



VET Content Endorsed Course
Stage 6 Course Description

Aged Care

for implementation from 2010

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

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1 Introduction to Vocational Education and Training (VET) Content Endorsed Courses

Vocational Education and Training (VET) Content Endorsed Courses (CECs) give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

VET CECs are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Package(s) which are suitable for the HSC. They also define how units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

Courses within VET CECs count as Board Endorsed unit credit for the HSC and do not contribute towards an Australian Tertiary Admission Rank (ATAR).

This VET CEC course description contains the HSC Aged Care VET courses to be delivered for the HSC by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

2 The Higher School Certificate Program of Study

The purpose of the HSC program of study is to:

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

3 VET in the NSW HSC

3.1 The national context

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

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

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

3.2 Determination of AQF VET qualifications for HSC students

HSC VET CECs are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

Course structures for the HSC are described in each CEC. In order to have satisfactorily completed a VET CEC course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort and fulfil any work placement requirements.

The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.

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

Sections 7.4 to 7.6 outline the HSC courses, course requirements and units of competency within the Aged Care VET CEC.

Section 12 outlines the qualification packaging rules for the AQF VET qualification available through the Aged Care VET CEC (reproduced directly from the Training Package) and should be consulted when selecting elective units of competency.

4 Rationale

Aged care is one sector of community services work. The Australian population is ageing and a skilled workforce is required to provide quality care to older Australians. This care ranges from supporting those who remain in their homes, to those in low care residential living (such as independent living and hostels) and those requiring high dependency care (such as nursing homes).

The community services industry assists and supports individuals, families and communities in need, contributing to their wellbeing and quality of life. The workforce is characterised by paid and unpaid work, with employment predominately in not-for-profit community-based organisations. The work reflects a complex interrelationship of duty of care, ethical practice, personal values and service delivery standards.

Workers in community services are required to work successfully with cultural diversity, to develop strategies to empower individuals and groups and to respect the rights and dignity of clients and colleagues.¹

The *Community Services Training Package (CHC08)* offers qualifications from Certificate I to Vocational Graduate Diploma across a range of industry areas. The Aged Care CEC is based on units of competency from this Training Package.

The inclusion of courses in aged care in the HSC based on an industry-recognised AQF VET qualification allows students to access both long-term and short-term employment opportunities as well as to undertake voluntary roles which are a vital component of the community services industry. Courses within the Aged Care CEC provide an opportunity for students to gain Certificate III in Aged Care as part of their HSC. Apart from being nationally recognised, this AQF VET qualification articulates into higher-level qualifications in the community services and health industries which students may pursue post-school.

Learning in each HSC course in the Aged Care CEC provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in community services. It also provides for the development of employability skills such as teamwork and communication which are transferable to other industry areas and are a key feature of the qualification available through the VET CEC.

5 Aim

The Aged Care VET CEC is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the community services and health industries. Through the study of this course, students will gain experiences that can be applied to a range of contexts, including work, study and leisure, and that will assist them to make informed career choices.

¹ DEEWR, 2008, *Community Services Training Package (CHC08)*, Volume 1.

6 Aged Care VET Content Endorsed Course (CEC)

6.1 AQF VET qualification available in the Aged Care VET CEC

The Aged Care VET CEC is based on the national *Community Services Training Package (CHC08)*.

The AQF VET qualification available in the Aged Care VET CEC is:

- Certificate III in Aged Care (CHC30208).

Section 12 of this document outlines the qualification packaging rules for this qualification.

6.2 Units of competency

Details about individual units of competency in courses in the Aged Care VET CEC are available in the *Community Services Training Package (CHC08)*. This Training Package is available on the National Training Information Services (NTIS) website (www.ntis.gov.au).

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

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

Information about the delivery of VET courses for the HSC by RTOs other than schools or TAFE NSW colleges is contained in the Board of Studies *Assessment, Certification and Examination (ACE) Manual* and relevant Board of Studies Official Notices (refer to the Board's website at www.boardofstudies.nsw.edu.au).

7 Course Structures

7.1 Courses within the Aged Care VET CEC

A VET CEC describes the units of competency that have been identified as being suitable for the purposes of the HSC. Units of competency in the Aged Care VET CEC are detailed in **Sections 7.4 and 7.6**.

