Stage 6 Syllabus

Human Services
Curriculum Framework

Course Structures and Requirements
and
HSC Content

for implementation from 2011

Human Services (360 indicative hours)
Human Services (240 indicative hours)
Aged Care Specialisation Study (60 indicative hours)

2010
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1 Introduction to the Human Services Curriculum Framework

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

This industry curriculum framework document contains the HSC Human Services VET courses to be delivered for the HSC by schools and colleges as part of school system Registered Training Organisations (RTOs), TAFE NSW colleges and other RTOs on behalf of schools and colleges or TAFE NSW colleges.

1.1 The HSC program of study

The purpose of the HSC program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students’ achievements
- provide a context within which schools also have the opportunity to foster students’ physical and spiritual development.

1.2 The national context

Vocational education and training (VET) programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed Training Packages. The AQTF is the agreed quality framework for the national VET system.

The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.
1.2.1 AQF VET qualifications available in the Human Services Curriculum Framework

The Human Services Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *Community Services Training Package (CHC08)* and *Health Training Package (HLT07)*.

The AQF VET qualifications available in the Human Services Curriculum Framework are:

- Certificate III in Aged Care (CHC30208)
- Certificate III in Allied Health Assistance (HLT32407)
- Certificate III in Health Services Assistance (HLT32507).

1.3 The Human Services Curriculum Framework

1.3.1 Aim

The Human Services Curriculum Framework is designed to enable students to develop a range of technical, vocational and interpersonal competencies valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the community services and/or health industries.

It also provides for the development of employability skills such as communication and teamwork which are transferable to other industry areas and are a key feature of each qualification available through the Framework.

Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

1.3.2 Industry context – community services and health

The community services and health industries are a significant employer in Australia. Together, they are currently the fastest growing industries. Wherever there are people, there are jobs in community services and health. Work is available across a diverse range of occupations and in a range of situations – such as in hospitals, in the community, assisting people in their own homes, in local government or not-for-profit community and welfare organisations. The workforce is characterised by both paid and unpaid work.

The community services and health industries are currently experiencing workforce shortages. The continuing and increasing demand for workers is challenging current approaches to workforce development. With many services spanning both industries, there is a call to promote cross-industry skilling, flexible career pathways and cooperation to ensure quality client care and seamless service.

The community services and health industries assist and support individuals, families and communities in need, contributing to their wellbeing and quality of life. Community services and health work reflects a complex interrelationship of duty of care, ethical practice, personal values and service delivery standards. Workers in community services and health are required to work successfully with cultural diversity, to develop strategies to empower individuals and groups and to respect the rights and dignity of clients and colleagues.
Vocational education and training plays a pivotal role in positioning the community services and health workforces to be ready for the challenges ahead. Community services workers face increasingly complex social and welfare environments, while technological change in health requires workers to be able to develop and maintain skill levels to keep pace.\(^1\)

### 1.3.3 HSC VET courses

This Framework specifies the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. It also defines how units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

The Human Services Curriculum Framework contains the following courses:
- Human Services (360 indicative hours)
- Human Services (240 indicative hours)
- Aged Care Specialisation Study (60 indicative hours).

The maximum number of Preliminary and/or HSC units available from this Framework is seven units. That is, courses can total up to 420 indicative hours.

Students can undertake either the Human Services (360 indicative hours) course or the Human Services (240 indicative hours) course. In addition students undertaking the Human Services (360 indicative hours) course with an enrolment in Certificate III in Aged Care can access the Aged Care Specialisation Study (60 indicative hours) course if required.

HSC VET courses and units of competency in the Human Services Curriculum Framework are detailed in Section 2 of this Syllabus.

Work placement is a mandatory HSC requirement for all courses in industry curriculum frameworks. Further details are available in Section 4 of this Syllabus.

The HSC outcomes and content for this industry curriculum framework are defined in the units of competency and focus areas. Each focus area contains the HSC Content which prescribes the scope of learning for the HSC. This is drawn from the common aspects of the associated units of competency. Refer to Section 3 of this Syllabus.

Industry curriculum frameworks include an optional HSC examination which eligible students may elect to undertake. For the Human Services Curriculum Framework, students who have met the requirements of the 360 or 240 indicative hours course are eligible to sit the examination. Students who choose to sit the HSC examination can have the results of the examination count towards their Australian Tertiary Admission Rank (ATAR). Refer to Section 5 of this Syllabus.

### 1.3.4 AQF VET qualification and HSC course completion requirements

AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

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Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency and HSC Content with diligence and sustained effort, and fulfil work placement requirements. Refer to Section 6.1 in this Syllabus.

It is important to note that the rules and structure of HSC VET courses are not identical to the qualification packaging rules. RTOs need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

Students may be eligible for the AQF VET qualification as a result of meeting the requirements of the packaging rules for that qualification prior to completing all HSC VET course requirements.

Sections 2.4–2.7 in this Syllabus outline course requirements within the Human Services Curriculum Framework.


1.3.5 Access by students in Stage 5 (Years 9 and 10)

In certain circumstances students in Years 9 and 10 may access Stage 6 VET course(s) while also completing the requirements for the award of the School Certificate. Further information is available on the Board of Studies website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.

For further advice contact your school system and/or RTO.

1.3.6 School-based trainees

The Human Services Curriculum Framework includes provision for school-based trainees to gain unit credit towards the HSC for the school-based formal training component of their traineeship. Refer to Section 2 of this Syllabus for a list of the AQF VET qualifications available from each HSC VET course within the Framework.

Students may elect to complete the Board Endorsed Stage 6 Industry-based Learning Course enabling them to gain HSC credit for the on-the-job training component of the school-based traineeship. The course description and support materials are available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html.

Further information on requirements and arrangements for school-based traineeships in the community services and/or health industries are available from:

- school systems
- the Department of Education and Training State Training Services Regional Offices
- the apprenticeships and traineeships website (www.training.nsw.gov.au/individuals/apprenticeships_traineeships/)
- the Department of Education and Training Vocational Education in Schools school-based apprenticeships and traineeships in NSW (www.sbatinnsw.info)
1.3.7  **Documentation associated with industry curriculum frameworks**

Schools and colleges offering HSC Human Services Curriculum Framework courses must follow the Human Services Curriculum Framework Stage 6 Syllabus and take into account the information provided in the associated documentation.

Industry curriculum framework documentation includes:
- the syllabus
- associated documents
- support materials.

The range of documentation available for the Human Services Curriculum Framework is shown on the following page.

All documentation is available on the Board’s website at [www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html).
### Syllabus

**Human Services Stage 6 Syllabus**

- course structures
- work placement requirements
- examinable outcomes and content
- HSC Content (focus areas)

### Associated documents

<table>
<thead>
<tr>
<th>Human Services – Certificate III in Aged Care</th>
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</thead>
<tbody>
<tr>
<td>Human Services – Certificate III in Allied Health Assistance</td>
</tr>
<tr>
<td>Human Services – Certificate III in Health Services Assistance</td>
</tr>
</tbody>
</table>

**Work placement in Human Services**

- industry-specific information
- principles of work placement

**Employability skills in Human Services**

**Assessment and Reporting in Human Services**

- assessment in Stage 6
- reporting achievement in the HSC
- competency-based assessment
- Training Package requirements
- HSC examination
- estimated examination mark
- HSC examination specifications

**HSC examination achievement standards**

- performance band descriptions
- standards package

### Support materials

- Syllabus modification history
- HSC Content mind maps
- HSC VET course information sheets for HSC subject selection
- Summary description of units of competency in the Framework

**Samples and templates**

For example:

- scope and sequence
- teaching program
- assessment ideas
- course planning

**Support document for students with special education needs**

**HSC examination materials**

- specimen HSC examination paper/questions
- past HSC examination papers
- notes from the marking centre
2 Course Structures

The Human Services Curriculum Framework contains the following courses:

- Human Services (360 indicative hours) – see Section 2.4 of this Syllabus
- Human Services (240 indicative hours) – see Section 2.5 of this Syllabus
- Aged Care Specialisation Study (60 indicative hours) – see Section 2.6 of this Syllabus.

2.1 Units of competency

Units of competency available in the Human Services Curriculum Framework are listed in Section 2.7 of this Syllabus.

Mandatory units of competency are those that all students must attempt in their study of the HSC VET course.

Core units of competency are those required by the Community Services and/or Health Training Packages for a student to be eligible for an AQF VET qualification.

2.1.1 Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

Tables 1 and 2 in Section 2.7 of this Syllabus list the indicative hours assigned to each unit of competency included in the Human Services Curriculum Framework for the purpose of unit credit towards the HSC.

