



# ***COURSE GUIDE***

Domestic students

**2023**



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# Welcome to GBCA

Welcome to the Global Business College of Australia (GBCA), a part of the Edvantage Group Holdings Limited.

We are a dynamic, cosmopolitan and nationally recognised training organisation located in the CBD of Melbourne, the world's most liveable city.

GBCA is devoted to excellence in teaching, learning, and research. We provide life-changing experiences with our vocational courses, English courses, short programs, corporate training, career development programs and pathway courses. We take pride in helping students from Australia and around the world to achieve globally recognised qualifications.

We are dedicated to creating a positive learning environment by embracing diversity, encouraging innovation, fostering creativity, and facilitating inter-cultural communication.

At GBCA we pride ourselves on the quality of our programs and the knowledge, skills and expertise of our qualified trainers who focus on giving everyone the chance to be their best. Our year-round internship opportunities and integrated professional development programs provide hands-on experience for you and ensure that you will leave ready for employment.

We work hard to ensure that your study at GBCA and in Australia is a unique and memorable experience. Come and study with us to create positive change for a better world. I look forward to seeing you at GBCA.

*Celina*

Dr Celina Yu  
GBCA Managing Director



# Your GBCA

Global Business College Australia (GBCA) is a nationally recognised training organisation, which is dedicated to creating a positive and successful learning environment for all students. We have an extensive network of industry partners that work with us to ensure our courses are relevant and meet current industry needs.

At GBCA we offer a range of learning pathways into Vocational and Higher Education in the following areas:

- Business Entrepreneurship
- Financial Services
- Information Technology
- Early Childhood Education & Care
- Interpreting and Translating English
- Aged and disability care

***“We pride ourselves on providing a unique study experience, caring and supportive services and highly qualified trainers, who are dedicated to the success of all students.”***

## HOW TO APPLY GBCA

1

### APPLICATION

Select your qualification and visit [www.gbca.edu.au](http://www.gbca.edu.au) to complete the application form and attach the following documents:

- Copies of academic results and certificates
- Colour copy of your Medicare card (or foreign passport + visa), driving licence.
- Copy of your passport
- Work experience documents (if applicable)

Lodge your application and documents listed above to [admission@gbca.edu.au](mailto:admission@gbca.edu.au)

Our friendly admission staff will contact you to discuss your application and learning options and eligibility to government funding.

You will be required to attempt a Learning Literacy and Numeracy (LLN) test and a digital skill test. We may use the test results to form a customised learning support program to assist you during your study with us.

2

### LETTER OF OFFER

If your application is successful, the GBCA Admissions Team will send you a 'Letter of Offer'.

3

### ACCEPTANCE

You accept the offer by returning signed forms and making payment of your course. (If applicable)

4

### ORIENTATION DAY

Meet our friendly GBCA Student Support Staff, receive information about study life at GBCA, course information, registration and Student ID cards.

5

### CLASSES BEGIN

If you require any assistance with your study please contact one of our friendly Student Support Staff or email [studentservices@gbca.edu.au](mailto:studentservices@gbca.edu.au).

# Learning Pathways

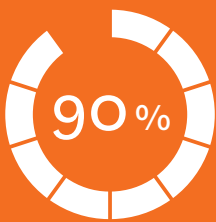
Flexibility is a key element of the Australian vocational education and training (VET) system. There are multiple pathways through the Australian Qualifications Framework (AQF), and learning programs are tailored to the specific needs of each student.

The majority of students undertaking a VET program will follow more than one learning pathway. There are many ways to achieve success. Do it your way with GBCA.



# Why GBCA?

## Learning Experience



### STUDENT SATISFACTION

- ✓ Courses and trainers
- ✓ Resources and support services
- ✓ Learning environment
- ✓ Career opportunities

GBCA provides a balanced learning platform for students to succeed in their studies, careers and social lives. We encourage students to become well-rounded people, who can engage effectively with other students, work colleagues and those in the wider community.

GBCA course designers keep in close contact with our industry partners to ensure that all courses remain relevant and current in meeting industry's needs. With highly qualified and experienced trainers and regular course reviews, our training is designed to assist students to meet the future needs of employers.

GBCA offers flexible learning environments, where all support resources are on-hand, such as audio-visual equipment in all classrooms, kitchenettes, lounge areas, disabled access on each level.

Our library is dedicated to supporting all study needs and provides computer access with unlimited free WiFi throughout the college. Additionally, our library staff provide free academic skills workshops in: research methods, essay and report writing, referencing information sources and working effectively in a team.

At GBCA, our Careers Support Centre provides students with tailored work experience and internships with our many industry partners and various career-boosting opportunities throughout the year.

In addition, we understand that students who need to work will have a more positive study experience if they are happy with their jobs. To help students find suitable employment, we also provide free job skills workshops and on-going job application support.