Each course in a VET CEC describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Aged Care VET CEC contains the following courses:

- Aged Care (240 indicative hours) – see Section 7.4
- Aged Care (360 indicative hours) – see Section 7.5
- Aged Care Specialisation Study (60 indicative hours) – Section 7.6.

The maximum number of Preliminary and/or HSC units of credit available from this VET CEC is seven.

7.1.1 The selection of units of competency

Units of competency should be selected within course structures to maximise students' eligibility for AQF VET qualifications and an occupational outcome. **Section 12** provides the qualification packaging rules for the qualification available through the Aged Care VET CEC (reproduced directly from the Training Package). This information should be consulted when selecting elective units of competency.

An integrated or holistic approach to course delivery and assessment should be adopted.

7.2 Allocation of HSC indicative hours of credit

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

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the VET CEC. 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 indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

The indicative hours assigned to each unit of competency included in the Aged Care VET CEC for the purpose of unit credit towards the HSC are detailed in **Sections 7.4 and 7.5**.

7.3 Recognition of Prior Learning (RPL) and credit transfer

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

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

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

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

7.3.1 RPL and credit transfer in VET courses

Students undertaking HSC courses in the Aged Care VET CEC may already hold units of competency or have current knowledge, skills and experience relevant to the units of competency within the courses.

Students can be granted credit (RPL or credit transfer) for:

- units of competency within AQF VET qualifications
- HSC VET course outcomes and content as defined by the indicative hour requirements of HSC VET courses
- mandatory work placement requirements.

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

7.4 Aged Care (240 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to develop knowledge and skills for working in the aged care sector of the community services industry.

HSC unit credit

HSC unit credit for VET courses can be accredited to the Preliminary and/or HSC pattern of study.

This course is accredited for a total of four units at the Preliminary and/or HSC level.

To count a course towards the HSC program of study students must satisfy the course completion criteria as required by the Board of Studies. Refer to Section 8.4 of the *Assessment, Certification and Examination (ACE) Manual*.

Course requirements

- Students must attempt:
 - the following **THREE** mandatory units of competency:

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCAC318A	Work effectively with older people	nil	40
CHCOHS312A	Follow safety procedures for direct care work	nil	25
HLTAP301A	Recognise healthy body systems in a health care context [#]	nil	30
Total HSC indicative hours for mandatory units of competency			95

- **AND** units of competency to a minimum value of **145 HSC indicative hours** from Table 1 (Section 7.5, p 16) **and/or** Table 2 (Section 7.5, pp 17–18).

- Students must complete a minimum of 35 hours of work placement.

[#] To gain entry into Certificate IV in Aged Care (CHC40108) a candidate must be recognised as competent against these six compulsory units of competency from Certificate III in Aged Care (CHC30208).

AQF VET qualification

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

Depending on the achievement of units of competency, the possible qualification outcome is:

- Statement of Attainment towards Certificate III in Aged Care (CHC30208).

Qualification packaging rules are in Section 12 of this document.

Access including access by students in Stage 5

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

Students undertaking courses within the community services and/or health industries may be required to:

- sign a *Prohibited Employment Declaration* (see www.kids.nsw.gov.au)
- undertake a *National Criminal History Record Check* (see www.police.nsw.gov.au) or *Working with Children Check* (see www.kids.nsw.gov.au)
- undergo occupational screening and be vaccinated against infectious diseases (see www.health.nsw.gov.au).

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

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

BOS course numbers

BOS course name	Pattern of study	BOS course number	Schools Online entry advice
Aged Care (240 hours)	2 units x 2 years	58211* (school/private provider delivered)	Enter this course number in both Preliminary (Year 11) and HSC (Year 12)
		43511 (TAFE NSW delivered)	
	4 units x 1 year	58212* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43512 (TAFE NSW delivered)	

* For quality assurance purposes, where this course is to be delivered by a school or private provider, it is necessary for the school to apply to be endorsed to offer the course. Details of the *Application to Link to a Board Endorsed VET Course* can be found on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/link-board-endorsed-courses.html

The pattern of study entered should reflect the delivery of the course over successive years. Students will be credentialled for the HSC unit credit entered each calendar year provided they have satisfactorily completed the course requirements for that calendar year as determined by the school/RTO.

Exclusions

- Community Services – Introduction (240 indicative hours)
- all courses in the Community Services CEC
- Aged Care (360 indicative hours)
- a number of Board Developed HSC courses include a requirement for the development of project work for either internal or external assessment. Projects or products developed as part of HSC VET courses are not to be used either in full or in part for assessment in any other HSC course.