2.1.2 The selection of units of competency

Units of competency should be selected within course structures to maximise students’ eligibility for AQF VET qualifications and an occupational outcome.

Qualification packaging rules for the AQF VET qualifications available through the Human Services Curriculum Framework (reproduced directly from the Training Packages), as well as
tables detailing the status of each unit of competency in the Framework in relation to the qualifications available, are provided in the Human Services – Certificate III in Aged Care, Human Services – Certificate III in Allied Health Assistance and Human Services – Certificate III in Health Services Assistance documents (www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html). This information should be consulted when selecting elective units of competency.

An integrated or holistic approach to course delivery and assessment should be adopted. An example of an integrated approach to programming and assessment ideas that may be used to support the delivery of Human Services courses are contained in support materials for this Framework (www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html).

2.2 Recognition of Prior Learning (RPL) and credit transfer

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student’s achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards their HSC VET courses and AQF VET qualifications.

RPL is an assessment process that assesses the individual student’s non-formal and informal learning to determine the extent to which that individual has achieved the competency standards. Where the outcomes of this process indicate that the student is competent, structured training is not required.

Credit transfer is a process that provides credit for a unit of competency previously achieved. Students should be given recognition for units of competency already held. Structured training or assessment for these units is not required.

The RPL requirements of the AQTF and the Board of Studies must be met.

2.2.1 RPL and credit transfer within VET courses

Students undertaking HSC courses within the Human Services Curriculum Framework may already hold units of competency or have current knowledge, skills and experience relevant to the units of competency within the courses.

Students can be granted credit (RPL or credit transfer) for:
• units of competency within AQF VET qualifications
• HSC VET course outcomes and content as defined by the indicative hour requirements of HSC VET courses
• mandatory work placement requirements.

Further information about the arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.
2.3 Course delivery

HSC VET courses can only be delivered by a Registered Training Organisation (RTO).

RTOs offering training programs that deliver HSC Human Services courses must address the scope of learning for the HSC outlined in each focus area (HSC Content) (Section 3 of this Syllabus) and the following for each unit of competency:
• the elements of competency
• the performance criteria
• the range statement
• the required skills and knowledge
• all aspects of the evidence guide.

The units of competency that can be delivered and assessed are determined by the scope of the registration of each RTO. Teachers and trainers should check their accreditation and their RTO’s scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School or college principals should seek documentary evidence of the scope of any external RTO delivering an HSC VET course. Scope of registration can be checked on the National Training Information Services (NTIS) website (www.ntis.gov.au).

It is the responsibility of the RTO to determine the resources required for course delivery, and the AQF VET qualifications that must be held by teachers and trainers delivering and assessing courses within the Human Services Curriculum Framework on behalf of the RTO.

Information about the delivery of VET courses for the HSC by RTOs other than schools and colleges as part of school system RTOs or TAFE NSW colleges are contained in the Board of Studies Assessment, Certification and Examination (ACE) Manual. Non-government schools also need to refer to the Registered and Accredited Individual Non-government Schools (NSW) Manual or Registration Systems and Member Non-government Schools (NSW) Manual available on the Board’s website (www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals).
Human Services Curriculum Framework Stage 6 Syllabus

2.4 Human Services (360 indicative hours)

Purpose
The purpose of this course is to provide students with the opportunity to gain Certificate III in Aged Care, Allied Health Assistance or Health Services Assistance. Students develop knowledge and skills to enable them to commence a career in the community services and/or health industry.

360 indicative hour courses are accredited for a total of six units at the Preliminary and/or HSC level.

Course structure
This course comprises seven mandatory units of competency and an elective pool with a range of units of competency (see Section 2.7 of this Syllabus, Tables 1 and 2).

Qualification packaging rules for each qualification available through the Human Services Curriculum Framework (reproduced directly from the Training Packages), as well as tables detailing the status of each unit of competency in the Framework in relation to the qualifications available, are provided in the Human Services – Certificate III in Aged Care, Certificate III in Allied Health Assistance and Certificate III in Health Services Assistance documents.

This information should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome sought, local industry requirements and the characteristics of the qualification outcome.

Course requirements – Human Services (360 indicative hours)

Students must attempt:

SEVEN mandatory units of competency
(Section 2.7, Table 1)

HSC Content (focus areas)
- Health and wellbeing
- Industry context
- Safety
- Work
(Section 3)

AND
a selection of units of competency from the elective pool to bring course total to a minimum of 360 HSC indicative hours
(Section 2.7, Table 2)

Students must complete a minimum of 105 hours of mandatory work placement
(Section 4)
An external written Higher School Certificate examination will be conducted for the 360-hour and 240-hour courses. In the year they will complete the 360-hour course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 5.2 and 5.3 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.

AQF VET qualifications
To receive AQF VET qualifications, students must meet the assessment requirements of the Community Services Training Package (CHC08) and/or Health Training Package (HLT07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes for the Human Services (360 indicative hours) course are:

- Statement of Attainment towards Certificate III in Aged Care (CHC30208)
- Certificate III in Aged Care (CHC30208)
- Certificate III in Allied Health Assistance (HLT32407)
- Certificate III in Health Services Assistance (HLT32507).

Details of the qualification packaging rules are in the Human Services – Certificate III in Aged Care, Certificate III in Allied Health Assistance and Certificate III in Health Services Assistance documents.

Further information on assessment is in Section 5 of this Syllabus and in the document Assessment and Reporting in Human Services Stage 6.
2.5 Human Services (240 indicative hours)

Purpose
The purpose of this course is to provide students with a pathway to University Developed Board Endorsed courses in Nursing or Allied Health. Students can gain skills in safe work practices, infection control, communication, client care, service delivery, duty of care, ethical practice and problem solving. Skills gained in this industry transfer to other industries. Students will have the opportunity to obtain a nationally recognised Statement of Attainment in the community services and/or health industries.

240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level.

Course structure
This course comprises seven mandatory units of competency and an elective pool with a range of units of competency (see Section 2.7 of this Syllabus, Tables 1 and 2).

Qualification packaging rules for each qualification available through the Human Services Curriculum Framework (reproduced directly from the Training Packages), as well as tables detailing the status of each unit of competency in the Framework in relation to the qualifications available, are provided in the Human Services – Certificate III in Aged Care, Certificate III in Allied Health Assistance and Certificate III in Health Services Assistance documents.

This information should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome sought, local industry requirements and the characteristics of the qualification outcome.

Course requirements – Human Services (240 indicative hours)

<table>
<thead>
<tr>
<th>Students must attempt:</th>
</tr>
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<tbody>
<tr>
<td>SEVEN mandatory units of competency</td>
</tr>
<tr>
<td>(Section 2.7, Table 1)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Content (focus areas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Health and wellbeing</td>
</tr>
<tr>
<td>• Industry context</td>
</tr>
<tr>
<td>• Safety</td>
</tr>
<tr>
<td>• Work</td>
</tr>
<tr>
<td>(Section 3)</td>
</tr>
</tbody>
</table>

AND

<table>
<thead>
<tr>
<th>a selection of units of competency from the elective pool to bring course total to a minimum of 240 HSC indicative hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Section 2.7, Table 2)</td>
</tr>
</tbody>
</table>

Students must complete a minimum of 70 hours of mandatory work placement

(Section 4)
An external written Higher School Certificate examination will be conducted for the 240-hour and 360-hour courses. In the year they will complete the 240-hour course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 5.2 and 5.3 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.

**AQF VET qualifications**

To receive AQF VET qualifications, students must meet the assessment requirements of the *Community Services Training Package (CHC08)* and/or *Health Training Package (HLT07)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes for Human Services (240 indicative hours) course are:

- Statement of Attainment towards Certificate III in Aged Care (CHC30208)
- Statement of Attainment towards Certificate III in Allied Health Assistance (HLT32407)
- Statement of Attainment towards Certificate III in Health Services Assistance (HLT32507).

Details of the qualification packaging rules are in the *Human Services – Certificate III in Aged Care, Certificate III in Allied Health Assistance* and *Certificate III in Health Services Assistance* documents.

Further information on assessment is in Section 5 of this Syllabus and in the document *Assessment and Reporting in Human Services Stage 6*. 
2.6 Aged Care Specialisation Study (60 indicative hours)

Purpose
The purpose of this course is to provide students with the opportunity to gain Certificate III in Aged Care. Students will develop knowledge and skills to enable them to commence a career in the community services and/or health industry.

The Aged Care Specialisation Study is accredited for one unit at the Preliminary or HSC level.

Course eligibility
The Aged Care Specialisation Study is only available to students who are:
- currently entered in, or have completed, the Human Services (360 indicative hours) course
- with an enrolment in Certificate III in Aged Care.

