



**VET Content Endorsed Course**  
**Stage 6 Course Description**

**Community Services**

for implementation from 2011

Community Services (240 indicative hours)  
Community Services (360 indicative hours)  
Community Services Specialisation Study  
(60 or 120 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 Community Services 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 Qualifications 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 7.7 outline the HSC courses, course requirements and units of competency within the Community Services VET CEC.

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

## 4 Rationale

The community services industry assists and supports individuals, families, groups and communities in need, contributing to their wellbeing and quality of life. Sectors within community services work include aged care, alcohol and other drugs, children's services, disability work, mental health and youth work.

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.

The community services 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.<sup>1</sup>

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

The inclusion of courses in community services in the HSC that are based on industry-recognised AQF VET qualifications 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 Community Services CEC provide an opportunity for students to gain Certificate III in Community Services Work or Disability Work or Children's Services or Certificate IV in Children's Services (Outside school hours care) as part of their HSC. Apart from being nationally recognised, these AQF VET qualifications articulate into higher-level qualifications in the community services and health industries which students may pursue post-school.

Learning in each HSC course in the Community Services 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 qualifications available through the VET CEC.

## 5 Aim

The Community Services 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.

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<sup>1</sup> DEEWR, 2008, *Community Services Training Package (CHC08)*, Volume 1.

## 6 Community Services VET Content Endorsed Course (CEC)

### 6.1 AQF VET qualifications available in the Community Services VET CEC

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

The AQF VET qualifications available in the Community Services VET CEC are:

- Certificate III in Community Services Work (CHC30108)
- Certificate III in Disability (CHC30408)
- Certificate III in Children's Services (CHC30708)
- Certificate IV in Children's Services (Outside school hours care) (CHC41208).

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

### 6.2 Units of competency

Details about individual units of competency in courses in the Community Services 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](http://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](http://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 Community Services 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](http://www.boardofstudies.nsw.edu.au)).



## 7 Course Structures

### 7.1 Courses within the Community Services 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 Community Services VET CEC are detailed in **Sections 7.4, 7.5 and 7.7**.

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 Community Services VET CEC contains the following courses:

- Community Services (240 indicative hours) – see Sections 7.4 and 7.7
- Community Services (360 indicative hours) – see Sections 7.5 and 7.7
- Community Services Specialisation Study (60 or 120 indicative hours) – see Sections 7.6 and 7.7.

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

#### 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 qualifications available through the Community Services VET CEC (reproduced directly from the Training Package). **Table 2** (pp 57–63) lists the status of each unit of competency in relation to the qualifications. 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 Community Services VET CEC for the purpose of unit credit towards the HSC are detailed in **Sections 7.4, 7.5 and 7.7.**

### **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 Community Services 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](http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html)

## 7.4 Community Services (240 indicative hours)

### Purpose

The purpose of this course is to provide students with the opportunity to develop knowledge and skills for working in a 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:
  - **one** of the following mandatory units of competency:

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCOHS312A	Follow safety procedures for direct care work	nil	25
<b>or</b>			
HLTOHS300A	Contribute to OHS processes <sup># ^</sup>	nil	30
<b>Total HSC indicative hours for mandatory unit of competency</b>			<b>25 or 30</b>

- **AND** units of competency to bring the course total to a minimum value of **240 HSC indicative hours** from Table 1 (Section 7.7, pp 20–24).

Table 2 (pp 57–63) lists the status of each unit of competency in relation to the qualifications available through this course. This section should guide the selection of units of competency to meet qualification requirements.

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

<sup>#</sup> To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

<sup>^</sup> To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).

## 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 outcomes are:

- Certificate III in Community Services Work (CHC30108)
- Statement of Attainment towards Certificate III in Community Services Work (CHC30108)
- Statement of Attainment towards Certificate III in Disability (CHC30408)
- Statement of Attainment towards Certificate III in Children's Services (CHC30708)
- Statement of Attainment towards Certificate IV in Children's Services (Outside school hours care) (CHC41208).