7.5 Aged Care (360 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable them to commence a career in the aged care sector of the community services industry.

HSC unit credit

HSC unit credit for VET courses can be accredited to the Preliminary and/or HSC pattern of study.

This course is accredited for a total of six units at the Preliminary and/or HSC level.

To count a course towards the HSC program of study students must satisfy the course completion criteria as required by the Board of Studies. Refer to Section 8.4 of the *Assessment, Certification and Examination (ACE) Manual*.

Course requirements

- Students must attempt:
 - **TEN** mandatory units of competency listed in Table 1 (p16)
 - **AND** units of competency to a minimum value of 55 HSC indicative hours from the elective pool (Table 2, pp 17–18).

(Note: To achieve Certificate III in Aged Care students must achieve a minimum of four elective units of competency.)
- Students must complete a minimum of 70 hours of work placement.

AQF VET qualification

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

Depending on the achievement of units of competency, the possible qualification outcome is:

- Statement of Attainment towards Certificate III in Aged Care (CHC30208)
- Certificate III in Aged Care (CHC30208).

Qualification packaging rules are in Section 12 of this document.

Access including access by students in Stage 5

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

Students undertaking courses within the community services and/or health industries may be required to:

- sign a *Prohibited Employment Declaration* (see www.kids.nsw.gov.au)
- undertake a *National Criminal History Record Check* (see www.police.nsw.gov.au) or *Working with Children Check* (see www.kids.nsw.gov.au)
- undergo occupational screening and be vaccinated against infectious diseases (see www.health.nsw.gov.au).

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

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

BOS course numbers

BOS course name	Pattern of study	BOS course number	Schools Online entry advice
Aged Care (360 hours)	2 units x 2 years	58211* (school/private provider delivered)	Enter this course number for both Preliminary (Year 11) and HSC (Year 12)
		43511 (TAFE NSW delivered)	
	or		
	4 units x 1 year	58212* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43512 (TAFE NSW delivered)	
	and		
2 units x 1 year	58210* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12) depending on the pattern of delivery	
	43510 (TAFE NSW delivered)		

* For quality assurance purposes, where this course is to be delivered by a school or private provider, it is necessary for the school to apply to be endorsed to offer the course. Details of the *Application to Link to a Board Endorsed VET Course* can be found on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/link-board-endorsed-courses.html

The pattern of study entered should reflect the delivery of the course over successive years. Students will be credentialled for the HSC unit credit entered each calendar year provided they have satisfactorily completed the course requirements for that calendar year as determined by the school/RTO.

Exclusions

- Community Services – Introduction (240 indicative hours)
- all courses in the Community Services CEC
- Aged Care (240 indicative hours)
- a number of Board Developed HSC courses include a requirement for the development of project work for either internal or external assessment. Projects or products developed as part of HSC VET courses are not to be used either in full or in part for assessment in any other HSC course.

Table 1 Aged Care (360 indicative hours) mandatory units of competency

MANDATORY Attempt ALL units of competency			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCAC317A	Support older people to maintain their independence	nil	20
CHCAC318A	Work effectively with older people [#]	nil	40
CHCAC319A	Provide support to people living with dementia [#]	nil	30
CHCCS411A	Work effectively in the community sector [#]	nil	45
CHCICS301A	Provide support to meet personal care needs [§]	nil	35
CHCICS302A	Participate in the implementation of individualised plans	nil	20
CHCICS303A	Support individual health and emotional well being [#]	nil	35
CHCOHS312A	Follow safety procedures for direct care work	nil	25
CHCPA301B	Deliver care services using a palliative approach [#]	nil	25
HLTAP301A	Recognise healthy body systems in a health care context [#]	nil	30
Total HSC indicative hours for mandatory units of competency			305

[§] This unit of competency must be assessed in the workplace (see the *Evidence Guide* for this unit of competency). In their planning, schools and RTOs should ensure that sufficient work placement time is scheduled for the development of competence and collection of evidence.

[#] To gain entry into Certificate IV in Aged Care (CHC40108) a candidate must be recognised as competent against these six compulsory units of competency from Certificate III in Aged Care (CHC30208).