Course structure
The Aged Care Specialisation Study consists of units of competency drawn from the Human Services elective pool (see Section 2.7 of this Syllabus, Table 2).

Qualification packaging rules for Certificate III in Aged Care (reproduced directly from the Training Package), as well as a table detailing the status of each unit of competency in the Framework in relation to this qualification, is provided in the document Human Services – Certificate III in Aged Care.

This information should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome sought, local industry requirements and the characteristics of the qualification outcome.

Course requirements – Aged Care Specialisation Study (60 indicative hours)

Students must attempt a minimum of 
60 HSC indicative hours
of units of competency from the
Human Services elective pool
(Section 2.7, Table 2)

The mandatory work placement requirement is met through the minimum 105 hours of work placement in the Human Services (360 indicative hours) course
(Section 4)
AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Community Services Training Package (CHC08). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcome for the Aged Care Specialisation Study (60 indicative hours) course is:

- Certificate III in Aged Care (CHC30208).

Details of the qualification packaging rules are in the Human Services – Certificate III in Aged Care document.

Further information on assessment is in Section 5 of this Syllabus and in the document Assessment and Reporting in Human Services Stage 6.
## 2.7 Human Services units of competency

Details of units of competency listed in Tables 1 and 2 are available in the *Community Services Training Package (CHC08)* and/or *Health Training Package (HLT07)* at [www.ntis.gov.au](http://www.ntis.gov.au).

### Table 1 Mandatory units of competency

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite(s)</th>
<th>HSC indicative hours of credit</th>
<th>Cert III Aged Care</th>
<th>Cert III Allied Health Assistance</th>
<th>Cert III Health Services Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCICS303A</td>
<td>Support individual health and emotional well being</td>
<td>nil</td>
<td>35</td>
<td>C</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>HLTAP301A</td>
<td>Recognise healthy body systems in a health care context</td>
<td>nil</td>
<td>30</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
<td>nil</td>
<td>20</td>
<td>listed E</td>
<td>E</td>
<td>listed E</td>
</tr>
<tr>
<td>HLTHIR403B</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>nil</td>
<td>20</td>
<td>listed E</td>
<td>listed E</td>
<td>listed E</td>
</tr>
<tr>
<td>HLTIN301B</td>
<td>Comply with infection control policies and procedures</td>
<td>nil</td>
<td>25</td>
<td>listed E</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

**Plus ONE of the following units of competency:**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite(s)</th>
<th>HSC indicative hours of credit</th>
<th>Cert III Aged Care</th>
<th>Cert III Allied Health Assistance</th>
<th>Cert III Health Services Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCOHS312A</td>
<td>Follow safety procedures for direct care work</td>
<td>nil</td>
<td>25</td>
<td>C</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>HLTOHS200A</td>
<td>Participate in OHS processes</td>
<td>nil</td>
<td>20</td>
<td>–</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

**Plus ONE of the following units of competency:**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite(s)</th>
<th>HSC indicative hours of credit</th>
<th>Cert III Aged Care</th>
<th>Cert III Allied Health Assistance</th>
<th>Cert III Health Services Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS411A</td>
<td>Work effectively in the community sector</td>
<td>nil</td>
<td>45</td>
<td>C</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>HLTHIR301A</td>
<td>Communicate and work effectively in health</td>
<td>nil</td>
<td>30</td>
<td>–</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

* See associated documents, *Human Services – Certificate III in Aged Care, Allied Health Assistance* or *Health Services Assistance*, for qualification packaging rules.

* If undertaking Certificate III in Aged Care, the unit of competency is HLTIN301A *Comply with infection control policies and procedures in health work*. The difference between the two versions of the unit of competency is in the unit title only.
Details of units of competency listed in Table 2 are available in the *Community Services Training Package* (CHC08) and/or *Health Training Package* (HLT07) at [www.ntis.gov.au](http://www.ntis.gov.au).

### Table 2  Elective pool

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite(s)</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFLM303B (BSB01 version) or BSBFLM303C (BSB07 version)</td>
<td>Contribute to effective workplace relationships</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>BSBMCN305A (BSB01 version) or BSBINM301A (BSB07 version)</td>
<td>Organise workplace information</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>BSBMED201A (BSB01 version) or BSBMED301B (BSB07 version)</td>
<td>Use basic medical terminology</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBMED201B (BSB07 version)</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>nil</td>
<td>15</td>
</tr>
<tr>
<td>CHCAC316B</td>
<td>Provide food services</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCAC317A</td>
<td>Support older people to maintain their independence</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCAC318A</td>
<td>Work effectively with older people</td>
<td>nil</td>
<td>40</td>
</tr>
<tr>
<td>CHCAC319A</td>
<td>Provide support to people living with dementia</td>
<td>nil</td>
<td>30</td>
</tr>
<tr>
<td>CHCAC417A</td>
<td>Implement interventions with older people at risk of falls</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCAD401D</td>
<td>Advocate for clients</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCADMIN302C</td>
<td>Provide administrative support</td>
<td>nil</td>
<td>15</td>
</tr>
<tr>
<td>CHCCOM302C</td>
<td>Communicate appropriately with clients and colleagues</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCCS305A</td>
<td>Assist clients with medication (^1)</td>
<td>HLTAP301A</td>
<td>45</td>
</tr>
<tr>
<td>CHCCS400A</td>
<td>Work within a relevant legal and ethical framework</td>
<td>nil</td>
<td>30</td>
</tr>
</tbody>
</table>

\(^1\) Assessment of this unit of competency includes observation of workplace performance (see the *Evidence Guide* for this unit of competency). In their planning, schools or colleges and RTOs should ensure that sufficient work placement time is scheduled for the development of competence and collection of evidence.
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite(s)</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS301A</td>
<td>Work effectively with people with a disability</td>
<td>nil</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIS302A</td>
<td>Maintain an environment to empower people with disabilities</td>
<td>nil</td>
<td>30</td>
</tr>
<tr>
<td>CHCDIS313A</td>
<td>Support people with disabilities who are ageing</td>
<td>nil</td>
<td>30</td>
</tr>
<tr>
<td>CHCDIS322A</td>
<td>Support community participation and inclusion</td>
<td>nil</td>
<td>35</td>
</tr>
<tr>
<td>CHCDIS323A</td>
<td>Contribute to skill development and maintenance</td>
<td>nil</td>
<td>35</td>
</tr>
<tr>
<td>CHCGROUP302D</td>
<td>Support group activities</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCICS301A</td>
<td>Provide support to meet personal care needs §</td>
<td>nil</td>
<td>35</td>
</tr>
<tr>
<td>CHCICS302A</td>
<td>Participate in the implementation of individualised plans</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>CHCICS306A</td>
<td>Provide basic foot skin and nail care</td>
<td>nil</td>
<td>15</td>
</tr>
<tr>
<td>CHCINF408C</td>
<td>Comply with information requirements of the aged care and community care sectors</td>
<td>nil</td>
<td>30</td>
</tr>
<tr>
<td>CHCLD315A</td>
<td>Recognise stages of lifespan development</td>
<td>nil</td>
<td>30</td>
</tr>
<tr>
<td>CHCORG322B</td>
<td>Contribute to implementation of service delivery strategy</td>
<td>nil</td>
<td>10</td>
</tr>
<tr>
<td>CHCPA301B</td>
<td>Deliver care services using a palliative approach</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>HLTAH301A</td>
<td>Assist with an allied health program §</td>
<td>nil</td>
<td>30</td>
</tr>
<tr>
<td>HLTAH402A</td>
<td>Assist with physiotherapy treatments and interventions §</td>
<td>HLTAP301A HLTCS305B HLTAH301A</td>
<td>20</td>
</tr>
<tr>
<td>HLTAH407A</td>
<td>Assist with the rehabilitation of clients §</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>HLTAH410A</td>
<td>Support the development of speech and communication skills §</td>
<td>HLTAH301A</td>
<td>20</td>
</tr>
<tr>
<td>HLTAIN301A</td>
<td>Assist nursing team in an acute care environment §</td>
<td>HLTAP301A HLTFA301B</td>
<td>40</td>
</tr>
<tr>
<td>HLTAIN302A</td>
<td>Provide support in an acute care environment §</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>HLTAP401A</td>
<td>Confirm physical health status</td>
<td>co-assessment required relevant to service delivery</td>
<td>40</td>
</tr>
</tbody>
</table>

§ Assessment of this unit of competency includes observation of workplace performance (see the Evidence Guide for this unit of competency). In their planning, schools or colleges and RTOs should ensure that sufficient work placement time is scheduled for the development of competence and collection of evidence.
### Table 2 cont/d