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](http://www.kids.nsw.gov.au))
- undertake a *National Criminal History Record Check* (see [www.police.nsw.gov.au](http://www.police.nsw.gov.au)) or *Working with Children Check* (see [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au))
- undergo occupational screening and be vaccinated against infectious diseases (see [www.health.nsw.gov.au](http://www.health.nsw.gov.au)).

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

(Note: students must be at least 18 years old to be employed as primary contact staff in children's services.)

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](http://www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html)

## Exclusions

- Community Services – Introduction (240 indicative hours)
- Community Services (360 indicative hours) course
- 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.

## BOS course numbers

BOS course name	Pattern of study	BOS course number	Schools Online entry advice
Community Services (240 hours)	2 units x 2 years	58231* (school/private provider delivered)	Enter this course number in both Preliminary (Year 11) and HSC (Year 12)
		43531 (TAFE NSW delivered)	
	4 units x 1 year	58232* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43532 (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](http://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.

## 7.5 Community Services (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 a 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:
  - **one** of the following mandatory units of competency:

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCOHS312A	Follow safety procedures for direct care work	nil	25
<b>or</b>			
HLTOHS300A	Contribute to OHS processes <sup># ^</sup>	nil	30
<b>Total HSC indicative hours for mandatory unit of competency</b>			<b>25 or 30</b>

- **AND** units of competency to bring the course total to a minimum value of **360 HSC indicative hours** from Table 1 (Section 7.7, pp 20–24).

Table 2 (pp 57–63) lists the status of each unit of competency in relation to the qualifications available through this course. This section should guide the selection of units of competency to meet qualification requirements.

- Students must complete a minimum of 70 hours of work placement.

# To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

^ To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).

## 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 outcomes are:

- Certificate III in Community Services Work (CHC30108)
- Certificate III in Disability (CHC30408)
- Statement of Attainment towards Certificate III Disability Work (CHC30408)
- Statement of Attainment towards Certificate III in Children's Services (CHC30708)
- Statement of Attainment towards Certificate IV in Children's Services (Outside school hours care) (CHC41208).

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](http://www.kids.nsw.gov.au))
- undertake a *National Criminal History Record Check* (see [www.police.nsw.gov.au](http://www.police.nsw.gov.au)) or *Working with Children Check* (see [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au))
- undergo occupational screening and be vaccinated against infectious diseases (see [www.health.nsw.gov.au](http://www.health.nsw.gov.au)).

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

(Note: students must be at least 18 years old to be employed as primary contact staff in children's services.)

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](http://www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html)

## Exclusions

- Community Services – Introduction (240 indicative hours)
- Community Services (240 indicative hours) course
- 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.

**BOS course numbers**

BOS course name	Pattern of study	BOS course number	Schools Online entry advice
Community Services (360 hours)	2 units x 2 years	58231* (school/private provider delivered)	Enter this course number for both Preliminary (Year 11) and HSC (Year 12)
		43531 (TAFE NSW delivered)	
	or		
	4 units x 1 year	58232* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43532 (TAFE NSW delivered)	
	and		
	2 units x 1 year	58230* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12) depending on the pattern of delivery
		43530 (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](http://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.



## 7.6 Community Services Specialisation Study (60 or 120 indicative hours)

### Purpose

The purpose of this course is to provide students with the opportunity to gain Certificate III in Disability or Children's Services or Certificate IV in Children's Services (Outside School Hours Care).

### HSC unit credit

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

The Community Services Specialisation Study (60 indicative hours) course is accredited for one unit at the Preliminary or HSC level. The Community Services Specialisation Study (120 indicative hours) course is accredited for a total of two 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 eligibility

The Community Services Specialisation Study is only available to students who are:

- currently entered in, or have completed, the Community Services (360 indicative hours) course
- with
- enrolment continuing in the same qualification as for the Community Services (360 indicative hours) course.

