approved absences is allowed for school camps, excursions etc. Where possible, students need to notify their VET Coordinators, trainers and/or their workplace in advance.

## Student behaviour

Currently, there are approximately 1,600 students undertaking VET or programs through IMVC. It is imperative that if these programs are to remain available to all Cluster students, that students abide by the trainer's rules and the rules of the Host School whenever they are on site. This includes meeting Occupational Health and Safety requirements in and out of the classroom. Attitude and behaviour are to be of the expected standard.

## Program costs

All VET programs facilitated through the IMVC attract costs. Through the clustering arrangement these costs are kept to a minimum where possible. Program costs will vary according to the purchase of training hours, the materials required by students to complete the program, uniforms, trade materials, books and equipment required. It should be noted that a student's school determines costs and payment of costs.

**Please note:** Please contact your school's VET Coordinator for detailed information. Most Cluster Members will require payment by March 2023. Once a student has commenced the course, the fees will not be refunded.

## How do I check which VET class I am in?

Contact your VET Coordinator for specific information regarding VET enrolments. Your VET Coordinator and/or staff from your secondary college will assist you with information about travel arrangements associated with your VET Program.

## Assessment in VET programs

Assessment means collecting evidence about your skills and knowledge, comparing it to a set of competency standards per unit and evaluating whether you're competent.

Your training provider will carry out your assessment. This will mean evaluating whether you are 'competent' or 'not yet competent'.

If you are 'not yet competent' your assessor will talk to you about what you can do about it. You may need to undertake additional assessment tasks, do some more training or gain more experience before being assessed again for that unit.

All tasks as assigned by the trainer/employer are to be completed by the due date. Students who fail to meet deadlines will be given a warning and a second submission date will be negotiated.



## What does it mean to be competent?

- Knowing how to do a task to enterprise standard at your place of work
- Understanding why it should be done that way
- Being able to do different tasks at the same time
- Dealing with everyday problems that occur
- Understanding workplace policies and procedures and the laws that impact your workplace
- Fitting in with others in the workplace

Your trainer will want to be convinced that you can do all tasks on a number of occasions and that you can apply your new skills and knowledge.

## Catch up classes

Where necessary, students may be required to attend catch up classes after school, during the school holidays or on the weekend. The student and/or parent will be required to cover additional costs related to these classes should they be applied.

## Reports

All students undertaking an IMVC facilitated VET program will receive an official written report indicating their progress in the program. These reports are issued by the training providers to the student's school and will include information on completed competencies, student learning, attendance, behaviour and general comments. Parents will receive a copy of these reports in Terms 1, 2 and 4.

Certificates/Statement of Attainments will be sent directly to schools at completion of the course by the relevant training provider. Schools will forward these to students. It should be noted that completed certificates might not be sent until the following year in accordance with graduation processes from the various TAFE and Training Institutions.

VET programs with a Study Score or increment at Year 12 will have their results appear as part of their VCAA Study Scores. ATAR contributions are calculated at the Year 12 level only by VTAC and are made available to students by VTAC through the normal channels.

## Communicating to students

Administrative issues will generally be communicated to students via their school based VET Coordinator. Occasionally, it may be appropriate to contact the student via SMS (e.g. to inform of a cancelled class) or email.





## Unique Student Identifier (USI)

The Unique Student Identifier (USI) came into effect in 2015. The aim of the USI is to:

- Help build a national system for the storage of information and enable VET records to be linked
- Make it easier for students to access their VET achievement across multiple providers in the one transcript
- Seamlessly provide a single consolidate 'outcome level' transcript for all VET study
- Enable students to also easily access secure digital transcripts of their achievements
- Ensure VET records are not lost (i.e. particularly where an RTO closes)
- Assist development of transparency in the VET sector

Students studying VET programs will not be able to receive a Statement of Attainment or their Qualification until they have a valid USI.

### How do students obtain a USI?

To obtain a USI, students can either apply themselves online, or can provide sufficient identity documentation at enrolment to enable the Institute to apply on their behalf.

The online USI system is **available** for students to [apply for their USI](http://usi.gov.au) electronically, at <http://usi.gov.au/>.

A brief USI student video on **how to apply** is available on the USI site at:

<http://usi.gov.au/Students/Pages/default.aspx>. The application steps are very simple, with basic student information being required, along with details of one [identity document](#) needing to be recorded. Part of applying is obtaining a USI Student Account that then will enable a student to view their VET outcomes achieved regardless of provider, in the future.

A USI is then allocated on the spot on screen, and is also emailed to student instantly. The application process takes just a couple of minutes providing the student has their identity proof at hand. Valid acceptable identity proof includes:

- Driver's License
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport)
- Birth Certificate (Australian) \*please note a Birth Certificate extract is not sufficient
- Certificate of Registration by Descent
- Citizenship Certificate
- [ImmiCard](#)

Please note, RTOs have the right to reject an Expressions of Interest if a USI is not supplied on the form.



The Inner Melbourne VET Cluster in conjunction with IVET Institute and Box Hill Institute will offer the CHC32015 Certificate III in Community Services (incorporating CHC22015 Certificate II in Community Services) at The Little Kitchen That Could and Box Hill Institute (City Campus and Whitehorse Campus).

