Stage 6 Syllabus

Human Services
Curriculum Framework

based on the CHC Community Services Training Package (version 3) and HLT Health Training Package (version 3)

for implementation from 2016
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3.4.1 Outcomes

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3.4.3 Scope of learning for the HSC

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3.5.1 Outcomes

3.5.2 Associated unit of competency

3.5.3 Scope of learning for the HSC

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3.6.1 Outcomes

3.6.2 Associated unit of competency

3.6.3 Scope of learning for the HSC

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3.7.1 Outcomes

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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).

HSC courses within industry curriculum frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

1.1 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 CHC Community Services Training Package and HLT Health Training Package.

The AQF VET qualifications available in the Human Services Curriculum Framework are:
- CHC33015 Certificate III in Individual Support (Ageing)
- HLT33015 Certificate III in Allied Health Assistance
- HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care).

1.2 Industry context – Human Services

Together, community services and health are Australia’s largest and fastest growing industry. 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.

Community service and health providers are transitioning to new models of service delivery, driving the demand for specific skills and changing roles, and ongoing need to invest in workforce planning and development activities to support recruitment, development and retention of appropriately skilled workers. With many services spanning both industries, cross-industry skilling, flexible career pathways and cooperation 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. Work in these industries reflects a complex interrelationship of duty of care, ethical behaviours and personal values in the context of provision of high quality service to clients. Work practices include strategies to empower individuals and groups, promote individual independence, and to respect the rights and dignity of clients and colleagues.¹

¹ www.cshisc.com.au (Community Services and Health Industry Skills Council)
1.3 HSC VET course and AQF VET qualification completion requirements

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

1.3.1 HSC VET course requirements

HSC VET courses in the Human Services Curriculum Framework are made up of:
- units of competency:
  - associated HSC mandatory units of competency
  - associated HSC stream units of competency
  - HSC elective units of competency
- mandatory outcomes and content
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Human Services Curriculum Framework they must meet the:
- HSC VET course requirements (refer to Sections 2.2–2.5 of this Syllabus)
- requirements for satisfactory course completion (refer to the Board of Studies, Teaching and Educational Standards NSW (BOSTES) Assessment Certification Examination (ACE) website). There must be sufficient evidence that the student has:
  - followed the course developed by BOSTES
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - achieved some or all of the course outcomes
  - undertaken the mandatory work placement.

1.3.2 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the CHC Community Services Training Package and/or HLT Health Training Package (http://training.gov.au).

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 core and elective units of competency required for eligibility for an AQF VET qualification.

Units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements.

Qualification packaging rules for the AQF VET qualifications available through the Human Services Curriculum Framework are contained in the CHC Community Services Training Package or HLT Health Training Package. Associated documents have been developed to describe how qualifications can be achieved through the Framework. These are available on the BOSTES website at www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html.
1.4 HSC VET course delivery

HSC VET courses can only be delivered by an RTO with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at http://training.gov.au.

RTOs offering training programs for the delivery and assessment of the Human Services HSC VET courses must meet the requirements of the VET Quality Framework, the CHC Community Services Training Package and/or HLT Health Training Package and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW institutes is contained on the BOSTES Assessment Certification Examination (ACE) website.

Non-government schools outsourcing delivery of HSC VET courses to external providers 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 which are available on the BOSTES website at http://rego.boardofstudies.nsw.edu.au.

1.5 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:

- the units of competency (refer to Section 2.5 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.6 Assessment requirements and advice

HSC VET courses are competency-based. BOSTES and the VET Quality Framework require 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.

An integrated or holistic approach to course delivery and assessment should be adopted.
2 Course structures and requirements

2.1 Human Services HSC VET courses

This Framework specifies the range of industry-developed units of competency from the *CHC Community Services Training Package* and *HLT Health Training Package* for inclusion in the HSC. It describes how these 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 (240 indicative hours) – see Section 2.2 of this Syllabus
- Human Services (360 indicative hours) – see Section 2.3 of this Syllabus
- Human Services Specialisation Study (60 indicative hours) – see Section 2.4 of this Syllabus.

### Table 1 Human Services HSC courses and qualification outcomes

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Course 240-hour course</th>
<th>Human Services Specialisation Study 60-hour course</th>
<th>Human Services 360-hour course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Individual Support (Ageing)</td>
<td>Statement of Attainment</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Certificate III in Allied Health Assistance</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance</td>
<td>Statement of Attainment</td>
<td>✓ (in combination with the 240-hour course only)</td>
<td>✓ (if required)</td>
</tr>
</tbody>
</table>

#### 2.1.1 Unit credit for the Higher School Certificate

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

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

The pattern of study (BOSTES course number) entered on *Schools Online (Administration)* should reflect the delivery of the HSC VET course over successive years. For example, delivery of the 240 HSC indicative hour course over two years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.
Table 2  HSC credit units for Human Services HSC courses

<table>
<thead>
<tr>
<th>HSC VET course</th>
<th>HSC credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services (240 indicative hours)</td>
<td>4</td>
</tr>
<tr>
<td>Human Services (360 indicative hours)</td>
<td>6</td>
</tr>
<tr>
<td>Human Services Specialisation Study (60 indicative hours)</td>
<td>1</td>
</tr>
</tbody>
</table>

2.1.2  BOSTES course numbers

<table>
<thead>
<tr>
<th>BOSTES course name</th>
<th>Pattern of study</th>
<th>BOSTES course number</th>
<th>Schools Online (Administration) entry advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services (240 hours)</td>
<td>2 units x 2 years</td>
<td>27101</td>
<td>Enter this course number for both Preliminary (Year 11) and HSC (Year 12)</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 units x 1 year</td>
<td>27102</td>
<td>Enter this course number for Preliminary (Year 11)</td>
</tr>
<tr>
<td>Human Services (360 hours)</td>
<td>2 units x 2 years</td>
<td>27101</td>
<td>Enter this course number for both Preliminary (Year 11) and HSC (Year 12)</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 units x 1 year</td>
<td>27102</td>
<td>Enter this course number for Preliminary (Year 11)</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 units x 1 year</td>
<td>27109</td>
<td>Enter this course number for HSC (Year 12)</td>
</tr>
<tr>
<td>Human Services Specialisation Study (60 hours)</td>
<td>1 unit x 1 year</td>
<td>27113</td>
<td>Enter this course number for HSC (Year 12)</td>
</tr>
<tr>
<td>Human Services HSC Examination</td>
<td>n/a</td>
<td>27199</td>
<td>Enter this course number as an HSC (Year 12) entry in the year the examination is undertaken</td>
</tr>
</tbody>
</table>
2.1.3 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, VET 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 completing projects and assignments, in order to fulfil Training Package assessment requirements.

The HSC indicative hours assigned to each unit of competency are listed in Section 2.5 of this Syllabus.

2.1.4 Work placement requirements

Work placement is a mandatory HSC requirement within this Framework. The CHC and HLT Training Packages also specify requirements for work placement for some qualifications and selected core units of competency. The minimum work placement hours assigned to HSC courses in this Framework reflect the industry-determined requirements according to the qualification being undertaken.