GBCA is located in the heart of Melbourne's CBD within the free tram zone and is only a 5-minute walk to either Flagstaff or Melbourne Central train station. With trams and buses on our doorstep, our location makes it easy for you to access and/or enjoy your lunch-break at the many great restaurants, cafes and food bars that are all within walking distance.



We provide free job skills workshops and on-going job application support



Multiple campuses in Melbourne CBD and eastern suburbs, with easy access to public transport



Highly qualified and experienced trainers to assist students to meet the future needs of today's employers



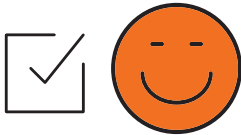
Monthly intake and flexible timetable

# Campus Life



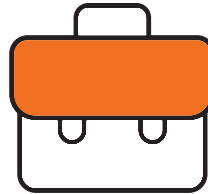
## GBCA ORIENTATION

The orientation program is designed to help you settle into your new life in Melbourne. All new students are required to attend the orientation session on the commencement date, which is stated in your Letter of Offer. In this session you will meet new friends, meet the support staff, explore the facilities and services available on campus, as well as receive information about: transport, shopping, recreational activities, work rights, visa obligations, health cover (International students) and further assistance.



## LEARNING ENVIRONMENT

- Class-sizes of up to 18 students
- Classrooms equipped with high resolution projectors
- Computer lab with printing facilities and free unlimited WiFi with lounge areas, kitchenettes and restrooms with disabled access.



## OUR SUPPORT SERVICES

- Dedicated library staff and resources
- Free academic study skills workshops
- Student welfare support staff
- Careers support services



## SKILLS FIRST PROGRAM - ELIGIBLE DOMESTIC STUDENTS ONLY

Skills First Program is provided through the Victorian and Commonwealth Government Funding Scheme for helping eligible domestic students to access vocational education and training skills relevant to the industry's needs. To be eligible for a government-subsidy, please discuss the eligibility requirements with our team prior to your application (enquiry@gbca.edu.au or +61 3 9041 3050).





Eureka  
Skydeck

**GBCA**  
337-339  
La Trobe street  
&  
338  
Queens street  
Melbourne  
3000 VIC





**GBCA**

**CAMPUS LOCATION**



# Student Support

## FACILITIES AND RESOURCES

- Fully equipped classrooms
- Student lounges
- Kitchenettes
- Restrooms (disabled access)
- Library
- Computer Lab
- Unlimited Wi-Fi network
- Printing services

Student Support Officers will provide support to students and/or refer them to support services on all matters relating to their study in Australia. This includes but is not limited to:

- Conducting an orientation program for students
- Counselling services
- Academic assistance/study support
- Welfare related support services
- Facilities and resources
- Locating and understanding GBCA policies and procedures including the complaints and appeals process

**NOTE:** All support services provided by GBCA are free of charge to students. Students requiring special or welfare assistance will be referred to an appropriate external service provider. GBCA will not charge any referral fee. However, any cost associated with the external service will be at your own expense. The Student Support Officer will assist students, if necessary, when attempting to contact external services.

## LEARNING SUPPORT

GBCA's teaching staff are available to assist students with their studies and homework. This support may vary depending on identified needs. Students are encouraged to talk to their trainer when assistance is required to ensure satisfying academic performance. Students who require additional assistance can schedule appointments with their trainer. There will be support available to assist students in meeting their course requirements and maintaining attendance, such as Skills Workshops and Counselling Services.

The student's academic progress will be reviewed at the end of each study period. Students, who are 'at-risk' will be contacted by the Student Administration Officer immediately, to discuss possible solutions to catch up.

## MENTOR SUPPORT

Fully qualified trainers are available for additional consultation. Students are encouraged to talk to their trainer when mentoring is required. Booking is required for additional consultation.





## CAREER PROGRAM

At GBCA, we provide a free comprehensive program that aims to prepare students for the Australian workplace, by enabling them to develop their Job Ready Skills and gain work experience through internships and employment.

### Internship

GBCA has partnered with industries to give our students opportunities for volunteering internships.

### Live Projects

Every year GBCA students are selected along with students from different institutions to participate in real-life projects focused on resolving current business issues and problems.

### Volunteering

Our Careers Team recommend various government and not-for-profit organisations to volunteer your skills and abilities, which is a great way to gain valuable work experience.

### Career Conversations

GBCA assists our students on the latest job market trends. Our Careers Officer can also provide free career planning, job application guidance and advice.

### Career Consultations

Our Careers Officers provide free and confidential career planning, job application guidance and advice. Students in their final year are encouraged to take advantage of the free 30 minute face-to-face consultations.