AND units of competency to a minimum value of 55 HSC indicative hours from the elective pool

Table 2 Elective pool

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
Client support			
CHCAC316B	Provide food services	nil	20
CHCAC417A	Implement interventions with older people at risk of falls	nil	20
CHCAD401D	Advocate for clients	nil	20
CHCCS400A	Work within a relevant legal and ethical framework	nil	30
CHCGROUP302D	Support group activities	nil	20
CHCICS306A	Provide basic foot skin and nail care	nil	15
CHCLD315A	Recognise stages of lifespan development	nil	30
HLTFA301B	Apply first aid	nil	20
HLTFA402B	Apply advanced first aid	HLTFA301B	15
HLTIN301A	Comply with infection control policies and procedures in health work	nil	25
Communication			
CHCCOM302C	Communicate appropriately with clients and colleagues	nil	20
Medication			
CHCCS305A	Assist clients with medication [§]	HLTAP301A	45
Organisational support			
BSBINM201A	Process and maintain workplace information	nil	20
BSBWOR204A	Use business technology	nil	15
CHCADMIN302C	Provide administrative support	nil	15
CHCINF408C	Comply with information requirements of the aged care and community care sectors	nil	30
CHCORG322B	Contribute to implementation of service delivery strategy	nil	10

[§] This unit of competency must be assessed in the workplace (see the *Evidence Guide* for this unit of competency). In their planning, schools and RTOs should ensure that sufficient work placement time is scheduled for the development of competence and collection of evidence.

Table 2 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
Workplace diversity			
HLTHIR403B	Work effectively with culturally diverse clients and co-workers	nil	20
HLTHIR404B	Work effectively with Aboriginal and/or Torres Strait Islander people	nil	25
Working with people with disabilities			
CHCDIS301A	Work effectively with people with a disability	nil	40
CHCDIS302A	Maintain an environment to empower people with disabilities	nil	30
CHCDIS313A	Support people with disabilities who are ageing	nil	30
CHCDIS322A	Support community participation and inclusion	nil	35
CHCDIS323A	Contribute to skill development and maintenance	nil	35
Other			
HLTCSD203B	Prepare and maintain beds	nil	10
HLTCSD208B	Transport clients	nil	10
HLTCSD306B	Respond effectively to difficult or challenging behaviour	nil	15
HLTCSD307B	Care for the home environment of clients	nil	20
HLTMS206B	Perform general cleaning tasks in a clinical setting	nil	10
HLTMS208B	Handle waste in a health care environment	nil	10

7.6 Aged Care Specialisation Study (60 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to gain Certificate III in Aged Care.

HSC unit credit

HSC unit credit for VET courses can be accredited to the Preliminary and/or HSC pattern of study.

The Aged Care Specialisation Study (60 indicative hours) course is accredited for one unit at the Preliminary or HSC level.

To count a course towards the HSC program of study students must satisfy the course completion criteria as required by the Board of Studies. Refer to Section 8.4 of the *Assessment, Certification and Examination (ACE) Manual*.

Course eligibility

The Aged Care Specialisation Study is only available to students who are currently entered in, or have completed, the Aged Care (360 indicative hours) course.

Course requirements

Students must attempt units of competency to a minimum value of 60 HSC indicative hours from Table 2 (Section 7.5, pp 17–18).

The work placement requirement is met through the minimum 70 hours of work placement in the Aged Care (360 indicative hours) course.

AQF VET qualification

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

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate III in Aged Care (CHC30208).

Qualification packaging rules are in Section 12 of this document.

Access including access by students in Stage 5

Students undertaking courses within the community services and/or health industries may be required to:

- sign a *Prohibited Employment Declaration* (see www.kids.nsw.gov.au)
- undertake a *National Criminal History Record Check* (see www.police.nsw.gov.au) or *Working with Children Check* (see www.kids.nsw.gov.au)
- undergo occupational screening and be vaccinated against infectious diseases (see www.health.nsw.gov.au).

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

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

BOS course numbers

BOS course name	Pattern of study	BOS course number	Schools Online entry advice
Aged Care Specialisation Study (60 hours)	1 unit x 1 year	58213* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43515 (TAFE NSW delivered)	

* For quality assurance purposes, where this course is to be delivered by a school or private provider, it is necessary for the school to apply to be endorsed to offer the course. Details of the *Application to Link to a Board Endorsed VET Course* can be found on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/link-board-endorsed-courses.html

Exclusions

- Community Services – Introduction (240 indicative hours)
- Community Services VET CEC
- a number of Board Developed HSC courses include a requirement for the development of project work for either internal or external assessment. Projects or products developed as part of HSC VET courses are not to be used either in full or in part for assessment in any other HSC course.