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 from this requirement must be with the explicit approval of the school or college, RTO and host employer.

Students undertaking courses as part of a school-based traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the traineeship.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students’ outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course (ACE 8051 – Assessment Certification Examination (ACE) website).

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2 Where RPL has been granted for mandatory work placement requirements, RTOs need to be aware that the assessment conditions for some units of competency require skills to be demonstrated in a relevant workplace.
Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing ‘N’ determinations as outlined on the BOSTES Assessment Certification Examination (ACE) website.

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

Table 3  Minimum work placement hours for Human Services HSC courses

<table>
<thead>
<tr>
<th>Qualification entered</th>
<th>Minimum work placement requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Individual Support (Ageing)</td>
<td>240-hour course: 120 hours</td>
</tr>
<tr>
<td></td>
<td>360-hour course: 120 hours</td>
</tr>
<tr>
<td>Certificate III in Allied Health Assistance</td>
<td>80 hours</td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance (Assisting in nursing work in acute care)</td>
<td>80 hours</td>
</tr>
</tbody>
</table>

Refer to the Work Placement in Human Services document for further information.

2.1.5  Industry-specific requirements

Students undertaking courses within Human Services may be required to:

- apply for a Working With Children Check (www.kidsguardian.nsw.gov.au)
2.2 Human Services (240 indicative hours)

AQF VET qualifications

The Human Services (240 indicative hours) course provides a pathway to the following qualifications:

- HLT33015 Certificate III in Allied Health Assistance

Statement of Attainment towards:

- CHC33015 Certificate III in Individual Support (Ageing)
- HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care).

Course structure

This course consists of:

- four mandatory focus areas (containing seven associated units of competency – students undertake six units)
- three stream focus areas (each containing one associated unit of competency):
  - Ageing, independence and wellbeing
  - Allied health
  - Nursing assistance in acute care
- a range of elective units of competency which can be selected from the streams not already undertaken and/or the HSC elective pool
- HSC Content – for the mandatory and stream focus areas.

(See Section 2.5, Tables 4–5 and Section 3 of this Syllabus.)

Human Services HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course and 360 indicative hour course (refer to Section 4 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.
Course requirements – Human Services (240 indicative hours) – students attempt ONE of the following:

<table>
<thead>
<tr>
<th>Pathway to</th>
<th>Statement of Attainment towards</th>
<th>CHC33015 Certificate III in Individual Support (Ageing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIX associated mandatory units of competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Table 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with the following focus areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy body systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Section 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONE associated stream unit of competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Table 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ageing, independence and wellbeing focus area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Section 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSC elective units of competency to a minimum of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 HSC indicative hours from the streams not already undertaken and/or the HSC elective pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Tables 4 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a minimum of 120 hours of work placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Section 2.1.4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway to</th>
<th>HLT33015 Certificate III in Allied Health Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIX associated mandatory units of competency</td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Table 4)</td>
<td></td>
</tr>
<tr>
<td>with the following focus areas</td>
<td></td>
</tr>
<tr>
<td>Healthy body systems</td>
<td></td>
</tr>
<tr>
<td>Industry context</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>(Section 3)</td>
<td></td>
</tr>
<tr>
<td>ONE associated stream unit of competency</td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Table 4)</td>
<td></td>
</tr>
<tr>
<td>with the</td>
<td></td>
</tr>
<tr>
<td>Allied health focus area</td>
<td></td>
</tr>
<tr>
<td>(Section 3)</td>
<td></td>
</tr>
<tr>
<td>HSC elective units of competency to a minimum of</td>
<td></td>
</tr>
<tr>
<td>70 HSC indicative hours from the streams not already undertaken and/or the elective pool</td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Tables 4 &amp; 5)</td>
<td></td>
</tr>
<tr>
<td>a minimum of 80 hours of work placement</td>
<td></td>
</tr>
<tr>
<td>(Section 2.1.4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway to</th>
<th>Statement of Attainment towards</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT33115 Certificate III in</td>
<td></td>
</tr>
<tr>
<td>Health Services Assistance</td>
<td></td>
</tr>
<tr>
<td>(Assisting in nursing work in acute care)</td>
<td></td>
</tr>
<tr>
<td>SIX associated mandatory units of competency</td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Table 4)</td>
<td></td>
</tr>
<tr>
<td>with the following focus areas</td>
<td></td>
</tr>
<tr>
<td>Healthy body systems</td>
<td></td>
</tr>
<tr>
<td>Industry context</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>(Section 3)</td>
<td></td>
</tr>
<tr>
<td>ONE associated stream unit of competency</td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Table 4)</td>
<td></td>
</tr>
<tr>
<td>with the</td>
<td></td>
</tr>
<tr>
<td>Nursing assistance in acute care focus area</td>
<td></td>
</tr>
<tr>
<td>(Section 3)</td>
<td></td>
</tr>
<tr>
<td>HSC elective units of competency to a minimum of</td>
<td></td>
</tr>
<tr>
<td>60 HSC indicative hours from the streams not already undertaken and/or the elective pools</td>
<td></td>
</tr>
<tr>
<td>(Section 2.5, Tables 4 &amp; 5)</td>
<td></td>
</tr>
<tr>
<td>a minimum of 80 hours of work placement</td>
<td></td>
</tr>
<tr>
<td>(Section 2.1.4)</td>
<td></td>
</tr>
</tbody>
</table>
2.3 Human Services (360 indicative hours)

AQF VET qualifications

The Human Services (360 indicative hours) course provides a pathway to the following qualifications:

- CHC33015 Certificate III in Individual Support (Ageing)
- HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care).

Course structure

This course consists of:

- four mandatory focus areas (containing seven associated units of competency – students undertake six units)
- three stream focus areas (each containing one associated unit of competency):
  - Ageing, independence and wellbeing
  - Allied health
  - Nursing assistance in acute care
- a range of elective units of competency which can be selected from the streams not already undertaken and/or the HSC elective pool
- HSC Content – for the mandatory and stream focus areas.

(See Section 2.5, Tables 4–5 and Section 3 of this Syllabus.)

Human Services HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course and 360 indicative hour course (refer to Section 4 of this Syllabus).