## CAREER SOFT SKILLS TRAINING

GBCA organises monthly Job Ready Workshops from setting career goals, understanding the application/recruitment stages to understanding the Australian work culture – the practical skills and knowledge gained are invaluable. The workshops cover such topics as:

### How to Plan Your Career

- Self-evaluation SWOT analysis
- Determining job prospects
- Personal development plan (SMART)

### Self-Marketing Methods

- Using online resources (Websites, LinkedIn, etc.)
- Creating video and infographic resumes
- Attending job fairs/networking

### Finding Suitable Jobs

- Analysing job advertisements
- Understanding job requirements
- Contacting employers/recruiters

### Writing Job Specific Applications

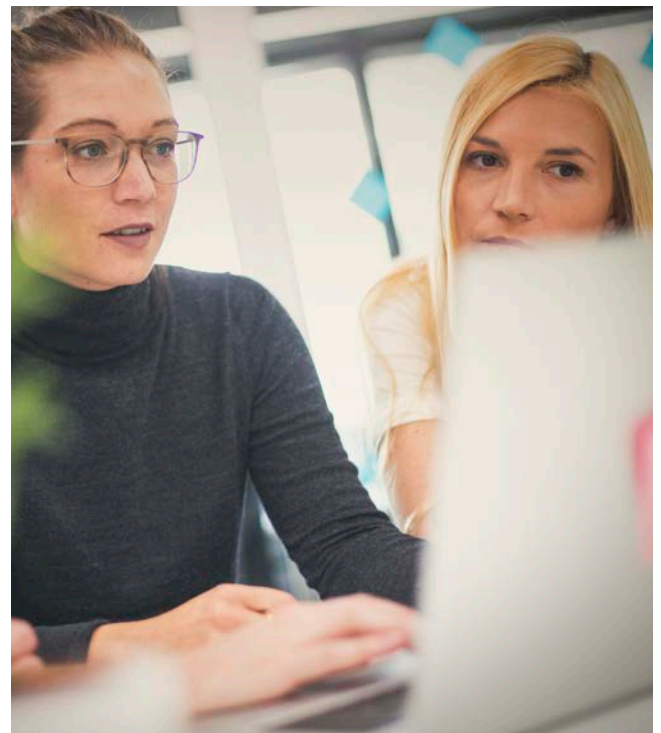
- Addressing the selection criteria
- Writing successful resumes
- Writing successful cover letters

### Understanding Interview Strategies

- Responding to job specific questions
- Responding to behavioural type questions (STAR)
- Interpreting body language

### Communicating Effectively at Work

- Adapting to the Australian work culture
- Understanding the Australian work language
- Communication strategies











# COURSES

CHC30121

# Certificate III in Early Childhood Education and Care

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

**COURSE DURATION:** 52 weeks (including 32 weeks of internal training, 8 weeks of vocational placement, 12 weeks catch up class, reassessment, additional placement (if required), and holidays).

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

## ENTRY REQUIREMENTS:

There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:

- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 11

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## VOCATIONAL PLACEMENT REQUIREMENTS:

Before commencing vocational placement, all students must undertake National Police Check and Working with Children Check and complete the unit: HLTAID012 Provide an emergency first aid in an education and care setting.

Students are required to complete at least 160 hours of vocational placement as part of course requirements.

GBCA has signed agreements with prospective employers to offer the vocational placement opportunities for its students. A list of these prospective employers will be provided to assist you in finding vocational placement. Vocational placements will be arranged by the GBCA vocational placement coordinator in conjunction with the student and GBCA trainers.

The Fair Work Act 2009, under the definition of vocational placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the internships, vocational placements & unpaid work fact sheet.

Students are required to discuss with the GBCA vocational placement coordinator if they wish to make their own vocational placement arrangement.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.



## COURSE STRUCTURE

UNIT CODE	UNIT NAME
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
CHCPRP003	Reflect on and improve own professional practice

### ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: short questions, case studies, simulations, project, third party observation during vocational placement, work place observation and portfolio.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



CHC50121

# Diploma of Early Childhood Education and Care

**COURSE DESCRIPTION:** This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They may have responsibility for supervision of volunteers or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publish lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: [www.acecqa.gov.au](http://www.acecqa.gov.au).

**COURSE DURATION:** 58 weeks (including 32 weeks of face to face study, 14 weeks of work placement and 12 weeks for for catch up class, reassessment, additional placement (if required) and holidays.

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

## ENTRY REQUIREMENTS:

- Hold a CHC30121 Certificate III in Early Childhood Education and Care or
- CHC30113 Certificate III in Early Childhood Education and Care.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## VOCATIONAL PLACEMENT REQUIREMENTS

Before commencing vocational placement, all students must undertake National Police Check and Working with Children Check.

Students are required to complete at least 280 hours of vocational placement as part of course requirements.

GBCA has signed agreements with prospective employers to offer the vocational placement opportunities for its students. A list of these prospective employers will be provided to assist you in finding vocational placement. Vocational placements will be arranged by the GBCA vocational placement coordinator in conjunction with the student and GBCA trainers.

The Fair Work Act 2009, under the definition of vocational placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the internships, vocational placements & unpaid work fact sheet.