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite(s)</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTCSD201B</td>
<td>Maintain high standard of client service</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>HLTCSD203B</td>
<td>Prepare and maintain beds</td>
<td>nil</td>
<td>10</td>
</tr>
<tr>
<td>HLTCSD208B</td>
<td>Transport clients</td>
<td>nil</td>
<td>10</td>
</tr>
<tr>
<td>HLTCSD304B</td>
<td>Support the care of clients</td>
<td>nil</td>
<td>15</td>
</tr>
<tr>
<td>HLTCSD305B</td>
<td>Assist with client movement</td>
<td>nil</td>
<td>15</td>
</tr>
<tr>
<td>HLTCSD306B</td>
<td>Respond effectively to difficult or challenging behaviour</td>
<td>nil</td>
<td>15</td>
</tr>
<tr>
<td>HLTFA402B</td>
<td>Apply advanced first aid</td>
<td>HLTFA301B</td>
<td>15</td>
</tr>
<tr>
<td>HLTHER404C</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>HLTMS206B</td>
<td>Perform general cleaning tasks in a clinical setting</td>
<td>nil</td>
<td>10</td>
</tr>
<tr>
<td>HLTMS208B</td>
<td>Handle waste in a health care environment</td>
<td>nil</td>
<td>10</td>
</tr>
<tr>
<td>HLTNA302B</td>
<td>Plan and evaluate meals and menus to meet recommended dietary guidelines</td>
<td>nil</td>
<td>20</td>
</tr>
<tr>
<td>HLTTH301B</td>
<td>Provide theatre support services</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>HLTTH302B</td>
<td>Provide equipment support in an acute care environment</td>
<td>nil</td>
<td>25</td>
</tr>
<tr>
<td>HLTTH303B</td>
<td>Identify and move to maintain a sterile field</td>
<td>HLTIN301B</td>
<td>25</td>
</tr>
<tr>
<td>HLTTH405B</td>
<td>Assist with preparation of clients for operative procedures</td>
<td>HLTAP401A</td>
<td>25</td>
</tr>
</tbody>
</table>
3 Outcomes and Content

3.1 Units of competency

Courses for this industry curriculum framework are based on units of competency from the Community Services Training Package (CHC08) and Health Training Package (HLT07). These are listed in Tables 1 and 2 of this Syllabus.

3.2 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the common aspects of the associated units of competency.

The Human Services Curriculum Framework focus areas are:

• Health and wellbeing
• Industry context
• Safety
• Work.

These must be addressed by all students undertaking courses from the Human Services Curriculum Framework.

The HSC examination in Human Services is based on the HSC Content and employability skills for the Certificate III qualifications in this Framework (refer to Sections 5.2 and 5.3 of this Syllabus).

The following table outlines the associated units of competency for each focus area.

Table 3 Focus areas and associated units of competency

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and wellbeing</td>
<td>CHCICS303A</td>
<td>Support individual health and emotional well being</td>
</tr>
<tr>
<td></td>
<td>HLTAP301A</td>
<td>Recognise healthy body systems in a health care context</td>
</tr>
<tr>
<td>Industry context</td>
<td>CHCCS411A or HLTIR301A</td>
<td>Work effectively in the community sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate and work effectively in health</td>
</tr>
<tr>
<td>Safety</td>
<td>HLTFA301B and HLTIN301B</td>
<td>Apply first aid</td>
</tr>
<tr>
<td></td>
<td>and CHCOHS312A or HLTIR301A</td>
<td>Comply with infection control policies and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow safety procedures for direct care work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>Work</td>
<td>HLTHIR403B and CHCCS411A</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
</tr>
<tr>
<td></td>
<td>or HLTIR301A</td>
<td>Work effectively in the community sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate and work effectively in health</td>
</tr>
</tbody>
</table>

* If undertaking Certificate III in Aged Care, the unit of competency is HLTIN301A Comply with infection control policies and procedures in health work. The difference between the two versions of the unit of competency is in the unit title only.
3.3 Health and wellbeing

3.3.1 Outcomes

The student:

- explains the fundamental principles of maintaining a health body and mind
- analyses the contribution of social, emotional, psychological, cultural, spiritual and sexual needs to good health and wellbeing
- considers social, emotional, psychological, cultural, spiritual and sexual needs in the provision of client care and/or service
- describes anatomy and physiology required to recognise structure of the healthy human body
- understands relationships between body systems required to support healthy functioning
- communicates using precise industry terminology appropriate to the audience and situation.

3.3.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- CHCICS303A Support individual health and emotional well being
- HLTAP301A Recognise healthy body systems in a health care context

Details of both units of competency are available in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au.

The unit descriptor and elements for both of these units of competency are provided below.

CHCICS303A Support individual health and emotional well being

Descriptor

This unit of competency describes the knowledge and skills required by the worker to support a client’s health and emotional well being.

Elements

1. Support the client to engage with a relevant social network and the wider community
2. Support the client’s health
3. Support the person’s emotional and psychological well being
4. Recognise and accommodate a client’s cultural and spiritual preferences
5. Support client to create an environment suitable to needs and preferences
6. Recognise and accommodate the client’s expressions of identity and sexuality
7. Complete documentation.

HLTAP301A Recognise healthy body systems in a health care context

Descriptor

This unit of competency describes the basic knowledge of anatomy and physiology required to recognise body systems and their components and to identify and refer alterations associated with the functioning of the human body in the context of health care work.

Elements

1. Apply knowledge of the basic structure of the healthy human body
2. Apply basic knowledge of factors that support health functioning of the body.
3.3.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- problem solving
- learning.

Details of the employability skills for the Certificate III qualification pathways in this Framework are contained in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au. They are also available in the Employability Skills in Human Services, Human Services – Certificate III in Aged Care, Human Services – Certificate III in Allied Health Assistance and Human Services – Certificate III in Health Services Assistance documents.

3.3.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>healthy body and mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>• define health and wellbeing</td>
</tr>
<tr>
<td>• acknowledge the importance of maintaining good health</td>
</tr>
<tr>
<td>• indicators of:</td>
</tr>
<tr>
<td>– good health and wellbeing</td>
</tr>
<tr>
<td>– poor health and wellbeing</td>
</tr>
<tr>
<td>– pain</td>
</tr>
<tr>
<td>– neglect and abuse</td>
</tr>
<tr>
<td>• examine a range of factors that can impact on health and wellbeing</td>
</tr>
<tr>
<td>• how health and wellbeing changes over time and how an individual’s circumstances affect their health</td>
</tr>
<tr>
<td>• basic requirements for good health:</td>
</tr>
<tr>
<td>– diet</td>
</tr>
<tr>
<td>– exercise</td>
</tr>
<tr>
<td>– lifestyle</td>
</tr>
<tr>
<td>– hygiene</td>
</tr>
<tr>
<td>– oral health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>major body systems and associated components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• define anatomy and physiology</td>
</tr>
<tr>
<td>• outline basic anatomy and physiology:</td>
</tr>
<tr>
<td>– cells</td>
</tr>
<tr>
<td>– tissues</td>
</tr>
<tr>
<td>– organs</td>
</tr>
<tr>
<td>– systems</td>
</tr>
</tbody>
</table>
major body systems and associated components cont/d

- location, structure and function(s) of the major body systems and associated components:
  - cardiovascular
  - respiratory
  - musculo-skeletal
  - endocrine
  - nervous
  - digestive
  - urinary
  - reproductive
  - integumentary
  - lymphatic
  - the special senses – smell, taste, vision, equilibrium and hearing
  - cells, tissues and organs

- interrelationship between the major body systems and associated components

- demonstrate the use of basic anatomical terms

- common health problems associated with each body system and appropriate care interventions

terminology

- demonstrate the correct use of industry terminology:
  - in a range of oral and written communication
  - across routine tasks
  - appropriate for the audience:
    - client/patient
    - family/community
    - colleague
    - other professionals

- medical terminology:
  - a range of contexts:
    - body systems
    - medical conditions and diseases
    - equipment and instruments
    - investigations and procedures
    - medications
    - referrals
  - fundamental word structure:
    - common prefixes
    - word roots
    - suffixes
    - combining forms
  - accepted abbreviations for terms and processes

- identify and access internal and external sources of information regarding terminology

- apply organisational policy and protocols and regulatory requirements in relation to use of terminology when recording and reporting
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needs and preferences

- difference between:
  - needs and preferences
  - primary and secondary needs

- types of needs and their interrelationship:
  - physical
  - emotional
  - psychological
  - spiritual
  - cultural
  - sexual
  - social