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

---

For students undertaking Certificate III in Health Services Assistance (Assisting in nursing work in acute care), the 360-hour course would only be required if the selection of elective units of competency meant that the qualification could not be completed within the 240-hour Human Services course + 60-hour Human Services Specialisation Study course.
Course requirements – Human Services (360 indicative hours) – students attempt ONE of the following:

Pathway to CHC33015 Certificate III in Individual Support (Ageing)

- **SIX associated mandatory** units of competency
  - (Section 2.5, Table 4)
  - with the following focus areas
    - Healthy body systems
    - Industry context
      - Safety
      - Work
    - (Section 3)

- **ONE associated stream** unit of competency
  - (Section 2.5, Table 4)
  - with the
    - Ageing, independence and wellbeing focus area
  - (Section 3)

- HSC elective units of competency to a minimum of 180 HSC indicative hours from the streams not already undertaken and/or the HSC elective pool
  - (Section 2.5, Tables 4 & 5)

- a minimum of 120 hours of work placement
  - (Section 2.1.4)

Pathway to HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care)

- **SIX associated mandatory** units of competency
  - (Section 2.5, Table 4)
  - with the following focus areas
    - Healthy body systems
    - Industry context
      - Safety
      - Work
    - (Section 3)

- **ONE associated stream** unit of competency
  - (Section 2.5, Table 4)
  - with the
    - Nursing assistance in acute care focus area
  - (Section 3)

- HSC elective units of competency to a minimum of 180 HSC indicative hours from the streams not already undertaken and/or the elective pools
  - (Section 2.5, Tables 4 & 5)

- a minimum of 80 hours of work placement
  - (Section 2.1.4)
2.4 Human Services Specialisation Study (60 indicative hours)

Course eligibility

Students need to be currently entered in, or have completed, the Human Services (240 indicative hours) course with an enrolment in Certificate III in Health Services Assistance (Assisting in nursing work in acute care) to undertake the Human Services Specialisation Study course.

AQF VET qualification

The Human Services Specialisation Study (60 indicative hours) course provides a pathway to the following qualification:

- HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care).

Course structure

The Human Services Specialisation Study consists of units of competency (not previously undertaken) from the streams and/or the HSC elective pool.

(See Section 2.5, Tables 4–5 of this Syllabus.)

Course requirements – Human Services Specialisation Study (60 indicative hours)

Students must attempt:

- a minimum of 60 HSC indicative hours of units of competency from the streams not already undertaken and/or the HSC elective pool (Section 2.5, Tables 4 & 5)

- no additional work placement hours
2.5 Human Services units of competency

Details of units of competency listed in Tables 4–5 are available in the CHC Community Services Training Package and/or HLT Health Training Package at http://training.gov.au.

Table 4 Associated mandatory units of competency for the 240-hour and 360-hour courses

Attempt the following units of competency

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIV001 Work with diverse people</td>
<td>20</td>
</tr>
<tr>
<td>CHCCOM005 Communicate and work in health or community services</td>
<td>30</td>
</tr>
<tr>
<td>HLTAAP001 Recognise healthy body systems</td>
<td>30</td>
</tr>
<tr>
<td>HLTAID003 Provide first aid</td>
<td>20</td>
</tr>
<tr>
<td>HLTINF001 Comply with infection prevention and control policies and procedures</td>
<td>25</td>
</tr>
<tr>
<td>HLTWHS001 Participate in workplace health and safety</td>
<td>15</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HLTWHS002 Follow safe work practices for direct client care</td>
<td>20</td>
</tr>
<tr>
<td>AND one of the following stream units of competency</td>
<td></td>
</tr>
<tr>
<td>CHCCCS023 Support independence and wellbeing$^4$</td>
<td>35</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HLTAHA001 Assist with an allied health program$^5$</td>
<td>30</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HLTAIN001 Assist with nursing care in an acute care environment$^6$</td>
<td>40</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for mandatory: 170–180

---

$^4$ Assessment Requirements state There must be demonstrated evidence that the candidate has performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation.

$^5$ Assessment Requirements state There must be evidence that the candidate has performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work.

$^6$ Assessment Requirements state There must be evidence that the candidate has performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work.
PLUS a selection of unit/s of competency from the streams not already undertaken by students AND/OR the HSC elective pool to bring the course total to a minimum of 240 or 360 HSC indicative hours.

Table 5  HSC elective pool

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFLM312 Contribute to team effectiveness</td>
<td>15</td>
</tr>
<tr>
<td>BSBMED301 Interpret and apply medical terminology appropriately</td>
<td>25</td>
</tr>
<tr>
<td>BSBMED302 Prepare and process medical accounts</td>
<td>25</td>
</tr>
<tr>
<td>BSBMED303 Maintain patient records</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR204 Use business technology</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR301 Organise personal work priorities and development</td>
<td>20</td>
</tr>
<tr>
<td>CHCADV001 Facilitate the interests and rights of clients</td>
<td>25</td>
</tr>
<tr>
<td>CHCAGE001 Facilitate the empowerment of older people</td>
<td>35</td>
</tr>
<tr>
<td>CHCAGE002 Implement falls prevention strategies</td>
<td>20</td>
</tr>
<tr>
<td>CHCAGE005 Provide support to people living with dementia</td>
<td>35</td>
</tr>
<tr>
<td>CHCCCS002 Assist with movement</td>
<td>15</td>
</tr>
<tr>
<td>CHCCCS010 Maintain a high standard of service</td>
<td>20</td>
</tr>
<tr>
<td>CHCCCS011 Meet personal support needs</td>
<td>35</td>
</tr>
<tr>
<td>CHCCCS012 Prepare and maintain beds</td>
<td>10</td>
</tr>
<tr>
<td>CHCCCS013 Provide basic foot care</td>
<td>15</td>
</tr>
<tr>
<td>CHCCCS015 Provide individualised support</td>
<td>20</td>
</tr>
<tr>
<td>CHCCCS020 Respond effectively to behaviours of concern</td>
<td>15</td>
</tr>
<tr>
<td>CHCCCS026 Transport individuals</td>
<td>10</td>
</tr>
<tr>
<td>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>25</td>
</tr>
<tr>
<td>CHCGRP001 Support group activities</td>
<td>20</td>
</tr>
<tr>
<td>CHCLEG001 Work legally and ethically</td>
<td>30</td>
</tr>
</tbody>
</table>
### Table 5 cont/d

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPAL001 <strong>Deliver care services using a palliative approach</strong></td>
<td>25</td>
</tr>
<tr>
<td>HLTAAH018 <strong>Assist with planning and evaluating meals and menus to meet recommended dietary guidelines</strong></td>
<td>20</td>
</tr>
<tr>
<td>HLTAIN002 <strong>Provide non-client contact support in an acute care environment</strong></td>
<td>20</td>
</tr>
<tr>
<td>HLTHPS006 <strong>Assist clients with medication</strong></td>
<td>45</td>
</tr>
<tr>
<td>HLTHSS003 <strong>Perform general cleaning tasks in a clinical setting</strong></td>
<td>10</td>
</tr>
</tbody>
</table>
3 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 associated units of competency.

Students undertaking the 240 indicative hour course or 360 indicative hour course from the Human Services Curriculum Framework must address all of the mandatory focus areas plus one stream focus area.

The Human Services Curriculum Framework mandatory focus areas are:
- Healthy body systems
- Industry context
- Safety
- Work.

The Human Services Curriculum Framework stream focus areas are:
- Ageing, independence and wellbeing
- Allied health
- Nursing assistance in acute care.

The HSC examination in Human Services is based on the HSC Content in this Framework (refer to Section 4 of this Syllabus).