Students are required to discuss with the GBCA vocational placement coordinator if they wish to make their own work placement arrangement.



Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
BSBTWK502	Manage team effectiveness
CHCECE041	Maintain a safe and healthy environment for children
CHCECE042	Foster holistic early childhood learning, development and wellbeing
CHCECE043	Nurture creativity in children
CHCECE044	Facilitate compliance in a children's education and care service
CHCECE045	Foster positive and respectful interactions and behaviour in children
CHCECE046	Implement strategies for the inclusion of all children
CHCECE047	Analyse information to inform children's learning
CHCECE048	Plan and implement children's education and care curriculum
CHCECE049	Embed environmental responsibility in service operations
CHCECE050	Work in partnership with children's families
CHCPRP003	Reflect on and improve own professional practice
CHCDIV003	Manage and promote diversity
BSBSUS511	Develop workplace policy and procedures for sustainability
CHCINM002	Meet community information needs

## ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: short questions, case studies, simulations, project, third party observation during vocational placement, work place observation and portfolio.

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



CHC33015



# Certificate III in Individual Support

**COURSE DESCRIPTION:** This qualification reflects the role of workers in a range of community settings and clients' homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the assessment requirements of the units of competency

**COURSE DURATION:** This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays.

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course

## VOCATIONAL PLACEMENT REQUIREMENTS:

Before commencing vocational placement, all students must process a current Police Check and complete the simulation tasks for units:

- CHCCCS011 Meet personal support needs
- HLTWHS002 Follow safe work practices for direct client care
- HLTINF001 Comply with infection prevention and control policies and procedures

Students are required to complete at least 120 hours of vocational placement as part of course requirements. We understand the industry and will assist you in finding vocational Placement. GBCA vocational placement coordinator, GBCA trainers and the student will work collaboratively in securing a work placement. Once you are marked satisfactory in the required units, you apply for vocational placement by completing an online placement application form. You can indicate your availability and preferred location. We endeavour to place you in an aged care facility and/or disability facility and/or community care setting of your choice, however we cannot guarantee this as it depends on the availability in the facilities of your preferred location.

Once you submit your form, all parties will work towards securing a place for you. Aged care facilities and/or Disability and/or community care facilities prefer students who are both flexible and reliable. On average, it takes approximately 4 weeks to secure vocational placement.

The Fair Work Act 2009, under the definition of vocational placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the internships, vocational placements & unpaid work fact sheet.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
CHCCCS015	Provide individualised support
CHCCCS023	Support independence and wellbeing
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care
CHCAGE001	Facilitate the empowerment of older people
CHCAGE005	Provide support to people living with dementia
CHCCCS011	Meet personal support needs
CHCDIS002	Follow established person-centred behaviour supports
CHCCCS006	Facilitate individual service planning and delivery
HLTINFO01	Comply with infection prevention and control policies and procedures

### ASSESSMENT METHODS:

Written questions, cultural research, role play, culture reflections, case studies, workplace observation, simulation task, workplace improvements, vocational placement project, project, workplace journal and portfolio, vocational placement task and supervisor report.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



CHC43115

# Certificate IV in Disability

**COURSE DESCRIPTION:** This qualification reflects the role of workers in a range of community settings and clients' homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the assessment requirements of the units of competency

**COURSE DURATION:** This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays.

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

- Satisfactory numeracy and literacy skills to undertake this course (ACSF level 3), or
- Mature age and have sufficient work experience to successfully undertake this course

## VOCATIONAL PLACEMENT REQUIREMENTS:

Students are required to complete at least 120 hours of vocational placement as part of course requirements. We understand the industry and will assist you in finding vocational placement. GBCA vocational placement coordinator, GBCA trainers and the student will work collaboratively in securing a vocational placement. Once you are marked satisfactory in the required units, you apply for vocational placement by completing an online placement application form. You can indicate your availability and preferred location. We endeavour to place you in an aged care facility and/or disability facility and/or community care setting of your choice, however we cannot guarantee this as it depends on the availability in the facilities of your preferred location.

Once you submit your form, all parties will work towards securing a place for you. Aged care facilities and/or Disability and/or community care facilities prefer students who are both flexible and reliable. On average, it takes approximately 4 weeks to secure vocational placement.

The Fair Work Act 2009, under the definition of vocational placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the internships, vocational placements & unpaid work fact sheet.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
CHCCCS015	Provide individualised support
CHCDIS002	Follow established person-centred behaviour supports
CHCDIS005	Develop and provide person-centred service responses
CHCDIS007	Facilitate the empowerment of people with disability
CHCDIS008	Facilitate community participation and social inclusion
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCDIS010	Provide person-centred services to people with disability with complex needs
CHCDIV001	Work with diverse people
CHCLEG003	Manage legal and ethical compliance
HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care
CHCCCS005	Conduct individual assessments
CHCAGE003	Coordinate services for older people
CHCCCS019	Recognise and respond to crisis situations

### ASSESSMENT METHODS:

Questions, case studies, presentation, project, portfolio, vocational placement project and vocational placement observation.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



CHC52015



# Diploma of Community Services

**COURSE DESCRIPTION:** This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups, and communities.

At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management, program coordination or the development of new business opportunities.