- demonstrate a basic understanding of needs across the lifespan

- identify types of support services available to help meet the needs of clients and assess the degree of access and availability for different clients

- importance of identifying client needs and preferences in the planning and delivery of care and use of relevant support services

- investigate at least two support services regularly accessed by a particular sector/department of the community services/health industry in the provision of client care and/or service

emotional and psychological needs

- emotional concerns and issues across the lifespan

- discuss how an individual’s perception of health might affect their behaviour

- concepts of powerlessness and empowerment and their significance in a community services/health setting

- notions of self-concept and self-esteem and how they influence client confidence and health

- relationship between emotional and psychological wellbeing and physical health

- how emotional and psychological needs of clients are identified and strategies to address these needs

epressions of spirituality and culture

- meaning of spirituality and culture

- effects of spirituality and culture on care delivery

- how care delivery can be modified to accommodate variations in spiritual and cultural needs, preferences and expression

- identify resources available to support and meet the spiritual and cultural needs of clients
### Sexuality and Sexual Expression

- Meaning of personal identity and sexuality
- Myths and stereotypes related to sexuality across the lifespan
- Influences of cultural and individual differences on sexual expression
- Issues that arise in residential settings regarding the expression of sexuality
- Debate the varying perceptions of appropriate and inappropriate behaviour
- Strategies for the management of inappropriate behaviour in relation to sexuality and sexual expression

### Social Strategies

- Principle of community inclusion
- Concept of ageing in place and how it can be achieved and managed
- Role of advocacy in the community services/health industry:
  - Self-advocacy
  - Health professional on behalf of client
  - Advocacy agencies
- Importance of identifying networks for clients:
  - Existing
  - New
- Importance of recreation and leisure activities to client health and wellbeing
- Contribution of social strategies in the promotion of client health and wellbeing
3.4 Industry context

3.4.1 Outcomes

The student:
• investigates the nature of the industry
• explains working within the legal and ethical framework of community services/health work and service delivery
• demonstrates an understanding of working in the industry to ensure quality client care and/or service delivery.

3.4.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
• CHCCS411A Work effectively in the community sector
  or
• HLTHIR301A Communicate and work effectively in health.

Details of these units of competency are available in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au.

The unit descriptor and elements for both of these units of competency are provided below.

CHCCS411A Work effectively in the community sector
Descriptor
This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements.

Elements
1. Work ethically
2. Communicate effectively in a community work or service delivery setting
3. Work effectively within the community services system
4. Demonstrate commitment to relevant values and philosophy underpinning work in the sector
5. Maintain work standards
6. Take responsibility for personal skill development
7. Reflect on own practice.

HLTHIR301A Communicate and work effectively in health
Descriptor
This unit of competency describes the skills and knowledge required to work effectively in a health setting with clients, staff, visitors, suppliers and others to meet established work requirements.

Elements
1. Work ethically
2. Communicate effectively in a health setting
3. Practise high standards of personal hygiene
4. Promote a positive approach to health
5. Maintain professional work standards
6. Work effectively within the health care system
7. Take responsibility for personal skill development.
3.4.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- problem solving
- planning and organising
- learning.

Details of the employability skills for the Certificate III qualification pathways in this Framework are contained in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au. They are also available in the Employability Skills in Human Services, Human Services – Certificate III in Aged Care, Human Services – Certificate III in Allied Health Assistance and Human Services – Certificate III in Health Services Assistance documents.

3.4.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>sources of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>- sources of information in the community services/health industry that can be used when gathering current industry information:</td>
</tr>
<tr>
<td>- industry bodies</td>
</tr>
<tr>
<td>- professional associations</td>
</tr>
<tr>
<td>- unions</td>
</tr>
<tr>
<td>- journals</td>
</tr>
<tr>
<td>- internet</td>
</tr>
<tr>
<td>- networks</td>
</tr>
<tr>
<td>- access and use of a range of sources containing information relating to work responsibilities:</td>
</tr>
<tr>
<td>- job description</td>
</tr>
<tr>
<td>- role/duty statement</td>
</tr>
<tr>
<td>- workplace/organisation manuals</td>
</tr>
<tr>
<td>- manager/supervisor/team leader</td>
</tr>
<tr>
<td>- colleagues</td>
</tr>
<tr>
<td>- strategies for understanding and clarifying work instructions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nature of the industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>- interrelationship between the community services and health industries</td>
</tr>
<tr>
<td>- features of the community service and health industries that see them characterised as ‘service’ industries</td>
</tr>
<tr>
<td>- sectors/departments within the community services/health industry:</td>
</tr>
<tr>
<td>- primary role</td>
</tr>
<tr>
<td>- services provided</td>
</tr>
<tr>
<td>- occupational areas</td>
</tr>
<tr>
<td>- examples of organisations/businesses/agencies (if applicable)</td>
</tr>
</tbody>
</table>
### nature of the industry cont/d

- interrelationship between sectors/departments and effect on an individual’s work and client outcomes
- client-centred approach underpinning community services and health:
  - characteristics
  - why it is used
  - what it means for the client, the worker and the industry
- industry approaches to care and service delivery:
  - approaches including:
    - client-centred
    - multidisciplinary
    - community-focused
    - inter-agency
  - underpinning principles
  - how work is organised and undertaken
- strategies for establishing good care and quality service

### working in the industry

- difference between legal and ethical
- demonstrate a broad knowledge of the legal and ethical framework in community services/health work and service delivery
- compliance and what it means for the client, the worker and the industry
- values, principles and ethics that underpin the community services/health industry and the delivery of care:
  - industry wide
  - workplace/organisation specific
- current contemporary issues influencing community/health work and implications for provision of care and/or delivery of service
- work standards in the community services/health industry:
  - appreciate the value of work standards
  - general work standards expected
  - consequences of failure to comply with work standards
  - work standards for a specific job role
  - importance of seeking opportunities to improve work practices and client outcomes
- accreditation in the community services/health industry:
  - purpose of and requirements for accreditation
  - consequences of failure to comply with accreditation requirements
- models of care in the community services/health industry:
  - models currently implemented
  - how models of care determine how work is organised and undertaken
### working in the industry cont/d

- effect of change within the community services/health workplace on the client, the worker and the organisation

### employment

- career pathways across the community services and health industries and the knowledge and skills required for different job roles

- types of employment in the community services/health industry:
  - full-time
  - part-time
  - casual
  - contract
  - agency

- difference between an award, agreement and contract and how they apply to workers across the community services/health industry

- investigate the employment terms and conditions for a specific job role

- working knowledge and understanding of employee and employer rights and responsibilities in relation to employment and work

- equal employment opportunity (EEO):
  - principles
  - intent of EEO legislation
  - reciprocal rights and responsibilities of employers and employees
  - workplace/organisation policy and procedures relating to EEO

- primary role/function of a range of key industry bodies for both employers and employees:
  - employer and employee groups
  - professional associations
  - unions
  - training

- purpose and value of a code of conduct for the client, the worker and the industry

- industry currency:
  - importance of maintaining currency
  - individual and organisational strategies to maintain currency

### legal and ethical issues

- legal and ethical issues affecting the industry:
  - issues including:
    - duty of care
    - consent
    - privacy/confidentiality
    - access and equity
    - conflict of interest
### legal and ethical issues cont/d

- interrelationship of the legal and ethical aspects of these issues
- effect of these legal and ethical issues and resulting obligations for the client, the worker and the industry
- workplace policy and procedures related to these legal and ethical issues

#### legislative requirements:
- difference between an act, regulation, code of practice and law of torts
- purpose and intent of legislative requirements relating to a particular sector/department of the community services/health industry
- application of legislative requirements for a specific workplace and job role

#### what constitutes a breach of ethical and legal obligations and the potential ramifications of such a breach

### anti-discrimination

#### implications of bullying and harassment in the workplace:
- indirect
- direct
- types:
  - verbal
  - physical
  - psychological
  - sexual

#### anti-discrimination:
- principles
- intent of anti-discrimination legislation
- reciprocal rights and responsibilities of employers and employees
- workplace/organisation policy and procedures relating to anti-discrimination

#### strategies to eliminate bias and harassment in the workplace

#### consequences, including legal ramifications, of inappropriate workplace behaviour

#### recourse available to individuals in the event of inappropriate workplace behaviour
3.5 Safety

3.5.1 Outcomes

The student:
• explains safe work practices and procedures for the community services/health industry
• demonstrates an understanding of OHS compliance in the community services/health industry
• applies risk management in a community service/health workplace
• explains infection control strategies that limit contamination and prevent transmission of infection
• applies infection control policy and procedures to appropriate industry/workplace standard and for a specific job role
• applies first aid principles in response to emergency situations and in the management of injuries
• describes workplace policy and procedures that ensure the safety of the client/end-user and community services/health worker.