8 Work Placement

Work placement is a mandatory HSC requirement in this VET CEC and appropriate hours have been assigned to courses.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge, including employability skills.

The mandatory work placement requirements for courses in this VET CEC are not intended to indicate the time required for the achievement of units of competency. The amount of learning in the workplace that is needed to achieve a unit of competency will vary.

8.1 Work placement requirements

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

Students must complete the following work placement for Aged Care VET CEC courses:

- Aged Care (240 indicative hours) – a minimum of 35 hours in a workplace
- Aged Care (360 indicative hours) – a minimum of 70 hours in a workplace
- Aged Care Specialisation Study (60 indicative hours) – the work placement requirement is met through the minimum 70 hours of work placement in the Aged Care (360 indicative hours) course.

Non-completion of work placement is grounds for withholding the course. Schools are advised to follow the ‘N’ determination procedure as outlined in the Board of Studies *Assessment, Certification and Examinations (ACE) Manual*.

It is the responsibility of the school and/or RTO to determine how course outcomes are best achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual students or class groups to achieve the competencies, this will be determined by the deliverer, but it does not affect the indicative HSC hours.

Further information and advice on the implementation of work placement are contained in policy statements or guidelines available from the relevant school system/sector authority or the RTO.

8.2 Part-time work

Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies *Assessment, Certification and Examinations (ACE) Manual* or relevant Board of Studies Official Notices.

9 Assessment Requirements and Advice

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the HSC, those purposes include:

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

For HSC VET courses, they also include:

- confirming whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed units of competency
- determining eligibility for AQF VET qualifications.

9.1 Competency-based assessment

The courses within the Aged Care VET CEC are competency-based courses. The Board of Studies and the AQTF requires that a competency-based approach to assessment is used. Assessment must meet the requirements of the *Community Services Training Package (CHC08)*.

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

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

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

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

The evidence guide in a unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.

9.2 Training Package requirements

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

A qualified assessor under the auspices of the RTO that is to issue the qualification must conduct the assessment.

9.2.1 Assessment guidelines

The assessment guidelines of a Training Package are part of the mandatory components of the package.

The role of the assessment guidelines is to set out principles and provide guidance that ensures fair, valid and consistent assessment.

The assessment guidelines in the Community Services Training Package set out information on:

- the assessment system
- licensing/registration requirements
- learning and assessment pathways
- assessor requirements
- designing assessment tools
- conducting assessment
- assessment of employability skills
- access and equity
- information for trainers and assessors in the community sector
- further sources of information.

The full text of the assessment guidelines and units of competency is included in the national *Community Services Training Package (CHC08)* available at the NTIS website (www.ntis.gov.au).

In addition to the assessment guidelines, the Training Package contains an evidence guide for the assessment of each unit of competency in courses in the VET CEC.

9.2.2 Using qualified assessors

The Training Package specifies that a qualified assessor must conduct the assessment. The AQTF specifies mandatory competency requirements for assessors. Element 1.4 from the AQTF Essential Standards for Registration is as follows:

- 1.4 Training and assessment are conducted by trainers and assessors who:
- a) have the necessary training and assessment competencies as determined by the National Training Quality Council or its successors
 - b) have the relevant vocational competencies at least to the level being delivered or assessed
 - c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

It is important to note that it is not necessary for one individual to meet all components of assessor qualifications. The 'qualified assessor' might consist of an assessment partnership or team in which one partner has assessor qualifications and the other has technical expertise.

All assessors who are engaged in assessing units of competency from the Community Services Training Package must be either:

- employed by an RTO

OR

- acting under the registration of an RTO (for example, a teacher working at a delivery site of a school sector RTO).

10 HSC Requirements and Certification

10.1 Course completion requirements

For a student to be considered to have satisfactorily completed a course within the Aged Care VET CEC there must be sufficient evidence that the student has:

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

Refer to the Board's *Assessment, Certification and Examinations (ACE) Manual* for further information (www.boardofstudies.nsw.edu.au).

10.2 Preliminary and HSC unit credit

To facilitate flexibility of VET in the HSC, courses within the Aged Care VET CEC may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

10.3 Reporting achievement in the HSC

The HSC credentials received by students are used by the Board to report satisfactory completion of courses within the Aged Care VET CEC. Each course will be listed on the HSC Record of Achievement together with the HSC unit credit value. The Record of Achievement will also refer to separate vocational documentation.