To achieve this qualification, candidates must have completed at least 100 hours of work as detailed in the Assessment Requirements of the units of competency.

**COURSE DURATION:** This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays.

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

- Successful completion of Year 11 or
- Mature aged students who can demonstrate basic level understanding of community work, or some level of vocational experience in a range of work environment in the community services industry.

Students who are unable to provide evidence to demonstrate meeting the above requirements may be interviewed or asked to undertake the language, literacy, and numeracy (LLN) skills to ascertain their existing skills.

It is recommended that students have prior knowledge and experience in age/ disability care environments prior to enrolling into this course.

The recommended LLN profile to enter this qualification is: ACSF level 4 for five skills: Oral, Reading, Writing, Learning and Numeracy.

## VOCATIONAL PLACEMENT REQUIREMENTS:

Students are required to complete at least 120 hours of vocational placement as part of course requirements. We understand the industry and will assist you in finding vocational placement. GBCA vocational placement coordinator, GBCA trainers and the student will work collaboratively in securing a vocational placement. Once you are marked satisfactory in the required units, you apply for vocational placement by completing an online placement application form. You can indicate your availability and preferred location. We endeavour to place you in an aged care facility and/or disability facility and/or community care setting of your choice, however we cannot guarantee this as it depends on the availability in the facilities of your preferred location.

Once you submit your form, all parties will work towards securing a place for you. Aged care facilities and/or Disability and/or community care facilities prefer students who are both flexible and reliable. On average, it takes approximately 4 weeks to secure vocational placement.

The Fair Work Act 2009, under the definition of vocational placement in section 12 outlines the rules restricting unpaid work. The Fair Work Ombudsman provides a clear explanation of these rules in the internships, vocational placements & unpaid work fact sheet.

Due to the requirement to complete vocational placement, a final outcome for each unit would not be provided until the relevant component of vocational placement had been completed.

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
CHCCCS007	Develop and implement service programs
CHCCOM003	Develop workplace communication strategies
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services
CHCDIV003	Manage and promote diversity
CHCLEG003	Manage legal and ethical compliance
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPRP003	Reflect on and improve own professional practice
HLTWHS004	Manage work health and safety
CHCCCS004	Assess co-existing needs
CHCCSM004	Coordinate complex case requirements
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCCSM006	Provide case management supervision
CHCDIV001	Work with diverse people
CHCCSL002	Apply specialist interpersonal and counselling interview skills
CHCDEV003	Analyse client information for service planning and delivery
CHCCDE007	Develop and provide community projects

## ASSESSMENT METHODS:

Questions, case studies, presentation, project, portfolio, vocational placement project and vocational placement observation.

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



FNS40217

# Certificate IV in Accounting and Bookkeeping

**COURSE DESCRIPTION:** This course is part of the Financial Services Training Package and satisfies the Australian Qualifications Framework (AQF) guidelines. This qualification reflects the job roles of contract bookkeepers and employees performing bookkeeping tasks for organisations in a range of industries. This may include:

- Establishing and maintaining manual and computerised accounting systems
- Completing Business Activity Statements (BAS) and other office financial statements
- Developing bookkeeping management systems for organisations
- General administration.

Under certain conditions, successful students may meet requirements for registration with the Tax Practitioners Board.

This qualification is suitable for candidates currently working in bookkeeping roles who are seeking a formal qualification to enhance and confirm their existing knowledge and skills.

**COURSE DURATION:** This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays.

**SCHEDULE:** 2 sessions per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:

- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 11.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## MATERIAL REQUIREMENT:

Students are required to bring their own laptop with Microsoft Office 2007 or a later version installed for face to face classes. Students will be required to work on MYOB throughout the course. MYOB educational version will be provided by GBCA.

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
BSBFIA401	Prepare financial reports
BSBSMB412	Introduce cloud computing into business operations
FNSACC311	Process financial transactions and extract interim reports
FNSACC312	Administer subsidiary accounts and ledgers
FNSACC408	Work effectively in the accounting and bookkeeping industry
FNSACC416	Set up and operate a computerised accounting system
FNSTPB401	Complete business activity and installment activity statements
FNSTPB402	Establish and maintain payroll systems
BSBWRT301	Write simple documents
FNSACC313	Perform financial calculations
BSBWOR501	Manage personal work priorities and professional development
BSBITU306	Design and produce business documents
BSBTEC302	Design and produce spreadsheets

### ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: written questions, practical activities, role plays, case studies, project, assignment, integrated practical activities or verbal questioning.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



ICT50220

# Diploma of Information Technology

**COURSE DESCRIPTION:** The e-commerce impact on the business is revolutionary, as new variable of doing business online is changing the consumer's trend of shopping. New business trends augment the sales and promotion experience by using the new channels: e-business to business, e-business to consumer and e-consumer to consumer. In this new business environment sellers and buyers interact directly through the web sites and applications, which is innovative, attractive, and opening up new frontiers, while removing the limitations of doing business across the world.