3.5.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
• HLTFA301B Apply first aid
• HLTIN301B Comply with infection control policies and procedures and
• CHCOHS312A Follow safety procedures for direct care work or
• HLTOHS200A Participate in OHS processes.

If undertaking Certificate III in Aged Care, the unit of competency is HLTIN301A Comply with infection control policies and procedures in health work. The difference between the two versions of the unit of competency is in the unit title only.

Details of these units of competency are available in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au.

The unit descriptor and elements for each of these units of competency is provided below.

HLTFA301B Apply first aid

Descriptor  This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance.

Elements  1. Assess the situation
2. Apply first aid procedures
3. Communicate details of the incident

HLTIN301B Comply with infection control policies and procedures

Descriptor  This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures.
All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation.

This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintaining personal protection and prevents the transmission of infections from person to person.

All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker.

**Elements**
1. Follow infection control guidelines
2. Identify and respond to infection risks
3. Maintain personal hygiene
4. Use personal protective equipment
5. Limit contamination
6. Handle, package, label, store, transport and dispose of clinical and other waste
7. Clean environmental surfaces.

**CHCOHS312A  Follow safety procedures for direct care work**

**Descriptor** This unit is specifically designed to cater for safety aspects of work involving delivery of services in aged care, home and community care and disability services.

The unit focuses on maintaining safety of the worker, the people being supported and other community members.

**Elements**
1. Identify sources of risk to personal safety, assess the level of risk and follow risk minimisation procedures
2. Identify manual handling hazards, assess related risk and follow risk minimisation procedures
3. Identify sources of infection and apply industry accepted practice to minimise risk of infection to themselves, clients and others
4. Identify other hazards and assess risk
5. Follow procedures and strategies for risk control
6. Contribute to OHS in the workplace.

**HLTOHS200A  Participate in OHS processes**

**Descriptor** This unit specifies the workplace performance required for an entry level employee to participate in OHS processes in the workplace, in order to ensure their own health and safety at work, as well as that of others in the workplace who may be affected by their actions.

**Elements**
1. Plan and prepare to work safely
2. Conduct work safely
3. Participate in OHS consultative activities
4. Follow emergency response procedures.
3.5.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- problem solving
- planning and organising
- learning.

Details of the employability skills for the Certificate III qualification pathways in this Framework are contained in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au. They are also available in the Employability Skills in Human Services, Human Services – Certificate III in Aged Care, Human Services – Certificate III in Allied Health Assistance and Human Services – Certificate III in Health Services Assistance documents.

3.5.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>occupational health and safety</th>
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<tr>
<td>• meaning of health and safety</td>
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<td>• implications of the cost of workplace injury:</td>
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<tr>
<td>– human</td>
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<tr>
<td>– social</td>
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<td>– economic</td>
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<td>– organisational</td>
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<tr>
<td>• primary role/function of key bodies involved in OHS</td>
</tr>
<tr>
<td>• identify internal and external sources of workplace OHS information</td>
</tr>
<tr>
<td>• importance of acting within level of authority in relation to OHS in the workplace:</td>
</tr>
<tr>
<td>– taking initiative</td>
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<tr>
<td>– problem-solving</td>
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<tr>
<td>– decision-making</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OHS compliance</th>
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<tbody>
<tr>
<td>• difference between an act, regulation, code of practice and industry/workplace standards</td>
</tr>
<tr>
<td>• OHS legislation and codes of practice and their application to the community services/health industry/workplace and a specific job role:</td>
</tr>
<tr>
<td>– OHS legislation:</td>
</tr>
<tr>
<td>▪ Occupational Health and Safety Act 2000 (NSW) and amendments</td>
</tr>
<tr>
<td>▪ Occupational Health and Safety Regulations 2001 (NSW) and amendments</td>
</tr>
<tr>
<td>– codes of practice:</td>
</tr>
<tr>
<td>▪ OHS Consultation</td>
</tr>
<tr>
<td>▪ Risk Assessment</td>
</tr>
<tr>
<td>▪ Manual Handling</td>
</tr>
</tbody>
</table>
### OHS compliance cont/d

- OHS rights and responsibilities of the employer and employees
- consequences of failure to observe OHS workplace policy and procedures and legislative requirements
- safety signs and symbols used in the community services/health industry and their use in the workplace:
  - legislative requirements
  - meaning of colour and shape
  - appropriate placement and positioning
- acknowledge that OHS is everyone’s responsibility in the workplace and the implications of this responsibility
- requirements (including election/formation) of an OHS committee or representative and their role and responsibilities in the workplace
- community services/health industry and workplace requirements for monitoring and reporting in relation to workplace safety
- describe how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons
- purpose and importance of monitoring and reporting

### Safe work practices and procedures

- safe work practices and procedures and their purposes, including:
  - selection, use and maintenance of personal protective equipment (PPE)
  - manual handling techniques:
    - when working individually, in pairs and with a team:
      - moving
      - lifting, carrying and placing items down
      - working with equipment
      - loading/unloading
      - bending and twisting
      - mechanical aids/lifting equipment and assistive devices
      - legal weight limits
  - housekeeping:
    - clean up procedures
    - waste disposal
    - consideration of OHS and the environment
- importance of safe work practices and procedures
- propose safe work practices and procedures for a specific workplace/organisation within the community services/health industry
risk management

- difference between a hazard and a risk
- risk management and its application in the workplace:
  - hazard identification:
    - potential hazards to self, colleagues, clients and visitors
    - range of hazards:
      - tools and equipment
      - biological
      - manual handling
      - materials
      - work processes and practices
      - work environment
      - human factors (self, client and others)
  - risk assessment
  - risk control:
    - eliminate the risk
    - minimise the risk:
      - substitution
      - modification
      - isolation
      - engineering control
    - other controls:
      - administrative
      - safe work practices
      - PPE
  - monitor and review

infection control

- concept of infection control and its importance
- describe:
  - basic microbiology:
    - bacteria and bacterial spores
    - fungi
    - viruses
  - infectious diseases:
    - types:
      - pathogens
      - opportunistic organisms
    - disease transmission:
      - sources
      - paths of transmission
      - risk of acquisition
    - susceptible hosts
    - contamination
- principles underlying infection control
infection control cont/d

• infection control strategies and their application in the community services/health workplace

• demonstrate an understanding of community services/health industry and workplace policy and procedures in relation to infection control:
  – risk management
  – minimise/limit contamination:
    ▪ cleaning and sterilisation
    ▪ clean and contaminated zones
  – work practices
  – waste management and disposal:
    ▪ types (clinical, related and general)
    ▪ regulatory requirements
  – precautions:
    ▪ standard
    ▪ additional
  – monitoring and reporting
  – requirements for immunisation:
    ▪ regulatory and industry
    ▪ workplace/organisation

• regulatory requirements and their application to the community services/health industry/workplace and a specific job role:
  – standards
  – guidelines

incidents, accidents and emergencies

• difference between an incident, accident and emergency

• a range of incidents, accidents and emergencies common to the community services/health industry

• distinguish between a manageable first aid situation and an emergency situation

• a range of potential injuries and their cause(s)

• strategies to reduce workplace accidents, injury or impairment

• procedures for responding to incidents, accidents and emergencies:
  – emergency situations
  – seeking assistance
  – emergency signals, alarms and exits:
    ▪ location
    ▪ use of
  – procedures to follow:
    ▪ notification
    ▪ workplace/organisation policy and procedures
    ▪ reporting
  – role of personnel in an emergency
incidents, accidents and emergencies cont/d

• principles of first aid:
  – established:
    ▪ chain of survival
    ▪ DRABCD:
      o danger
      o response
      o airways
      o breathing
      o CPR
      o defibrillator – automated external defibrillator (AED)
    ▪ Australian Resuscitation Council (ARC) guidelines
  – general:
    ▪ assessment
    ▪ management
    ▪ seek assistance
    ▪ access equipment/resources
    ▪ monitor
    ▪ reassure

• signs, symptoms and management of a range of injuries and conditions:
  – injuries:
    ▪ abdominal
    ▪ burns
    ▪ choking
    ▪ cold and crush
    ▪ eye and ear
    ▪ head, neck and spinal
    ▪ minor skin/wound care
    ▪ needle stick
    ▪ soft tissue
    ▪ bites and stings
    ▪ fractures
    ▪ bleeding
  – conditions:
    ▪ medical:
      o cardiovascular
      o epilepsy
      o diabetes
      o asthma and other respiratory conditions
      o allergies
      o stroke
      o seizures
    ▪ other:
      o altered/loss of consciousness
      o casualty with no signs of life
      o exposure to heat and cold
      o near drowning
      o substance misuse
incidents, accidents and emergencies cont/d

- poisoning
- shock
- stress

- apply the principles of first aid and management of injuries and conditions in response to first aid scenarios
- legal and social issues confronting the first aider
- responsibilities of a first aider
- apply organisational policy and protocols and regulatory requirements when recording and reporting in relation to first aid
3.6 Work

3.6.1 Outcomes

The student:
- examines the nature of working in the industry
- describes effective communication when working with others
- evaluates cultural diversity and its impact on the community services/health industry/ workplace and worker, as well as provision of client care and/or service
- applies culturally respectful work practices and effective strategies to address and eliminate discrimination in the workplace
- explores how conflict may be avoided or effectively managed by individuals and management in a range of situations common to community services/health work environments.