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

11 Other Information

11.1 Providing for all students

11.1.1 Students with special education needs

Courses in the Aged Care VET CEC are available to all students.

Students with special education needs may access:

- all courses within the Aged Care VET CEC under regular course arrangements
- OR**
- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Section 7 of this document.

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence.

Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the *Community Services Training Package (CHC08)*.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.²

Reasonable adjustments should be based on the individual student's needs and abilities.

The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the aged care sector.

Successful participation in courses within the Aged Care VET CEC for students with special education needs will require:

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support, both off-the-job and in the workplace.

² *Training Package Development Handbook Guidelines: Training Packages*, www.tpdh.deewr.gov.au

Work placement

Students with special education needs must undertake the minimum work placement requirement for courses within the Aged Care VET CEC, described in Section 7 (course requirements) and in Section 8 of this document.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 9 of this document. Some students may require adjustments to assessment strategies as well as additional time to demonstrate the required level of competence.

AQF VET qualifications

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

11.1.2 Gender and cultural considerations

VET CECs address the needs of a broad range of students. Material developed for teaching and assessment programs in the Aged Care VET CEC must not contain any bias related to a student's gender or cultural background. Case studies, illustrative examples and other materials used for teaching and assessment should be selected such that they do not reinforce gender or cultural stereotypes.

11.1.3 School-based trainees

The Aged Care VET CEC includes provision for school-based trainees to gain unit credit towards the HSC for the school-based formal training component of their traineeship.

Students may elect to complete the Board Endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job component of the school-based traineeship.

Further information on requirements and arrangements for school-based traineeships in the community services industry is available from:

- school system/sector authorities
- the Department of Education and Training State Training Centres
- the apprenticeships and traineeships website (<http://apprenticeship.det.nsw.edu.au>)
- the Department of Education and Training Vocational Education in Schools school-based apprenticeships and traineeships in NSW (www.sbatinnsw.info)
- Australian Apprenticeship Centres.

11.2 Articulation to further training

Students achieving units of competency in this VET CEC can apply to have those units recognised in other endorsed Training Package qualifications.

Students and teachers should investigate the qualifications within the *Community Services Training Package (CHC08)* to identify possible training pathways. In some instances these may include higher-level courses at TAFE NSW or other RTOs which may provide for advanced standing in related university courses.

A number of qualifications at Certificate IV and above from the Community Services Training Package that students may pursue when they leave school – for example, Certificate IV in Aged Care – have qualification entry requirements. Details are provided in Section 7 of this document. To maximise student opportunities post-school, these requirements should be taken into consideration when selecting units of competency for delivery in this VET CEC.

Students seeking to gain credit towards AQF VET qualifications in other industries may use the qualifications gained in aged care as evidence of competency for related units of competency in any national Training Package.

12 Minimum Requirements for AQF VET Qualifications

The following pages outline the qualification packaging rules for the AQF VET qualification available in this VET CEC. This information is reproduced directly from the *Community Services Training Package (CHC08)*. It is included so that the minimum requirements for achieving the industry qualification are clear. Students who meet these requirements will be eligible for the relevant AQF VET Certificate, whether or not they have met the additional requirements of the HSC course.

Please note: Only the shaded units of competency are available in the Aged Care VET CEC. HSC course requirements are outlined in Section 7.

CHC30208 Certificate III in Aged Care

This qualification addresses work primarily in residential facilities under direct or regular supervision within clearly defined organisation guidelines and service plans.

These workers:

- carry out activities to maintain personal care and/or other activities of living for people in an aged care setting
- carry out activities related to an individualised plan
- report directly to a supervisor and are not responsible for other workers.

Occupational titles may include:

Accommodation support worker	Field officer
Assistant in nursing	Home care assistant
Care assistant	In-home respite worker
Care service employees	Nursing assistant
Care worker	Personal care assistant
Community care worker	Personal care giver
Community house worker	Personal care worker
Community support worker	Support worker
Disability service officer (in some jurisdictions)	

Qualification packaging rules

14 units must be selected for this qualification including:

- 10 compulsory units
- 4 elective units.

A wide range of elective units is available and may include:

- relevant electives listed below the compulsory units for this qualification – these electives have been grouped to facilitate selection
- units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages.