This program offers students the opportunity to learn about the community services sectors such as youth work, aged care assistance, disability support services, counselling services, drug and alcohol services and maternal and child health. Skills will be developed in communication, working with diversity, daily work routines, workplace health and safety, administration support and responding to clients.

## Program delivery

Students select one of the following venues:

### **The Little Kitchen That Could**

90 Montague Street, South Melbourne

Tuesdays 2:30pm – 6:30pm

### **Box Hill Institute (City Campus)**

253 Flinders Ln, Melbourne

Fridays 1.30pm – 5.00pm

### **Box Hill Institute (Whitehorse Campus)**

1000 Whitehorse Rd, Box Hill

Wednesdays 1:30pm – 5:00pm

The RTOs for this course are:

### **IVET Institute Pty Ltd**

RTO Number: 40548

Website: [www.ivet.edu.au](http://www.ivet.edu.au)

### **Box Hill Institute**

RTO Number: 4687

Website: [www.boxhill.edu.au](http://www.boxhill.edu.au)

## What do you achieve on successful completion of this program?

On successful completion of the VET program, a student achieves the following:

**VCE/VCAL/VM:** Students may be eligible to receive recognition of up to three units at the Units 1 & 2 level, and a VCE VET Units 3 & 4 sequence.

**ATAR:** Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study. VCAL and the VCE Vocational Major do not contribute towards an ATAR.

A Statement of Attainment (issued at the end of the first year) and a Certificate (issued at the end of the second year) listing all units of competency completed will be issued upon successful completion.

## Course outline

Competencies that students will study are subject to change and will not be confirmed until the commencement of each calendar year. A sample program includes:

### Little Kitchen/Youth2Industry College

#### First Year – Units 1 & 2

Code	Competency
BSBWOR202	Organise and complete daily work activities
BSBWOR201	Manage personal stress in the workplace
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM07	Interact effectively with others at work
HLTWHS001	Participate in workplace health and safety
FSKLRG11	Use routine strategy for work-related learning

#### Second Year – Units 3 & 4

Code	Competency
CHCCDE004	Implement participation and engagement strategies
CHCCCS016	Respond to client needs
CHCCDE003	Work within a community development framework

### Box Hill Institute

#### First Year – Units 1 & 2

Code	Competency
CHCCOM005	Communicate and work in health or community services
BSBWOR202	Organise and complete daily work activities
HLTWHS002	Participate in workplace health and safety
CHCCOM001	Provide first point of contact
CHCDIV001	Work with diverse people
HLTWHS006	Manage personal stressors in the work environment
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
VU22488	Work effectively with a NDIS participant
HLTAID002	Provide basic emergency life support

#### Second Year – Units 3 & 4

Code	Competency
CHCCDE004	Implement participation and engagement strategies
CHCCCS016	Respond to client needs
CHCCDE003	Work within a community development framework

## Content that is delivered in the first year

- Information on various Australian legislations/Acts such as Sex Discrimination, Racial Discrimination, Privacy and Confidentiality, Occupational Health and Safety, Bullying and Sexual harassment, etc.
- Designated roles and responsibilities of organisations/governing bodies within the community services sector
- Appropriate cross-cultural communication with diverse communities
- Business technology used in the sector
- Workplace hazards and risk management
- Values and key concepts when working with disadvantaged and marginalised cohorts
- Reflecting on own values and beliefs and how this may impact upon the professional approach adapted
- Supporting clients and learning how to best deal with aggressive or distressed clients
- Strategies and techniques to deal with problems and challenging behaviours/situations
- Research other organisations working in the sector
- Collaborating with colleagues, maintaining workplace correspondence and documentation
- Overview of the childcare, disability, and aged care services

## Assessments undertaken

- Role Plays
- Presentations
- Group work
- Practical Application Projects
- Individual & Written work
- Small assessment tasks from newspaper articles
- Reflective journal entries and working in small groups

## Skills students should possess to successfully complete course content

- Enjoy working with people
- Are patient and like helping people
- Are interested in supporting children, elderly people, refugees and asylum seekers, people with disabilities or mental health concerns
- Care about current community issues



## Work placement requirements

### **Box Hill Institute**

Box Hill Institute strongly recommends a minimum of 60 hours of placement per year for this VCE VET Community Services program.

### **Little Kitchen/Youth2Industry College**

Little Kitchen/Youth2Industry College students will not be required to undertake work placement; however, students must attend an Industry Immersion Program.

## Career pathways

- Social Worker
- Nurse
- Aged Care Attendant
- Youth Worker
- Justice Caseworker
- Disability Support Worker
- Drug and Alcohol Worker



## 2023 VET Dates

<b>Term 1</b>	Week beginning Monday 30 <sup>th</sup> January Week ending Thursday 6th April
<b>Term 2</b>	Week beginning Monday 24 <sup>th</sup> April Week ending Friday 23 <sup>rd</sup> June
<b>Term 3</b>	Week beginning Monday 10 <sup>th</sup> July Week ending Friday 15 <sup>th</sup> September
<b>Term 4</b>	Week beginning Monday 2 <sup>nd</sup> October Week ending Friday 27 <sup>th</sup> October

Please note, listed VET Dates are applicable unless otherwise expressed by the respective RTO/Host venue.

### For more information

Visit our 2023 VET Course Guide:

<https://courseguide.imvc.com.au/>

Please note arrangements regarding times, venues and course outlines are subject to change and will be confirmed by the end of this calendar year.