3.6.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- HLTHIR403B Work effectively with culturally diverse clients and co-workers and
- CHCCS411A Work effectively in the community sector or
- HLTHIR301A Communicate and work effectively in health.

Details of these units of competency are available in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au.

The unit descriptor and elements for each of these units of competency is provided below.

HLTHIR403B Work effectively with culturally diverse clients and co-workers

Descriptor
This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

Elements
1. Reflect cultural awareness in work practice
2. Accept cultural diversity as a basis for effective workplace and professional relationships
3. Communicate effectively with culturally diverse persons
4. Resolve cross-cultural misunderstandings.

CHCCS411A Work effectively in the community sector

Descriptor
This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements.

Elements
1. Work ethically
2. Communicate effectively in a community work or service delivery setting
3. Work effectively within the community services system
4. Demonstrate commitment to relevant values and philosophy underpinning work in the sector
5. Maintain work standards
6. Take responsibility for personal skill development
7. Reflect on own practice.

HLTHIR301A  Communicate and work effectively in health

Descriptor  This unit of competency describes the skills and knowledge required to work effectively in a health setting with clients, staff, visitors, suppliers and others to meet established work requirements.

Elements  1. Work ethically
2. Communicate effectively in a health setting
3. Practise high standards of personal hygiene
4. Promote a positive approach to health
5. Maintain professional work standards
6. Work effectively within the health care system
7. Take responsibility for personal skill development.

3.6.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• teamwork
• problem solving
• initiative and enterprise
• planning and organising
• self management
• learning
• technology.

Details of the employability skills for the Certificate III qualification pathways in this Framework are contained in the Community Services Training Package (CHC08) and/or Health Training Package (HLT07) at www.ntis.gov.au. They are also available in the Employability Skills in Human Services, Human Services – Certificate III in Aged Care, Human Services – Certificate III in Allied Health Assistance and Human Services – Certificate III in Health Services Assistance documents.
### 3.6.4 Scope of learning for the HSC

#### working with others

- importance of developing collegial relationships with others involved in the provision of care and delivery of service
- concept of worker/client partnership
- role of those who may be involved in the provision of care and delivery of service:
  - colleagues/co-workers/staff
  - clients
  - volunteers
  - carers
  - family/relatives
  - visitors
  - other service providers
  - community members
  - government or regulatory authority
- workplace protocols and procedures in relation to establishing contact, communication and working with colleagues, clients and others
- teamwork:
  - definition of team and teamwork
  - characteristics of effective teamwork
  - benefit of teamwork to the community services/health workplace
  - examples of teams in a community services/health workplace and their area(s) of responsibility
- how optimal client care and/or service delivery can be delivered through the implementation of teamwork

#### communication

- communication in the workplace:
  - communication process cycle
  - workplace examples of types of communication:
    - verbal
    - non-verbal
    - written
  - effective verbal, non-verbal and written communication
  - effective questioning and listening techniques
  - barriers to communication and strategies to overcome these barriers in relation to the delivery of service and provision of care
  - a range of communication methods/equipment used in a community services/health workplace for the delivery of service and provision of care:
    - general features
    - benefits
    - selection
    - use
<table>
<thead>
<tr>
<th>communication cont/d</th>
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<tbody>
<tr>
<td>• communication with clients:</td>
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<td>– principles of client safety in the communication process</td>
</tr>
<tr>
<td>– role of communication in building trust and confidence between client and carer</td>
</tr>
<tr>
<td>– concept of the therapeutic relationship</td>
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</table>

<table>
<thead>
<tr>
<th>the community services/health worker</th>
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<tbody>
<tr>
<td>• community services/health worker:</td>
</tr>
<tr>
<td>– personal attributes and work ethic valued by the industry</td>
</tr>
<tr>
<td>– interpersonal skills beneficial to an individual working in a community services/health environment</td>
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<tr>
<td>– importance of personal presentation and standards of personal hygiene</td>
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<tr>
<td>– personal presentation standards required for a specific community services/health workplace and job role</td>
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<tr>
<td>– value of self-awareness in the health/community services worker</td>
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<tr>
<td>• how personal values, opinions and ethics of the worker can impact on client care and service delivery</td>
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<tr>
<td>• therapeutic relationships:</td>
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<tr>
<td>– professional boundaries</td>
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<tr>
<td>– skills that facilitate professional and therapeutic relationships</td>
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<tr>
<td>• roles and responsibilities:</td>
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<tr>
<td>– duties and responsibilities for a specific job role within the community services/health industry</td>
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<tr>
<td>– relationship between individual roles and the role of the team in client care and service delivery</td>
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<tr>
<td>– difference between individual and workplace/organisational goals and plans</td>
</tr>
<tr>
<td>• role, function and objectives of a workplace/organisation within the community services/health industry and their relevance/relationship to a specific work role</td>
</tr>
<tr>
<td>• quality improvement:</td>
</tr>
<tr>
<td>– definition</td>
</tr>
<tr>
<td>– role of employees in quality improvement, auditing and accreditation</td>
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<td>– implications of not adhering to a quality improvement program</td>
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<tr>
<td>• feedback:</td>
</tr>
<tr>
<td>– value of feedback to an individual worker, a workplace and an industry</td>
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<tr>
<td>– sources of feedback:</td>
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<tr>
<td>• personal reflection</td>
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<tr>
<td>• formal/informal</td>
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<tr>
<td>• direct/indirect</td>
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<tr>
<td>• positive/negative</td>
</tr>
<tr>
<td>– strategies for obtaining and interpreting feedback</td>
</tr>
<tr>
<td>– how to deal with positive and negative feedback</td>
</tr>
<tr>
<td>– responsibility of a worker to provide feedback to their supervisor/management</td>
</tr>
</tbody>
</table>
the community services/health worker cont/d

- performance management:
  - definition
  - key components
  - why, when and how performance management is used in the community services/health industry

- the connection between evaluating work performance and improving work practices

- strategies to maintain current knowledge and skills and enhance ongoing professional development

work practices

- how work practices are implemented and maintained in accordance with industry standards and workplace policy and procedures

- effect of poor work practices on colleagues, the client, a workplace and industry

- awareness of emerging technologies affecting work practices, client care and service delivery

- working sustainably:
  - current environmental issues to the community services/health industry
  - definition of ‘environmentally sustainable work practice’
  - strategies to work in an environmentally sustainable manner in a community services/health workplace

recording and reporting

- recording and reporting in a community services/health work environment:
  - purpose and use of a range of documentation likely to be encountered
  - organisational/workplace policy and protocols and regulatory requirements
  - legislative and regulatory requirements:
    - mandatory notification/reporting
    - confidentiality
    - privacy

- lines of communication and reporting typical to a health/community services workplace

- identify who is responsible for mandatory reporting and the circumstances in which reports should be made

- appropriate reporting and referral mechanisms in the provision of care and service delivery:
  - appropriate persons
  - supporting services/agencies

- importance of and standard procedures for information management:
  - document maintenance
  - document storage
  - maintaining document inventories
  - access to records and release of information
### cultural diversity

- concepts of:
  - culture
  - cultural diversity
  - cultural awareness
  - inclusiveness
- how cultural diversity contributes to differing values, beliefs, attitudes and customs
- personal cultural conceptions and pre-conceptions
- outline the general characteristics and cultural expectations of a variety of cultural groups within Australia
- elements of cultural diversity and their effect on provision of care and delivery of service:
  - family structure and relationships
  - language
  - religion and customs
  - norms and values
  - work ethic
  - preferences
- workplace diversity:
  - benefit of workplace diversity
  - need for tolerance and respect in the workplace
  - acknowledge the importance of respecting cultural differences and adopting a sensitive approach when dealing with communication in the workplace
  - proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace
  - culturally appropriate work practices
  - effective cross-cultural communication skills
- range of support services available to the community services/health worker/organisation to assist various cultural groups in Australian society

### misunderstandings and conflict

- conflict:
  - difference between being passive, aggressive and assertive
  - causes of misunderstandings and conflict when working with others and in the provision of care and/or delivery of service
  - the extent to which conflict can be a positive or negative experience
- conflict management:
  - conflict resolution techniques
  - different approaches to conflict management including problem-solving, negotiation and mediation
  - workplace policy and procedures regarding management of conflict
- identify own response to conflict and misunderstandings and evaluate personal approach to management and resolution of conflict
- identify when it is appropriate to seek assistance when misunderstandings/conflict arise and from whom assistance should be sought when conflict escalates
4 Work Placement

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each course according to the qualification being undertaken.