The following table outlines the associated units of competency for each focus area.
<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy body systems</td>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
</tr>
<tr>
<td>Industry context</td>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
</tr>
<tr>
<td>Safety</td>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td></td>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
</tr>
<tr>
<td></td>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td></td>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
</tr>
<tr>
<td>Work</td>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
</tr>
<tr>
<td></td>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
</tbody>
</table>

**Stream**

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ageing, independence and wellbeing</td>
<td>CHCCCS023</td>
<td>Support independence and wellbeing</td>
</tr>
<tr>
<td>Allied health</td>
<td>HLTAHA001</td>
<td>Assist with an allied health program</td>
</tr>
<tr>
<td>Nursing assistance in acute care</td>
<td>HLTAIN001</td>
<td>Assist with nursing care in an acute care environment</td>
</tr>
</tbody>
</table>
3.1 Healthy body systems – mandatory focus area

3.1.1 Outcomes

The student:
• describes the anatomy and physiology of human body systems and their associated components
• understands relationships between body systems required to support healthy functioning
• explains the fundamental principles of maintaining a healthy body
• communicates using precise industry terminology appropriate to the audience and situation.

3.1.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
• HLTAAP001 Recognise healthy body systems

The application and elements for this unit of competency are provided below.

HLTAAP001 Recognise healthy body systems

Application
This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

Elements
1. Work with information about the human body
2. Recognise and promote ways to support healthy functioning of the body.

Assessment requirements for HLTAAP001 Recognise healthy body systems are detailed in the Training Package.
3.1.3 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>major body systems and associated components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sources of information about the human body</td>
</tr>
<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>
<tr>
<td>• basic anatomical terms and their use</td>
</tr>
<tr>
<td>• location, structure and function(s) of the major body systems and associated components:</td>
</tr>
<tr>
<td>– cardiovascular</td>
</tr>
<tr>
<td>– cells, tissues and organs</td>
</tr>
<tr>
<td>– digestive</td>
</tr>
<tr>
<td>– endocrine</td>
</tr>
<tr>
<td>– immune</td>
</tr>
<tr>
<td>– integumentary</td>
</tr>
<tr>
<td>– lymphatic</td>
</tr>
<tr>
<td>– musculo-skeletal</td>
</tr>
<tr>
<td>– nervous, including sensory systems of the eye and ear</td>
</tr>
<tr>
<td>– reproductive</td>
</tr>
<tr>
<td>– respiratory</td>
</tr>
<tr>
<td>– the special senses (smell, taste, vision, equilibrium and hearing)</td>
</tr>
<tr>
<td>– urinary</td>
</tr>
<tr>
<td>• interrelationships between the major components of each body system, associated components and other structures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>body systems and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>• indicators of good health and poor health</td>
</tr>
<tr>
<td>• acknowledge the importance of maintaining healthy body systems</td>
</tr>
<tr>
<td>• how the interrelationships between each body system affect healthy functioning of the body</td>
</tr>
<tr>
<td>• processes, conditions and resources required to support healthy functioning body systems:</td>
</tr>
<tr>
<td>– balanced diet</td>
</tr>
<tr>
<td>– body regulation:</td>
</tr>
<tr>
<td>▪ maintenance of body temperature</td>
</tr>
<tr>
<td>▪ fluid and electrolyte (including PH) balance</td>
</tr>
<tr>
<td>▪ elimination of wastes from the body</td>
</tr>
<tr>
<td>▪ maintenance of blood pressure</td>
</tr>
<tr>
<td>– protection from infection</td>
</tr>
<tr>
<td>body systems and health cont/d</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>– physical activity:</td>
</tr>
<tr>
<td>▪ active</td>
</tr>
<tr>
<td>▪ passive</td>
</tr>
<tr>
<td>– sleep</td>
</tr>
</tbody>
</table>

- common health problems associated with each body system:
  - signs and symptoms
  - appropriate care interventions within scope of practice

<table>
<thead>
<tr>
<th>terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• correct use of industry terminology:</td>
</tr>
<tr>
<td>– in a range of oral and written communications</td>
</tr>
<tr>
<td>– across routine tasks</td>
</tr>
<tr>
<td>– appropriate for the audience:</td>
</tr>
<tr>
<td>▪ client</td>
</tr>
<tr>
<td>▪ family and community</td>
</tr>
<tr>
<td>▪ colleague(s)</td>
</tr>
<tr>
<td>▪ other professionals</td>
</tr>
</tbody>
</table>

- health and medical terminology:
  – used when referring to:
    ▪ body systems
    ▪ investigations and procedures
    ▪ medical conditions and diseases
    ▪ medical and therapy equipment and instruments
    ▪ 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 about health and medical terminology

- apply workplace policy, procedures and protocols in relation to the use of terminology when recording and reporting
3.2 Industry context – mandatory focus area

3.2.1 Outcomes

The student:
- understands the nature of the community services/health 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.

3.2.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- CHCCOM005 Communicate and work in health or community services

The application and elements for this unit of competency are provided below.

CHCCOM005 Communicate and work in health or community services

Application

This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

Elements
1. Communicate effectively with people
2. Collaborate with colleagues
3. Address constraints to communication
4. Report problems to supervisor
5. Complete workplace correspondence and documentation
6. Contribute to continuous improvement.

Assessment requirements for CHCCOM005 Communicate and work in health or community services are detailed in the Training Package.
### 3.2.3 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>sources of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>- sources of information on the community services/health industry that can be used when gathering current industry information:</td>
</tr>
<tr>
<td>- industry bodies</td>
</tr>
<tr>
<td>- internet</td>
</tr>
<tr>
<td>- journals</td>
</tr>
<tr>
<td>- networks</td>
</tr>
<tr>
<td>- professional associations</td>
</tr>
<tr>
<td>- special interest groups</td>
</tr>
<tr>
<td>- unions</td>
</tr>
<tr>
<td>- access and use of a range of information sources relating to work responsibilities:</td>
</tr>
<tr>
<td>- job description</td>
</tr>
<tr>
<td>- role/duty statement</td>
</tr>
<tr>
<td>- workplace 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 services 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 function</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>
<tr>
<td>- interrelationship between sectors/departments and effect on an individual’s work and client outcomes</td>
</tr>
<tr>
<td>- industry approaches to care and service delivery:</td>
</tr>
<tr>
<td>- models of service delivery including:</td>
</tr>
<tr>
<td>- person-centred</td>
</tr>
<tr>
<td>- rights-based</td>
</tr>
<tr>
<td>- team:</td>
</tr>
<tr>
<td>- interdisciplinary</td>
</tr>
<tr>
<td>- multidisciplinary</td>
</tr>
<tr>
<td>- inter-agency</td>
</tr>
<tr>
<td>- underpinning principles and/or characteristics</td>
</tr>
<tr>
<td>- models of funding</td>
</tr>
<tr>
<td>- how work is organised and undertaken</td>
</tr>
<tr>
<td>- role of support services</td>
</tr>
<tr>
<td>- interrelationships with services outside the community services/health industry</td>
</tr>
<tr>
<td>- industry terminology relating to role and service provision</td>
</tr>
</tbody>
</table>
**working in the industry**

- 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 specific
- current contemporary issues influencing community/health work and implications for the 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
- 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
- differences 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 of employee and employer rights and responsibilities in relation to employment
- equal employment opportunity (EEO):
  - principles
  - intent of EEO legislation
  - reciprocal rights and responsibilities of employers and employees
  - workplace policy and procedures relating to EEO
### Employment Continuation