This qualification provides the skills and knowledge for an individual to design and build interactive web site and applications for small-to-medium enterprises (SMEs) using a wide range of front-end and back-end ICT technologies.

Students will acquire skills to design web-based applications using a user experience (UX) methodology that consider the users' experience at the centre of design. The three main front-end coding languages are HTML, CSS and JavaScript. Students will use them to build dynamic web pages that are beautiful and functional in common online business scenarios. Students will also learn a range of back-end technologies, such as server-side REST API and database operations, to complete the implementation of a complex web application.

Potential job opportunities for graduates for this course include:

- Front end web developer
- Backend developer
- Full stack web developer
- API developer
- User interface (UI) and user experience (UX) developer

**COURSE DURATION:** This course is delivered during a maximum duration of 56 weeks, including term breaks and public holidays.

**SCHEDULE:** 2 sessions per week and 1 session for learning support per week (optional)

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

There is no pre-requisite to this qualification.

Domestic students who want to enrol into this course are recommended to possess the followings:

- Successful completion of Year 11 or
- Mature aged students who can demonstrated basic level understanding of IT knowledge, or some level of vocational experience in a range of work environment in information technology industry.

Students who are unable to provide evidence to demonstrate meeting the above requirements may be interviewed or asked to undertake the language, literacy and numeracy (LLN) skills to ascertain their existing skills.

Digital skill is essential to undertake this course.

The recommended LLN profile to enter this qualification is: ACSF level 3 for five skills: Oral, Reading, Writing, Learning and Numeracy .

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
BSBCRT512	Originate and develop concepts
BSBXCS402	Promote workplace cyber security awareness and best practices
BSBXTW401	Lead and facilitate a team
ICTICT517	Match ICT needs with the strategic direction of the organisation
ICTICT532	Apply IP, ethics and privacy policies in ICT environments
ICTSAS527	Manage client problems
ICTDBS507	Integrate databases with websites
ICTPRG553	Create and develop REST APIs
ICTPRG554	Manage data persistence using noSQL data stores
ICTWEB522	Develop website information architecture
ICTWEB525	Implement quality assurance process for websites
ICTICT530	Design user experience solutions
ICTWEB513	Build dynamic websites
ICTWEB514	Create dynamic web pages
ICTWEB518	Build a document using extensible markup language
ICTWEB519	Develop complex web page layouts
ICTWEB520	Develop complex cascading style sheets
BSBTEC501	Develop and implement an e-commerce strategy
ICTSAD508	Develop technical requirements for business solutions
ICTWEB451	Apply structured query language in relational databases
ICTWEB452	Create a markup language document

### ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: project, observation of students performing practical tasks, portfolio of Work, written report, analysis of case study/response to simulated work scenario or written questioning.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



PSP50916

# Diploma of Interpreting (Mandarin-English)



**COURSE DESCRIPTION:** This course is designed for students who are planning to work as a paraprofessional interpreter (Mandarin - English) typically in the community and business domains.

During the program, our experienced and NAATI qualified trainers will step by step guide you through various interpreting exercises and help you to develop:

- Notes taking skills for interpreting purposes
- Short term memory retention skills
- Make sense of the briefing and quickly set up your mindset in the dialogue context
- Pick up idioms/collocations and relay in the other language correctly in a blink of eye.
- Build a comprehensive knowledge of Australian community services, and collocations/glossary in both English and Mandarin.
- And many more skills...

Our mock exam simulates the final exam conditions, level of difficulty and marking procedures. Our trainers provide personal feedback to help you identify your own strength as well as areas for further development.

**INDUSTRY ENDORSEMENT:** This program is endorsed by the National Accreditation Authority for Translators and Interpreters (NAATI). Students who successfully graduate from this qualification will be eligible to sit certification test for the: NAATI Certified Provisional Interpreter.