4.1 Work placement requirements

Students must complete the following work placement for Human Services Curriculum Framework courses:

Table 4 Minimum work placement hours for Human Services courses

<table>
<thead>
<tr>
<th>Qualification entered</th>
<th>360-hour course</th>
<th>240-hour course</th>
<th>60-hour specialisation study</th>
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<tbody>
<tr>
<td>Certificate III in Aged Care</td>
<td>105 hours</td>
<td>70 hours</td>
<td>no additional hours required</td>
</tr>
<tr>
<td>Certificate III in Allied Health Assistance</td>
<td>105 hours</td>
<td>70 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance assisting in nursing work in acute care</td>
<td>105 hours including 20 hours in an acute care setting</td>
<td>70 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance generic – all other work functions</td>
<td>105 hours</td>
<td>70 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance operating theatre technician work</td>
<td>105 hours including 20 hours in an acute care setting</td>
<td>70 hours</td>
<td></td>
</tr>
</tbody>
</table>

Work placement is to be undertaken in an appropriate community services/health work environment.

Students should be at least 16 years old to undertake the work placement for this Framework as they will be in a work environment with vulnerable people and duty of care requires a substantial level of maturity. Any variation of this requirement must be with the explicit approval of the school or college, RTO and host employer.

Non-completion of work placement is grounds for withholding the course. Schools and colleges are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies Assessment, Certification and Examination (ACE) Manual.
4.2 Work placement in community services/health industries

Students undertaking courses within Human Services may be required to:
• be immunised against infectious diseases (see www.health.nsw.gov.au)
• undergo occupational screening
• sign a Volunteer/Student Declaration (formerly Prohibited Employment Declaration) (see www.kids.nsw.gov.au)
• undertake a criminal record check (see www.police.nsw.gov.au).

4.3 Provision for simulation

It is permissible for up to 35 hours of work placement to be undertaken in a simulated work environment.

This provision for simulation does not include the minimum work placement requirement in an acute care setting for Certificate III in Health Services Assistance assisting in nursing work in acute care or operating theatre technician work.

Refer to the Work Placement in Human Services document for further information, including guidelines for work placement in a simulated environment.
5 Assessment Requirements and Advice

5.1 Competency-based assessment

The HSC VET courses within the Human Services Curriculum Framework are competency-based. The Board of Studies and the Australian Quality Training Framework (AQTF) requires that a competency-based approach to assessment is used. Advice on appropriate assessment practice in relation to the Human Services Curriculum Framework is contained in the Assessment and Reporting in Human Services Stage 6 document.

5.2 HSC examination: Human Services

The HSC examination in Human Services is optional. Only students who have completed the Human Services (360 indicative hours) course or Human Services (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their Australian Tertiary Admission Rank (ATAR).

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the Assessment and Reporting in Human Services Stage 6 document.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

5.3 Examinable outcomes and content

The HSC examination in Human Services is based on the HSC Content and employability skills for the Certificate III qualifications in this Framework (refer to the Employability Skills in Human Services document).

The HSC Content for the Human Services Curriculum Framework is organised into four focus areas:

• Health and wellbeing
• Industry context
• Safety
• Work.

The HSC Content is detailed in Section 3 of this Syllabus.
6  HSC Requirements and Certification

6.1  Course completion requirements

For a student to be considered to have satisfactorily completed a course within the Human Services Curriculum Framework there must be sufficient evidence that the student has:

• followed the course developed by the Board
• applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school or college/RTO
• achieved some or all of the course outcomes
• undertaken the mandatory work placement.

Refer to the Board’s Assessment, Certification and Examination (ACE) Manual for further information.

6.2  Preliminary and HSC unit credit

To facilitate flexibility of VET in the HSC, courses within the Human Services Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

The HSC unit credit will be allocated to students’ Preliminary and/or HSC patterns of study as required.

6.3  Reporting achievement in the HSC

Advice on reporting achievement in relation to the Human Services Curriculum Framework is contained in the Assessment and Reporting in Human Services Stage 6 document.

This document is available at the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html.
7 Students with Special Education Needs

Courses in the Human Services Curriculum Framework are available to all students.

Students with special education needs may access:

- all courses within the Human Services Curriculum Framework under regular course arrangements
  OR
- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Section 2 of this Syllabus.

Work placement

Students with special education needs must undertake the minimum work placement requirements for courses within the Human Services Curriculum Framework, described in Sections 2 and 4 of this Syllabus.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 5 of this Syllabus and in the document Assessment and Reporting in Human Services Stage 6. Some students may require adjustments to assessment strategies as well as additional time to demonstrate the required level of competence.

AQF VET qualifications

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the Community Services Training Package (CHC08) and/or Health Training Package (HLT07). A qualified assessor must conduct the assessment.
8 Glossary

AQF  **Australian Qualifications Framework**
The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

AQTF  **Australian Quality Training Framework**
The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system.

**assessment guidelines**  An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.

Australian Apprenticeships  Formerly known as ‘New Apprenticeships’. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based ([www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)).

AVETMISS  **Australian Vocational Education and Training Management Information Statistical Standard**

**competency**  The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

**competency standard**  Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualification.

**core units of competency**  Units of competency required by the Training Package to be eligible for the AQF VET qualification.

DEEWR  **Department of Education, Employment and Workplace Relations (Commonwealth)**

**elements of competency**  The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

**focus areas**  Contains the HSC Content, prescribing the scope of learning for the HSC.
ICIC  **Industry Curriculum Implementation Committee**  
[formerly the Qualifications, Recognition and Resource Requirements Committee (QRRRC)]

The ICIC:
- determines the teacher training requirements and resource requirements for the delivery of VET courses in NSW schools and colleges
- has responsibility for recognising teacher qualifications and recommending appropriate professional development for VET teachers
- includes representatives from the school systems, industry, TAFE NSW and the Office of the Board of Studies.

ICIG  **Industry Curriculum Implementation Guidelines**  
[formerly the Industry Curriculum Framework Information Package (ICFIP)]

A document produced by the school systems to provide schools and colleges with information on teacher training requirements and resource requirements that must be adhered to for the delivery of vocational courses. It also includes quality assurance checklists that must be completed each year to demonstrate compliance with the AQTF.

**Industry Skills Councils** (national)

The **Industry Skills Councils** have two key roles:
- providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements, and
- supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.

ITAB  **Industry Training Advisory Body**  
(state)

Independent incorporated associations or companies that assist with the development of training.

**mandatory units of competency**

Units that must be studied for the Higher School Certificate.

**national recognition**

National recognition is:
- recognition by an RTO of the AQF VET qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person
- recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions
- recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions.

NTIS  **National Training Information Service**

The national register for recording information about RTOs, Training Packages and accredited courses ([www.ntis.gov.au](http://www.ntis.gov.au)).

OHS  **Occupational Health and Safety**
### Human Services Curriculum Framework Stage 6 Syllabus

<table>
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<tr>
<th>Term</th>
<th>Definition</th>
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| qualification                             | Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by:  
  - a nationally endorsed Training Package, or  
  - an accredited course that provides training for the qualification. |
| recognition of prior learning (RPL)       | An assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification. |
| RTO                                        | Registered Training Organisation  
  A training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration (RTOs include TAFE NSW, private providers and schools or colleges as part of school system RTOs). |
| scope of registration                     | The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:  
  - both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or  
  - only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment. |
| Statement of Attainment                   | May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualifications(s)/courses(s). |
| Training Package                          | A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise. |
| training plan                             | A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship. |
| unit of competency                        | Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. |
| VET                                        | Vocational Education and Training |
| VETAB                                      | The Vocational Education and Training Accreditation Board |
| VTO                                        | Vocational Training Order |

Stage 5: In NSW, Stage 5 relates to Years 9 and 10 of schooling.

Stage 6: In NSW, Stage 6 relates to Years 11 and 12 of schooling.