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

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

- **industry currency:**
  - importance of maintaining currency
  - individual and workplace strategies to maintain currency, including professional development

### Legal and Ethical Issues

- **difference between legal and ethical**

- **broad knowledge of the legal and ethical framework in community services/health work and service delivery**

- **legal and ethical issues affecting the industry:**
  - **issues including:**
    - access and equity
    - child protection
    - conflict of interest
    - dignity of risk
    - discrimination
    - duty of care
    - human rights
    - informed consent
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - translation
    - work role boundaries:
      - responsibilities
      - limitations
  - 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 and code of practice
  - 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 individual practice

- **what constitutes a breach of ethical and legal obligations and the potential ramifications of such a breach**
<table>
<thead>
<tr>
<th>anti-discrimination</th>
</tr>
</thead>
</table>
| • bullying and harassment in the workplace:  
  – indirect  
  – direct  
  – types:  
    ▪ verbal  
    ▪ physical  
    ▪ psychological  
    ▪ sexual |
| • anti-discrimination:  
  – principles  
  – intent of anti-discrimination legislation  
  – rights and responsibilities of employers and employees  
  – workplace 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 |
3.3 Safety – mandatory focus area

3.3.1 Outcomes

The student:
- explains safe work procedures and practices for the community services/health industry
- demonstrates an understanding of work health and safety (WHS) compliance in the community services/health industry
- applies risk management in a community service/health workplace
- explains infection prevention and control strategies
- applies infection prevention and control policy and procedures to appropriate industry standard and for a specific community services/health workplace and 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 clients, colleagues and the community services/health worker.

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:
- HLTAIN003 Provide first aid
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWH001 Participate in workplace health and safety
- HLTWH002 Follow safe work practices for direct client care

The application and elements for each of these units of competency are provided below.

HLTAID003 Provide first aid

Application
This unit describes the skills and knowledge required to provide a first aid response to a casualty. This unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Elements
1. Respond to an emergency situation
2. Apply appropriate first aid procedures
3. Communicate details of the incident
4. Evaluate the incident and own performance.

Assessment requirements for HLTAIN003 Provide first aid are detailed in the Training Package.

HLTINF001 Comply with infection prevention and control policies and procedures

Application
This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks.
Elements  1. Follow standard and additional precautions for infection prevention and control
2. Identify infection hazards and assess risks
3. Follow procedures for managing risks associated with specific hazards.

Assessment requirements for HLTINF001 Comply with infection prevention and control policies and procedures are detailed in the Training Package.

HLTWH5001 Participate in workplace health and safety

Application This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

Elements  1. Follow safe work practices
2. Implement safe work practices
3. Contribute to safe work practices in the workplace
4. Reflect on own safe work practices.

Assessment requirements for HLTWH5001 Participate in workplace health and safety are detailed in the Training Package.

HLTWH5002 Follow safe work practices for direct client care

Application This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.

Elements  1. Follow safe work practices for direct client care
2. Follow safe work practices for manual handling
3. Follow safe work practices for infection control
4. Contribute to safe work practices in the workplace
5. Reflect on own safe work practices.

Assessment requirements for HLTWH5002 Follow safe work practices for direct client care are detailed in the Training Package.
### 3.3.3 Scope of learning for the HSC

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### WHS compliance cont/d
- legislative requirements
- meaning of colour and shape
- appropriate placement and positioning

- acknowledge that WHS is everyone’s responsibility in the workplace and the implications of this responsibility

- 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 and informal
    - written
    - verbal
  - reporting to appropriate persons

- purpose and importance of monitoring and reporting

### WHS consultation and participation
- opportunities for workers to provide input into WHS consultation and participation processes:
  - formal and informal discussion
  - meeting
  - surveys
  - training
  - WHS audit
  - WHS inspection

- requirements (including election/formation) of a health and safety committee or health and safety representative (HSR) and their role and responsibilities in the workplace

- role and responsibilities of relevant personnel in WHS consultation and participation:
  - PCBU
  - manager/supervisor/team leader
  - self
  - other workers
  - union

- importance of identifying and reporting:
  - WHS issues and concerns
  - workplace hazards
  - unsafe work practices
  - breaches of health and safety
  and examples of each for the community services/health industry and workplace
safe work procedures and practices

- safe work procedures and practices 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:
      o moving
      o lifting, carrying and placing items down
      o working with equipment
      o loading/unloading
      o bending and twisting
      o using mechanical aids/lifting equipment and assistive devices
    ▪ recommended weight limits
    ▪ minimal lift approach when moving or transferring clients
  - housekeeping:
    ▪ clean-up procedures
    ▪ waste disposal
    ▪ consideration of WHS and the environment

- importance of safe work procedures and practices

- propose safe work procedures and practices for a specific workplace and individual job role within the community services/health industry

risk management

- difference between a hazard and a risk

- risk management and its application in the community services/health workplace:
  - hazard identification:
    ▪ potential hazards to self, colleagues, clients and visitors
    ▪ range of hazards:
      o biological
      o human factors (self, client and others)
      o manual handling
      o materials
      o tools and equipment
      o work processes and practices
      o workplace settings
  - risk assessment
  - risk control (hierarchy):
    ▪ eliminate the risk
    ▪ minimise the risk:
      o substitution
      o modification
      o isolation
      o engineering control
    ▪ other controls:
      o administrative
      o safe work practices
      o PPE
  - monitor and review
### infection prevention and control

- concept of infection prevention and control and its importance

- chain of infection:
  - source of infectious agent
  - mode of transmission
  - susceptible host

- basis of infection:
  - bacteria and bacterial spores
  - fungi
  - viruses

- difference between:
  - harmless micro-organisms and pathogens
  - infection and colonisation

- disease transmission:
  - sources of infecting micro-organisms
  - modes of transmission:
    - contact
    - airborne
    - droplet
  - risk of acquisition

- factors that increase susceptibility to infection:
  - immune status
  - wounds or devices
  - medications and comorbidities
  - age

- principles underlying infection prevention and control

- infection prevention and control in the community services/health workplace:
  - precautions:
    - standard
    - additional
  - risk management
  - personal and hand hygiene
  - use of PPE
  - waste management and disposal:
    - types (clinical, related and general)
    - regulatory requirements
  - sharps handling and disposal techniques
  - management of blood and body fluid spills
  - surface cleaning:
    - procedures and their timing
    - minimise/limit contamination
    - cleaning and sterilisation
    - clean and contaminated zones
### infection prevention and control cont'd

- equipment reprocessing procedures
- monitoring and reporting
- requirements for immunisation:
  - regulatory and industry
  - workplace

- regulatory requirements for infection prevention and control and their application to the community services/health industry workplace and a specific job role:
  - standards
  - guidelines

### incidents, accidents and emergencies

- meaning of 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 common to a community services/health workplace and their cause(s)

- strategies to reduce workplace accidents, injury or impairment

- responding to incidents, accidents and emergencies:
  - emergency situations
  - seeking assistance
  - emergency contact numbers
  - emergency signals, alarms and exits:
    - location
    - use
  - procedures to follow:
    - notification
    - workplace policy and procedures:
      - evacuation
      - security
    - reporting
  - basic process of fighting a fire and use of firefighting equipment:
    - fire blanket
    - fire extinguishers
    - fire hose and reel
  - role of personnel in an emergency