Compulsory units

CHCAC317A	Support older people to maintain their independence
CHCAC318A	Work effectively with older people
CHCAC319A	Provide support to people living with dementia
CHCCS411A	Work effectively in the community sector
CHCICS301A	Provide support to meet personal care needs
CHCICS302A	Participate in the implementation of individualised plans
CHCICS303A	Support individual health and emotional well being
CHCOHS312A	Follow safety procedures for direct care work
CHCPA301B	Deliver care services using a palliative approach
HLTAP301A	Recognise healthy body systems in a health care context

The importance of culturally aware and respectful practice

All workers undertaking work in the aged care sector need foundation knowledge to inform their work with Aboriginal and/or Torres Strait Islander clients and co-workers and with clients and co-workers from culturally and linguistically diverse backgrounds. This foundation must be provided and assessed as part of a holistic approach to delivery and assessment of this qualification. Specific guidelines for assessment of this aspect of competency are provided in the Assessment Guidelines for the Community Services Training Package.

Where work involves a specific focus on Aboriginal and/or Torres Strait Islander and/or culturally diverse clients or communities, one or both of the following electives is recommended:

HLTHIR403B Work effectively with culturally diverse clients and co-workers

HLTHIR404B Work effectively with Aboriginal and/or Torres Strait Islander people

Relevant electives

Electives are to be selected in line with specified Packaging Rules. The following grouping of relevant electives is provided to facilitate selection and does not necessarily reflect workplace requirements. Electives may be selected from one or more groups. Employers may specify that certain electives are required to address specific workplace needs.

Client support

CHCAC316B	Provide food services
CHCAC410A	Collect technical data to support client health care plan (Note prerequisite HLTAP301A)
CHCAC417A	Implement interventions with older people at risk of falls
CHCAD401D	Advocate for clients
CHCCS311C	Deliver and monitor services to clients
CHCCS400A	Work within a relevant legal and ethical framework
CHCCS426A	Provide support and care relating to loss and grief

CHCGROUP302D	Support group activities
CHCICS305A	Provide behaviour support in the context of individualised plans
CHCICS306A	Provide basic foot skin and nail care
CHCLD315A	Recognise stages of lifespan development
HLTFA301B	Apply first aid
HLTIN301A	Comply with infection control policies and procedures in health work

Medication

CHCCS305A	Assist clients with medication (Note pre-requisite HLTAP301A)
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Organisational support

BSBINM201A	Process and maintain workplace information
BSBWOR204A	Use business technology
CHCADMIN302C	Provide administrative support
CHCINF302C	Maintain the organisation's information systems
CHCINF303A	Contribute to information requirements in the community sector
CHCINF408C	Comply with information requirements of the aged care and community care sectors
CHCORG322B	Contribute to implementation of service delivery strategy

Supervision and training

CHCCOM403A	Use targeted communication skills to build relationships
CHCORG406A	Supervise work
TAADEL301C	Provide training through instruction and demonstration of work skills

Community care

CHCHC311A	Work effectively in home and community care
CHCICS304A	Work effectively with carers
HLTRAH302A	Undertake home visits

Working with people with disabilities

CHCDIS301A	Work effectively with people with a disability
CHCDIS302A	Maintain an environment to empower people with disabilities
CHCDIS313A	Support people with disabilities who are ageing
CHCDIS322A	Support community participation and inclusion
CHCDIS323A	Contribute to skill development and maintenance

Working with people with mental health issues

CHCMH301A	Work effectively in mental health
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Employability skills summary

CHC30208 Certificate III in Aged Care

The Employability Skills Qualification Summary includes all facets listed in the Employability Skills Framework, but has been customised to reflect specific qualification requirements:

- Any facets not required for work to which that qualification may apply have been crossed out (text appears with a line through it).
- Where facets contain inappropriate words they have been crossed out.
- Additional or replacement words are added (in bold italics) to existing facets:
 - where they are more appropriate
 - in order to clarify how that facet applies for that qualification.