**DURATION:** This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays.

**SCHEDULE:** 2 sessions per week.

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

There are no set requirements for this course. It is recommended that domestic students would meet one of below requirements:

- Satisfactory numeracy and literacy skills to undertake this course, or
- Mature age and have sufficient work experience to successfully undertake this course, or
- Satisfactory complete year 12.
- Proficient in Mandarin (speaking and listening skills)

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## COURSE STRUCTURE

UNIT CODE	UNIT NAME
PSPTISo01	Apply codes and standards to ethical practice
PSPTISo02	Build glossaries for interpreting assignments
PSPTISo03	Prepare to translate and interpret
PSPTISo40	Interpret in general dialogue settings (LOTE - English)
PSPTISo41	Interpret in general monologue settings (LOTE - English)
PSPTISo42	Manage discourses in general settings
PSPTISo43	Use routine subject matter terminology in interpreting (LOTE-English)
PSPTISo45	Demonstrate routine English proficiency in different subjects and cultural contexts
PSPTISo46	Use routine education terminology in interpreting (LOTE - English)
PSPTISo47	Use routine health terminology in interpreting (LOTE - English)
PSPTISo48	Use routine legal terminology in interpreting (LOTE - English)
SITXLANo03	Conduct oral communication in a language other than English

## ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: observation of students performing role playing, written report, observation of presentation, analysis of case study/response to simulated work scenario, written questioning.

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



PSP60816



# Advanced Diploma of Translating (English to Mandarin)

**COURSE DESCRIPTION:** This course is designed for students who are planning to work as a translator (English to Mandarin) typically in the community and business domains in personal documents, government, legal, health, technology, business, community, education, tourism, finance, consumer affairs, insurance, culture, science and commerce and economics. Candidates studying this program have Mandarin as their strongest language.

The Advanced Diploma of Translating prepares translators to translate texts where there may be significant equivalence problems between source and target text, the subject of the text has its own specific terminology, or there is need to undertake extensive research and translate complex language and concepts. Specific audiences may be found in commerce and marketing, government and international relations – including immigration, both regular and humanitarian – the media, and sectors generally considered to be professional, such as law, health and medicine, technology and science. Assignments may deal with material which requires significant quality assurance processes as the consequences of mistranslation can be far reaching.

**INDUSTRY ENDORSEMENT:** This program is endorsed by the National Accreditation Authority for Translators and Interpreters (NAATI). Students who successfully graduate from this qualification will be eligible to sit certification test for the: NAATI Certified Translator.



**DURATION:** This course is delivered during a maximum duration of 52 weeks, including term breaks and public holidays.

**SCHEDULE:** 12 contact hours per week

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

337-339 La Trobe Street, Melbourne 3000 VIC, and 338 Queens street, Melbourne 3000 VIC

## ENTRY REQUIREMENTS:

Applicants must satisfy all requirements as below:

- Students must demonstrate that they have sufficient language, literacy and numeracy skills to undertake the course, plus
- Successful completion of a Mandarin reading and writing test. Applicant may be interviewed if further information is required.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## MATERIAL REQUIREMENT:

- Students are required to bring their own laptop with Microsoft Office 2007 or a later version installed for classes.

## COURSE STRUCTURE

UNIT CODE	UNIT OF COMPETENCY
PSPTIS100	Apply codes and standards to professional judgement
PSPTIS002	Build glossaries for translating and interpreting assignments
PSPTIS101	Negotiate translating and interpreting assignments
PSPTIS066	Apply theories to translating and interpreting work practices
PSPTIS070	Prepare translated transcripts
PSPTIS071	Translate multimedia source material
PSPTIS021	Translate and certify non-narrative texts
CUAWRT401	Edit texts
PSPTIS060	Analyse text types for translation of special purpose texts (LOTE - English)
PSPTIS067	Demonstrate complex written LOTE proficiency in different subjects and cultural context
PSPTIS064	Read and analyse special purpose English texts to be translated
PSPTIS062	Translate special purpose texts from English to LOTE
PSPTIS061	Quality assure translations

### ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: product based methods, portfolio and questioning.

### GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



10727NAT

# Certificate I in Spoken and Written English

**COURSE DESCRIPTION:** Course graduates develop foundational knowledge and skills in English language which enable them to interact with some autonomy and to take some initiative in a limited and predictable range of community, work and educational contexts. Students can also develop numeracy skills and knowledge to perform simple mathematical operations in highly familiar contexts. They can also begin to develop autonomous learning strategies to start learning English outside the classroom. The knowledge and skills developed through the course provide a firm foundation for further development of their English language skills.

This course is intended to provide participants with the following general education outcomes:

- learning skills to enter formal learning environments
- English language proficiency at the equivalence of International Second Language Proficiency Ratings (ISLPR®) 1+, International English Language Testing System (IELTS) 4 or Common European Framework (CEFR) A2+
- English language proficiency to meet some performance features of Australian Core Skills Framework (ACSF) 1 indicators.

**TRAINING DURATION:** 2 sessions per week over 25 weeks.

**HOLIDAYS:** Students may take up to 5 weeks holidays during the course.

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

## ENTRY REQUIREMENTS:

Students who wish to undertake English courses will undertake the LLN test for class placement. GBCA will place a student into the level according to the outcome of the placement test. The recommended entry point against the ACSF is Pre-Level 1.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## COURSE STRUCTURE:

UNIT CODE	UNIT NAME
SWEELC001	Listen to and engage in short simple social conversations
SWEELT001	Listen to and engage in short simple spoken transactions
SWERWT001	Read and write simple social texts
SWERWT002	Read and write simple transactional texts
SWELRT001	Read and listen to simple information texts

## ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: observation, written question and written assignment.

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.