- principles of first aid:
  - established:
    - chain of survival
    - DRSABCD:
      - danger
      - response
incidents, accidents and emergencies cont/d

- send for help
- airway
- breathing
- CPR
- defibrillator – automated external defibrillator (AED) (if available)
  - 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
    - bites and stings
    - bleeding
    - burns
    - crush
    - eye and ear
    - fractures and dislocations
    - head, neck and spinal
    - minor skin/wound care
    - needle stick
    - soft tissue
  - conditions:
    - medical:
      - allergic reactions
      - anaphylaxis
      - asthma and other respiratory conditions
      - cardiac conditions, including chest pain
      - diabetes
      - epilepsy
      - seizures
      - stroke
    - other:
      - altered state of consciousness, including unconsciousness
      - casualty with no signs of life
      - choking
      - drowning
      - febrile convulsions
      - hypothermia, hyperthermia, dehydration and heat stroke
      - poisoning and toxic substances
      - shock
      - substance misuse
incidents, accidents and emergencies cont/d

- apply the principles of first aid and management of injuries and conditions in response to first aid scenarios
- legal, ethical and social considerations for the first aider
- responsibilities of a first aider
- importance of post-incident, accident or emergency debriefing for first aiders and rescuers
- workplace policy and protocols and regulatory requirements when recording and reporting in relation to incidents, accidents and emergencies
3.4 Work – mandatory focus area

3.4.1 Outcomes

The student:
- examines the nature of working in the industry
- describes effective communication when working with others
- evaluates diversity and its impact on the community services/health industry/workplace and worker, as well as provision of client care and/or service
- applies 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.

3.4.2 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:
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people

The application and elements for each of these units of competency are provided below.

CHCCOM005 Communicate and work in health or community services

Application This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

Elements
1. Communicate effectively with people
2. Collaborate with colleagues
3. Address constraints to communication
4. Report problems to supervisor
5. Complete workplace correspondence and documentation
6. Contribute to continuous improvement.

Assessment requirements for CHCCOM005 Communicate and work in health or community services are detailed in the Training Package.

CHCDIV001 Work with diverse people

Application This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

Elements
1. Reflect on own perspectives
2. Appreciate diversity and inclusiveness, and their benefits
3. Communicate with people from diverse backgrounds and situations
4. Promote understanding across diverse groups.

Assessment requirements for CHCDIV001 Work with diverse people are detailed in the Training Package.
### 3.4.3 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 supervisor(s), 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
  - communication techniques:
    - effective questioning and listening
    - motivational versus coercion
    - collaboration versus confrontation
  - influences on communication:
    - age
    - disability
    - emotional state
    - health
    - language, culture and/or religion
### Communication Cont/d

- 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 and/or equipment, including digital media, used in a community services/health workplace for the delivery of service and provision of care:
  - General features
  - Benefits
  - Selection
  - Use

- Communication with clients:
  - Principles of client safety in the communication process
  - Legal and ethical considerations
  - Role of communication in building trust and confidence between client and carer
  - Concept of the therapeutic relationship

### The Community Services/Health Worker

- Community services/health worker:
  - Personal attributes and work ethic valued by the industry
  - Interpersonal skills beneficial to an individual working in a community services/health environment
  - Importance of personal presentation and standards of personal hygiene
  - Personal presentation standards required for a specific community services/health workplace and job role
  - Value of self-awareness in the health/community services worker

- How personal values, opinions and ethics of the worker can affect client care and service delivery

- Duties and responsibilities:
  - For a specific job role within the community services/health industry
  - Relationship between individual roles and the role of the team in client care and service delivery
  - Difference between individual and workplace goals and plans

- Role, function and objectives of a workplace within the community services/health industry and their relevance/relationship to a specific work role

- Continuous improvement:
  - Definition
  - Role of employees in continuous improvement, auditing and accreditation
  - Implications of not adhering to a quality improvement program

- Feedback:
  - Value of feedback to an individual worker, the workplace and the industry
  - Types of feedback:
    - Formal and informal
    - Direct and indirect
### the community services/health worker cont/d

- strategies for obtaining and interpreting feedback from supervisor(s), colleagues and clients
- how to deal with positive and negative feedback
- responsibility of a worker to use personal reflection, seek feedback and improve

- 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, guidelines and procedures

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

- awareness of emerging technologies affecting work practices, client care and service delivery in the community services/health industry

- working sustainably:
  - current environmental issues affecting 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 written and electronic documentation
  - workplace and legal requirements for the completion of documentation, including those relating to:
    - client records
    - 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
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**diversity cont/d**

- acknowledge the importance of respecting 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
- socially and culturally appropriate work practices
- effective cross-cultural communication skills

- range of support services available to the community services/health worker and workplace when responding to diversity

**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
  - effective communication
  - different approaches to conflict management including problem-solving, negotiation and mediation
  - workplace policy and procedures regarding management of conflict

- identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict

- identify when it is appropriate to seek assistance when misunderstandings or conflict arise and whose assistance should be sought when conflict escalates
3.5 Ageing, independence and wellbeing – stream focus area

3.5.1 Outcomes

The student:
- considers basic human needs when providing care and support to older clients
- analyses the contribution of physical and emotional and psychological wellbeing to the independence of older clients
- explores services and strategies that promote and build independence in older clients
- applies work practices that respect individual difference when caring for and supporting diverse clients
- understands the importance of working according to workplace policy and procedures and within the legal and ethical framework for the community services industry.

3.5.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- CHCCCS023 Support independence and wellbeing

The application and elements for this unit of competency are provided below.

CHCCCS023 Support independence and wellbeing

Application This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.

Elements

1. Recognise and support individual differences
2. Promote independence
3. Support physical wellbeing
4. Support social, emotional and psychological wellbeing.

Assessment requirements for CHCCCS023 Support independence and wellbeing are detailed in the Training Package.
### 3.5.3 Scope of learning for the HSC

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</table>
**wellbeing cont/d**

- daily habits that contribute to a healthy lifestyle
  - how changes in an individual’s physical condition may affect physical wellbeing:
    - causes of change:
      - ageing and/or life stage
      - new or altered circumstances
    - indicators of change
    - implications of these changes for an individual’s independence

- emotional and psychological wellbeing of clients:
  - promoted by the community services/health worker through strategies including:
    - development of client’s self-esteem and confidence
    - use of safe and predictable routines
    - encouraging client participation in:
      - physical, social, cultural and/or spiritual activities
      - new and/or existing networks
    - ensuring client’s environment is safe and healthy
    - positive and supportive communication with clients
  - concept of self-actualisation and its relationship to emotional and psychological wellbeing
  - application of self-actualisation when working with older clients in community service settings
  - variations in the emotional or psychological condition of older clients:
    - causes
    - emotional concerns and issues and their indicators
    - mental health issues and their indicators
  - risk and protective factors in relation to mental health
  - indicators that older clients may be experiencing neglect and abuse:
    - financial
    - physical
    - psychological
    - sexual