<i>EMPLOYABILITY SKILLS</i>	<i>FACETS ADDRESSED</i> <i>Industry/enterprise requirements for this qualification include the following facets:</i>
Communication	<ol style="list-style-type: none"> 1. Listening to and understanding <i>work instructions, directions and feedback</i> 2. Speaking clearly/directly <i>to relay information</i> 3. Reading and interpreting workplace related documentation, <i>such as prescribed programs</i> 4. Writing to address audience needs, <i>such as forms, case notes and reports</i> 5. Interpreting the needs of internal/ external clients <i>from clear information and feedback</i> 6. Applying <i>basic</i> numeracy skills to workplace requirements <i>involving measuring and counting</i> 7. Establishing and using networks 8. Sharing information (<i>eg with other staff, working as part of an allied health team</i>) 9. Negotiating responsively (<i>eg re own work role and/or conditions, possibly with clients</i>) 10. Persuading effectively 11. Being appropriately assertive (<i>eg in relation to safe or ethical work practices and own work role</i>) 12. Empathising (<i>eg in relation to others</i>)
Teamwork	<ol style="list-style-type: none"> 1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a <i>limited</i> range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	<ol style="list-style-type: none"> 1. Developing practical and creative solutions to workplace problems (<i>ie within scope of own role</i>) 2. Showing independence and initiative in identifying problems (<i>ie within scope of own role</i>) 3. Solving problems individually or in teams (<i>ie within scope of own role</i>) 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems (<i>eg time management, simple calculations, shift handover</i>) 6. Testing assumptions and taking context into account (<i>ie with an awareness of assumptions made and work context</i>) 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities (<i>ie if role has direct client contact</i>)

Aged Care VET Content Endorsed Course Description

<i>EMPLOYABILITY SKILLS</i>	<i>FACETS ADDRESSED</i> <i>Industry/enterprise requirements for this qualification include the following facets:</i>
Initiative and enterprise	<ol style="list-style-type: none"> 1. Adapting to new situations (<i>ie within scope of own role</i>) 2. Being creative in response to workplace challenges (<i>ie within relevant guidelines and protocols</i>) 3. Identifying opportunities that might not be obvious to others (<i>ie within a team or supervised work context</i>) 4. Generating a range of options in response to workplace matters 5. Translating ideas into action (<i>ie within own work role</i>) 6. Developing innovative solutions (<i>ie within a team or supervised work context and within established guidelines</i>) 7. Developing a strategic, creative, long term vision
Planning and organising	<ol style="list-style-type: none"> 1. Collecting, analysing and organising information (<i>ie within scope of own role</i>) 2. Using basic business systems for planning and organising (<i>ie if applicable to own role</i>) 3. Being appropriately resourceful 4. Taking <i>limited</i> initiative and making decisions within workplace role (<i>ie within authorised limits</i>) 5. Participating in continuous improvement and planning processes (<i>ie within scope of own role</i>) 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources (<i>ie within scope of own role</i>) 8. Allocating people and other resources to tasks and workplace requirements (<i>only for team leader or leading hand roles</i>) 9. Managing time and priorities (<i>ie in relation to tasks required for own role</i>) 10. Adapting resource allocations to cope with contingencies (<i>ie if relevant to own role</i>)
Self-management	<ol style="list-style-type: none"> 1. Being self-motivated (<i>ie in relation to requirements of own work role</i>) 2. Articulating own ideas and vision (<i>ie within a team or supervised work context</i>) 3. Balancing own ideas and values and vision with workplace values and requirements 4. Monitoring and evaluating own performance (<i>ie within a team or supervised work context</i>) 5. Taking responsibility at the appropriate level
Learning	<ol style="list-style-type: none"> 1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning (<i>ie within scope of own work role</i>) 7. Contributing to the learning of others (<i>eg by sharing information</i>) 8. Applying a range of learning approaches (<i>ie as provided</i>) 9. Developing own learning pathways 10. <i>Participating in</i> developing own learning plans (<i>eg as part of performance management</i>)
Technology	<ol style="list-style-type: none"> 1. Using technology and related workplace equipment (<i>ie if within scope of own role</i>) 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements (<i>ie within scope of own role</i>) 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

Appendix Modification history

The Aged Care VET CEC is based on the national *Community Services Training Package (CHC08)*.

Training Packages are not static documents – they are amended periodically to reflect the latest industry practices. This work is undertaken by the Industry Skills Council (developers of the Training Package) under continuous improvement processes.

This VET CEC will be updated as appropriate to ensure it is based on the most recent version of the Training Package and continues to meet the needs of key stakeholders.

The modification history is outlined in the table below.

Date	Comments
August 2009	Endorsement of the Aged Care VET CEC (based on CHC08v1.1).