This document contains the Board of Studies, Teaching and Educational Standards NSW (BOSTES) requirements for assessing and reporting achievement in courses in the Human Services Curriculum Framework for the Higher School Certificate (HSC), and provides details of the HSC examination for Human Services. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the BOSTES website is always the current version.
Assessment and Reporting in Human Services Stage 6

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Assessment in Stage 6
Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Higher School Certificate (HSC), those purposes include:

• assisting student learning
• evaluating and improving teaching and learning programs
• providing evidence of satisfactory achievement
• providing HSC results.

For HSC VET courses, they also include:

• confirming whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency
• determining eligibility for Australian Qualifications Framework (AQF) VET qualifications.

Reporting achievement in the HSC
The HSC credentials received by students are used by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) to report satisfactory completion of courses within the Human Services Curriculum Framework. Each course will be listed on the HSC Record of Achievement, together with the HSC unit credit value. The Record of Achievement will also refer to separate vocational documentation.

For students who have fulfilled the requirements of an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

For students who have completed the Human Services (240 indicative hours) course or Human Services (360 indicative hours) and who undertake the HSC examination, the HSC Record of Achievement will show:
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- an examination mark derived from the HSC external examination
- an HSC mark, equal to the examination mark
- a performance band, determined by the HSC mark.

Student performance in the HSC examination is also reported against standards on a course report. The course report contains a performance scale describing levels (bands) of achievement, an HSC mark located on the performance scale, and an examination mark. The course report also shows, graphically, the statewide distribution of HSC examination marks of all students who undertake the examination.

The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.

Competency-based assessment

The courses within the Human Services Curriculum Framework are competency-based courses. The courses can only be delivered by a Registered Training Organisation (RTO). BOSTES and the VET Quality Framework require that a competency-based approach to assessment is used. Assessment must meet the requirements of the CHC Community Services Training Package and/or the HLT Health Training Package.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant’s performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either ‘competent’ or ‘not yet competent’. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.
**Assessment requirements**

To achieve an AQF VET Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national Training Package.

Assessment requirements are detailed in each unit of competency and include performance evidence, knowledge evidence and assessment conditions.

To ensure quality outcomes, assessment should be conducted in accordance with the Principles of Assessment (fairness, flexibility, validity and reliability) and the Rules of Evidence (validity, sufficiency, authenticity and currency) as detailed in the *Standards for Registered Training Organisations (RTOs) 2015*.

A qualified assessor under the auspices of the RTO that is to issue the qualification must conduct the assessment. The VET Quality Framework specifies mandatory competency requirements for assessors. Standard 1 from the *Standards for Registered Training Organisations (RTOs) 2015* details requirements for trainer and assessors, including:

The RTO’s training and assessment is delivered only by persons who have:

a. vocational competencies at least to the level being delivered and assessed;

b. current industry skills directly relevant to the training and assessment being provided; and

c. current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.

All assessors who are engaged in assessing units of competency from the *CHC Community Services Training Package* and/or the *HLT Health Training Package* must be either:

- employed by an RTO
- acting under the registration of an RTO (for example, a teacher working at a delivery site of a school system RTO).
The Human Services HSC examination

Students who have completed the Human Services (240 indicative hours) course or Human Services (360 indicative hours) course are eligible to sit for the Human Services HSC examination. Students who want to sit for the Human Services HSC examination must be entered for both the Human Services course and the examination on Schools Online (Administration).

Students who undertake this examination can have their HSC examination mark contribute to the Australian Tertiary Admission Rank (ATAR). The Human Services HSC examination mark can contribute up to two units towards the calculation of a student’s ATAR. Further information about the ATAR is available on the Universities Admission Centre (UAC) website at www.uac.edu.au/undergraduate/atar/.

The external HSC examination provides a measure of student achievement across a range of mandatory syllabus outcomes and content that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to the examinable syllabus outcomes and content
- enabling students to demonstrate the levels of achievement outlined in the course performance scale for the examination
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the examination.

Estimated examination mark

BOSTES requires schools/RTOs to submit an estimated examination mark for all students entered for the Human Services HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal. Refer to the BOSTES Assessment Certification Examination (ACE) website for further information.
Human Services HSC examination specifications

The examinable outcomes and content for the Human Services HSC examination are contained in the Human Services Curriculum Framework Stage 6 Syllabus. The HSC examination in Human Services is based on the HSC Content (mandatory and stream focus areas).

The examination will consist of a written paper worth 80 marks. The examination mark for each candidate will be converted to a mark out of 100.

Time allowed: 2 hours plus 5 minutes reading time.

The paper will consist of four sections.

Section I (15 marks)
- There will be objective response questions to the value of 15 marks.

Section II (30 marks)
- There will be approximately five short-answer questions.
- Questions may contain parts.
- There will be approximately 12 items in total.
- At least two items will be worth from 4 to 8 marks.

Section III (15 marks)
- There will be one extended response question.
- The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words).

Section IV (20 marks)
- There will be three structured extended response questions, one for each of the stream focus areas: Ageing, independence and wellbeing, Allied health, and Nursing assistance in acute care.
- Candidates will be required to answer the question on the stream they have studied.
- Each question will consist of two or three parts, with one part worth at least 10 marks.
- The question will have an expected length of response of around six pages of an examination writing booklet (approximately 800 words) in total.

Sections I, II and III are based on the mandatory focus areas (Healthy body systems, Industry context, Safety and Work) and Section IV is based on the stream focus areas (Ageing, independence and wellbeing, Allied health and Nursing assistance in acute care) and can also draw from the mandatory focus areas.
Relationship of the Human Services (240 or 360 indicative hours) course structures to the HSC examination

HSC units of competency → HSC Content → HSC examination

one common written paper

HSC Content

Associated mandatory units of competency

Mandatory focus areas

Healthy body systems
Industry context
Safety
Work

Section I
15 objective response questions

Section II
short answer questions

Section III
one extended response question

Section IV
one structured extended response question for each stream

(Candidates answer the question on the stream they have studied)

Associated stream units of competency

Stream focus areas

Ageing, independence and wellbeing
or
Allied health
or
Nursing assistance in acute care

Resources and advice

Further guidance and advice related to assessment and the HSC examination in Human Services Stage 6 can be found on the BOSTES website at www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html.