**individual difference**

- meaning of personal identity and personal preference

- ways in which individuals choose to express difference

- how aspects of individual difference may be related to an individual’s:
  - culture
  - sexuality
  - social preference
  - spirituality

- how individual differences may be interrelated

- impact of individual differences on support provided to older clients

- importance of respecting personal identity and personal preference when delivering care and support to older clients
### individual difference cont/d

- issues that arise in residential settings regarding the expression of sexuality
- strategies for the management of inappropriate behaviour in relation to sexuality and sexual expression
- community values and attitudes, including myths and stereotypes, related to personal expressions of difference
- impact on diverse clients of these community values, attitudes, myths and stereotypes
- identify own responses to difference and evaluate personal approach to caring for and/or supporting diverse clients

### client independence

- importance of building independence in older clients
- services in the community services and health industries that promote and support independence:
  - a range of service delivery models and/or standards
  - availability and access
- significance of individualised care and/or support plans for encouraging independence in older clients
- strategies to develop client independence:
  - identify client’s:
    - capacity for self-care
    - strengths
  - provide opportunities for client to utilise own strengths
  - facilitate and support client access to support services, resources, networks and activities

### delivery of care and support

- provision of care and support to older clients within the context of an individualised plan
- characteristics of effective service delivery to older clients:
  - accommodates client needs, preferences and difference
  - delivered in accordance with legal and ethical requirements
  - involves and empowers the client
- workplace policy and procedures and legislative requirements for reporting in relation to the delivery of care and support
- describe how, when and to whom to report:
  - about:
    - variations in client’s:
      - physical condition
      - emotional or psychological wellbeing
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<thead>
<tr>
<th>delivery of care and support cont/d</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ instances of possible abuse and/or neglect</td>
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<tr>
<td>▪ hazards affecting the safety of a client</td>
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<tr>
<td>▪ situations beyond the scope of the worker’s responsibility</td>
</tr>
<tr>
<td>▪ reporting to appropriate personnel and/or organisation(s)</td>
</tr>
</tbody>
</table>
3.6  Allied health – stream focus area

3.6.1  Outcomes

The student:
- describes the role, responsibilities and boundaries of allied health workers
- analyses the implications of a primary health care approach and its application to allied health therapies
- explains the protocols, processes and procedures involved in assisting allied health professionals to conduct therapy sessions
- understands the importance of working according to workplace policy and procedures and within the legal and ethical framework for the health industry.

3.6.2  Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- HLTAGA001  Assist with an allied health program

The application and elements for this unit of competency is provided below.

**HLTAGA001  Assist with an allied health program**

*Application*  This unit describes the skills and knowledge required to provide basic assistance to an allied health professional.

*Elements*  
1. Provide relevant information to clients
2. Prepare for therapy session
3. Provide assistance with therapy session
4. Use therapy equipment correctly and safely
5. Feedback appropriate therapy information to supervising allied health professional
6. Assist in the design and construction of simple therapy materials and equipment
7. Complete required administrative duties
8. Work with a primary health care approach.

*Assessment requirements*  for HLTAGA001 Assist with an allied health program are detailed in the Training Package.
### 3.6.3 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>allied health services</th>
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</thead>
<tbody>
<tr>
<td>• main allied health disciplines and the settings in which their services are provided:</td>
</tr>
<tr>
<td>- dietetics</td>
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<tr>
<td>- diversional/recreational therapy</td>
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<tr>
<td>- occupational therapy</td>
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<tr>
<td>- physiotherapy</td>
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<tr>
<td>- podiatry</td>
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<tr>
<td>- psychology and clinical psychology</td>
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<tr>
<td>- radiography</td>
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<tr>
<td>- social work</td>
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<tr>
<td>- speech pathology</td>
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<tr>
<td>• roles and responsibilities of personnel in relation to the provision of allied health services:</td>
</tr>
<tr>
<td>- allied health professional</td>
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<tr>
<td>- allied health assistant</td>
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<tr>
<td>- other health team members, including:</td>
</tr>
<tr>
<td>- nursing</td>
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<tr>
<td>- medical</td>
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<tr>
<td>- paid carers</td>
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<tr>
<td>- interpreters</td>
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<tr>
<td>• clients of allied health services:</td>
</tr>
<tr>
<td>- general knowledge of the main client populations</td>
</tr>
<tr>
<td>- basic understanding of human behaviour, including social and interpersonal behaviour</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>allied health therapies</th>
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</thead>
<tbody>
<tr>
<td>• differences and interrelationships between:</td>
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<tr>
<td>- dietetics</td>
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<tr>
<td>- occupational therapy</td>
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<tr>
<td>- physiotherapy</td>
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<tr>
<td>- speech pathology</td>
</tr>
<tr>
<td>• goals and limitations of therapy associated with:</td>
</tr>
<tr>
<td>- dietetics</td>
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<tr>
<td>- occupational therapy</td>
</tr>
<tr>
<td>- physiotherapy</td>
</tr>
<tr>
<td>- speech pathology</td>
</tr>
<tr>
<td>• for a particular client population:</td>
</tr>
<tr>
<td>- a range of therapy tasks and programs appropriate for client needs</td>
</tr>
<tr>
<td>- significance of individualised plans in the treatment of clients</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>primary health care approach</th>
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</thead>
<tbody>
<tr>
<td>• meaning of a ‘primary health care approach’</td>
</tr>
</tbody>
</table>
### Primary Health Care Approach cont/d

- Implications of a primary health care approach for the work practices of an allied health care worker
- Holistic health as a concept focusing on wellbeing rather than disease or its absence
- Processes for involving both the client and community in the planning and provision of health care
- A range of strategies for preventing illness and promoting good health
- Determinants that influence the health outcomes of individuals including:
  - Housing
  - Education
  - Nutrition
  - Communication

### Delivery of Care and Support

- Recognition that allied health assistants always work under the supervision of allied health professionals:
  - Reasons why supervision is necessary
  - Specific areas of the worker's practice that are subject to supervision
  - Types of supervision:
    - Direct
    - Indirect
    - Remote
    - Communication protocols between the allied health assistant and their supervisor(s)
- The therapy session:
  - General precautions that should be followed during every session
  - A range of therapy tasks typical to a specific therapy and for a particular client population
  - Processes used by the allied health assistant to:
    - Assess client readiness
    - Communicate the goals of treatment
    - Check client understanding of proposed procedure or activity
    - Gain client consent to proceed
    - Prepare the client for treatment
    - Assist in delivery of the therapy prescribed by the allied health professional
    - Monitor the client for changes which may affect the prescribed therapy
  - Importance of, and techniques for, maintaining client:
    - Dignity
    - Comfort
    - Confidentiality
    - Privacy
    - Safety
  - For a range of commonly used therapy equipment:
    - Application in particular therapy programs
    - Use in accordance with manufacturer requirements and supervisor instructions
### delivery of care and support cont/d

- routine maintenance
- techniques for making simple adaptations
  - difference between therapy materials and therapy aids
  - workplace practices for maintaining stock levels of materials and aids
  - construction of simple materials and aids

- application of safe work procedures and practices during therapy sessions

- sources of information about allied health services and ways in which this information is disseminated to clients

- role of evidence-based practice and principles of access and equity in the provision of allied health care services

### reporting and recording

- workplace policy and procedures:
  - for reporting to supervising allied health professional(s)
  - applying to record-keeping and client documentation

- workplace practices for recording:
  - client bookings
  - statistics
3.7 Nursing assistance in acute care – stream focus area

3.7.1 Outcomes

The student:
- describes the role, responsibilities and boundaries of nursing care workers in acute care environments
- analyses the importance of the nursing care plan for the delivery of care and support in acute care environments
- explains the principles, procedures and practices involved in assisting clients with daily living activities and personal care needs
- understands the importance of working according to workplace policy and procedures and within the legal and ethical framework for the health industry.