10728NAT



# Certificate II in Spoken and Written English

**COURSE DESCRIPTION:** Course graduates will develop basic English language skills in the areas of speaking, listening, reading and writing to participate in everyday life and community, work preparation and further learning. They will develop basic learning and digital literacy skills.

Graduates will be able to apply their skills and knowledge to demonstrate autonomy and limited judgement in familiar, structured and defined everyday contexts. They will be able to deal with a limited range of predictable everyday problems where they need to use English and will be able to use English to satisfy their own everyday transactional, commercial, recreational and social needs.

This course is intended to provide participants with the following general education outcomes:

- English language proficiency at the equivalent of International Second Language Proficiency Ratings (ISLPR®) 2+, International English Language Testing System (IELTS) 5.0, or Common European Framework (CEFR) B1+
- English language proficiency to meet some performance features of Australian Core Skills Framework (ACSF) 2 indicators.

**TRAINING DURATION:** 2 sessions per week over 25 weeks.

**HOLIDAYS:** Students may take up to 5 weeks of holidays during the course.

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

## ENTRY REQUIREMENTS:

There are no set requirements for this course. Students who wish to undertake English courses will sit the Language, Literacy and Numeracy test. GBCA will place a student into the level according to the outcome of the placement test.

Learners entering this course are identified as beginner learners of English language.

The recommended entry point against the ACSF is Level 1.

Domestic applicants will undertake the language, literacy and numeracy test and the digital skill test as part of the Pre-Training Review.

## COURSE STRUCTURE:

UNIT CODE	UNIT NAME
SWEELD001	Engage in and listen to basic spoken dialogues
SWEDCT001	Deliver and comprehend basic procedural spoken texts
SWERWT004	Read and write basic procedural texts
SWERWT006	Read and write basic opinion texts
SWERWT007	Read and write basic factual texts

## ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: observation, written question and written assignment.

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.



10729NAT



# Certificate III in Spoken and Written English

**COURSE DESCRIPTION:** Course graduates will have developed routine English language skills in the areas of speaking, listening, reading and writing to participate in everyday life, community, employment, and further learning.

Graduates will be able to apply their English language skills and knowledge to demonstrate autonomy and judgement in a range of familiar and some unfamiliar contexts. They will be able to deal with a range of predictable routine and some non-routine situations where they need to use English. They will be able to use English to satisfy their own routine transactional, commercial, social and recreational needs, and will be able to use English functionally at work or in further training, in known and stable contexts.

This course is intended to provide participants with the following general education outcomes:

- English language proficiency at the equivalent of International Second Language Proficiency Ratings (ISLPR®) 3, +, International English Language Testing System (IELTS) 5.5, or Common European Framework (CEFR) B2
- English language proficiency to meet some performance features of Australian Core Skills Framework (ACSF) 3 indicators.

**TRAINING DURATION:** 2 sessions per week over 25 weeks.

**HOLIDAYS:** Students may take up to 5 weeks of holidays during the course.

**DELIVERY MODE:** Blended learning between face to face and online

**CAMPUS LOCATION AND DELIVERY SITE:**

- 337-339 La Trobe Street and 338 Queen Street, Melbourne 3000
- 10-12 Prospect Street Box Hill VIC 3128

## ENTRY REQUIREMENTS:

There are no set requirements for this course. Students who wish to undertake English courses will sit the Language, Literacy and Numeracy test and the digital skill test. GBCA will place a student into the level according to the outcome of the placement test.

The recommended entry point against the ACSF is Level 2.

## COURSE STRUCTURE:

UNIT CODE	UNIT NAME
SWELPE001	Comprehend and participate in routine formal spoken exchanges
SWELPE002	Comprehend and participate in routine informal spoken exchanges
SWERWT009	Read and write routine transactional texts
SWERLN001	Read and listen to the news
SWERWT010	Read and write routine procedural texts

## ASSESSMENT METHODS:

A variety of assessment methods will be used throughout the course, including: observation, written question and written assignment.

## GOVERNMENT FUNDING:

This course is delivered with Victorian and Commonwealth Government funding under the Skills First Program. Individuals with disabilities are encouraged to apply for training subsidised through the Skills First Program.









## CONNECT WITH GBCA

### CALL

03 9041 3050

### EMAIL

[enquiry@gbca.edu.au](mailto:enquiry@gbca.edu.au)

### MAIL

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338 Queen St, Melbourne VIC 3000

10-12 Prospect Street, Box Hill VIC 3128 (Domestic students only)

 Global Business College of Australia

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Compliant statement: GBCA is responsible for providing compliant training and assessment, and issuing of the AQF certification documentation for qualifications detailed in its scope of registration on the National Training Register ([training.gov.au](https://training.gov.au)).

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