3.7.2 Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:
- HLTAIN001 Assist with nursing in an acute care environment

The application and elements for this unit of competency is provided below.

HLTAIN001 Assist with nursing in an acute care environment

Application This unit describes the skills and knowledge required to provide nursing care assistance in an acute care environment.

Elements 1. Assist with the delivery of nursing care to clients in an acute care environment
2. Support the client to meet personal care needs in an acute care environment
3. Work in a team environment
4. Work effectively under supervision.

Assessment requirements for HLTAIN001 Assist with nursing care in an acute environment are detailed in the Training Package.
### 3.7.3 Scope of learning for the HSC

#### delivery of care and support

- understanding of what constitutes an acute care environment

- primary role, responsibilities and limitations of personnel who work in an acute care environment:
  - registered nurse
  - enrolled nurse
  - assistant in nursing
  - health care team
  - multidisciplinary team

- recognition that nursing care assistance is carried out under the supervision of registered nurses

- difference between providing support, assistance and technical care

- principles for delivering care and support:
  - workplace protocols for:
    - maintaining client confidentiality, privacy and dignity
    - communicating with clients and their carers
    - explaining the purpose of any procedure or activity
    - checking client understanding of the proposed procedure or activity
    - obtaining client consent before proceeding with any procedure or activity
  - legal and ethical considerations related to service delivery in acute care settings

- the nursing care plan:
  - purpose
  - plan development:
    - information required
    - importance of incorporating client preferences into the plan where possible
  - examples of nursing care plans:
    - typical content
    - variations in format
  - knowledge of programs for the management of:
    - client personal care
    - infection control
    - continence including the use of continence aids
    - skin integrity including:
      - processes to maintain skin integrity
      - causes of its loss
      - subsequent implications for the client
  - plan implementation:
    - roles and responsibilities of various personnel
    - work role boundaries
    - workplace protocols and procedures in relation to lines of referral and reporting

- equipment and aids commonly used:
  - in the delivery of personal care
  - to assist with the mobility of clients
### delivery of care and support cont/d

- a range of prostheses commonly encountered in acute care environments
- knowledge of how to apply prostheses correctly
- technical skills associated with:
  - application of anti-thrombosis stockings
  - assistance with breathing devices
  - catheter care
  - shallow wound care
- application of safe work procedures and practices when delivering care and support

### client needs

- range of human needs:
  - cognitive
  - cultural
  - educational
  - nutritional
  - physical
  - psychological
  - safety and security
  - sexual
  - social
  - spiritual
- personal care needs associated with daily living activities of clients in acute care environments:
  - dressing and undressing
  - eating and drinking
  - eye and nail care
  - grooming and hair
  - oral health
  - showering
  - toileting
  - washing
- workplace procedures and practices to support and/or assist clients with daily living activities and other personal care needs

### clinical information and/or data

- assessment tools used to collect clinical information and/or data
- protocols for the collection of clinical information and/or data:
  - explain why information is being sought
  - obtain client consent before collecting information
  - identify client preferences related to their care for inclusion in the nursing care plan
- equipment commonly used to collect and record clinical information and/or data
### Clinical Information and/or Data Cont/d

- Workplace procedures and practices for:
  - Taking and recording:
    - Temperature
    - Pulse rate
    - Pulse oximetry
    - Respiratory rate
    - Blood pressure
    - Blood glucose levels
  - Recording fluid and food intake and output
  - Measuring and recording weight
  - Collecting urine, sputum and faecal specimens
  - Recognising changes in consciousness

### Reporting and Record-Keeping

- Types of reports:
  - Verbal
  - Written
  - Electronic

- Workplace practices for reporting on:
  - Changes in client condition
  - Difficulties in:
    - Providing client support and assistance
    - Carrying out work instructions
  - Clinical data collected to a registered nurse

- Client records and documentation typically kept in acute care environments

- Importance of:
  - Accuracy in reporting and record-keeping
  - Reporting within appropriate timeframes

- Workplace policy and procedures applying to record-keeping
4  **HSC examination**

The Human Services Curriculum Framework includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

The Human Services HSC examination can contribute up to two units towards the calculation of a student’s ATAR.

Students who have completed the Human Services (240 indicative hours) course or Human Services (360 indicative hours) course are eligible to sit for the Human Services HSC examination.

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

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.**

4.1  **Examinable outcomes and content**

The HSC examination in Human Services is based on the HSC Content (focus areas) in this Framework.

The HSC Content is detailed in Section 3 of this Syllabus.

4.2  **Relationship of the Human Services (240 indicative hours) course and Human Services (360 indicative hours) course structure to the HSC examination**

The relationship between the Human Services (240 indicative hours) course and Human Services (360 indicative hours) course structure, the HSC Content and the HSC examination is described in the *Assessment and Reporting in Human Services Stage 6* document.
5 Other important information

5.1 Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education courses, BOSTES has an exclusion between the courses. Exclusions are applied at a course level rather than at the unit of competency level.

In this Framework, students can only undertake the Human Services (240 indicative hours) course or the Human Services (360 indicative hours) course.

Schools should check all course exclusions when determining an appropriate pattern of study for their students.

VET course exclusions can be checked on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

5.2 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Arrangements for RPL and credit transfer within VET courses, including processes, application form and examples of possible scenarios, are detailed on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.

5.3 School-based trainees


5.4 Students with special education needs

Students with special education needs may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information, see the VET Courses and Students with Special Education Needs fact sheet, as well as Collaborative Curriculum Planning advice, on the BOSTES website.
5.5 Access by students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available on the BOSTES website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.
6 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.

**Australian 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)).

**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.

**core units of competency**

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

**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**

HSC Content is organised into focus areas. HSC Content prescribes the scope of learning for the HSC.

**mandatory units of competency**

Units of competency that must be studied for an HSC VET course.

**recognition of prior learning (RPL)**
The result of an assessment of an individual’s formal, 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 VET Quality Framework, within a defined scope of registration (include TAFE NSW institutes, private providers and 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.
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.

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 qualification(s)/course(s).

training.gov.au  
http://training.gov.au  
The national register for recording information about RTOs, Training Packages and accredited courses.

Training Package  
A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET 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

VET 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.

VET Quality Framework  
The VET Quality Framework comprises:
- the Standards for Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.