### Course requirements

- Students must attempt units of competency to a minimum value of 60 or 120 HSC indicative hours from Table 1 (Section 7.7, pp 20–24).  
Table 2 (pp 57–63) lists the status of each unit of competency in relation to the qualifications available through this course. This section should guide the selection of units of competency to meet qualification requirements.
- Students undertaking the 120-hour Specialisation Study must complete a minimum of 35 hours of work placement.
- For students undertaking the 60-hour Specialisation Study the work placement requirement is met through the minimum 70 hours of work placement in the Community Services (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 outcomes are:

- Certificate III in Disability Work (CHC30408)
- Certificate III in Children's Services (CHC30708)
- Certificate IV in Children's Services (Outside school hours care) (CHC41208).

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](http://www.kids.nsw.gov.au))
- undertake a *National Criminal History Record Check* (see [www.police.nsw.gov.au](http://www.police.nsw.gov.au)) or *Working with Children Check* (see [www.kids.nsw.gov.au](http://www.kids.nsw.gov.au))
- undergo occupational screening and be vaccinated against infectious diseases (see [www.health.nsw.gov.au](http://www.health.nsw.gov.au)).

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

(Note: students must be at least 18 years old to be employed as primary contact staff in children's services.)

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](http://www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html)

## Exclusions

- Community Services – Introduction (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.

## BOS course numbers

BOS course name	Pattern of study	BOS course number	Schools Online entry advice
Community Services Specialisation Study (60 hours)	1 unit x 1 year	58233* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43533 (TAFE NSW delivered)	
Community Services Specialisation Study (120 hours)	2 units x 1 year	58234* (school/private provider delivered)	Enter this course number for either Preliminary (Year 11) or HSC (Year 12)
		43534 (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](http://www.boardofstudies.nsw.edu.au/voc_ed/link-board-endorsed-courses.html)

## 7.7 Community Services units of competency

**Table 1 Elective pool**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
BSBINM201A	Process and maintain workplace information	nil	20
BSBWOR204A	Use business technology	nil	15
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
CHCAD401D	Advocate for clients	nil	20
CHCADMIN302C	Provide administrative support	nil	15
CHCADMIN305D	Work within the administration protocols of the organisation	nil	15
CHCADMIN403C	Undertake administrative work	nil	20
CHCAL307A	Comply with family day care administration requirements	nil	20
CHCAOD402A	Work effectively in the alcohol and other drugs sector	nil	40
CHCCD307C	Support community resources	nil	25
CHCCD412A	Work within a community development framework	nil	40
CCHCHILD301A	Support behaviour of children and young people	nil	25
CHCCHILD401A	Identify and respond to children and young people at risk <sup># ^</sup>	nil	35
CHCCN301A	Ensure the health and safety of children <sup># ^</sup>	nil	40
CHCCN302A	Provide care for children <sup>#</sup>	nil	45

<sup>#</sup> To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

<sup>^</sup> To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner <sup># ^</sup>	nil	25
CHCCN305A	Provide care for babies <sup>#</sup>	nil	45
CHCCOM302C	Communicate appropriately with clients and colleagues	nil	20
CHCCS305A	Assist clients with medication <sup>§</sup>	HLTAP301A	45
CHCCS308B	Provide first point of contact	nil	20
CHCCS310A	Support inclusive practice in the workplace	nil	15
CHCCS312A	Use electronic learning materials	nil	15
CHCCS400A	Work within a relevant legal and ethical framework <sup># ^</sup>	nil	30
CHCCS411A	Work effectively in the community sector	nil	45
CHCCS421A	Undertake community sector work within own community	nil	30
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
CHCDIS405A	Facilitate skills development and maintenance	nil	30

<sup>#</sup> To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

<sup>^</sup> To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).

<sup>§</sup> 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.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCDIS408C	Support people with disabilities as workers	nil	20
CHCDIS411A	Communicate using augmentative and alternative communication strategies	nil	40
CHCEDS315B	Support students with additional needs in the classroom	nil	25
CHCFC301A	Support the development of children <sup># ^</sup>	nil	40
CHCFC502A	Foster physical development in early childhood	nil	40
CHCFC512A	Foster physical development in middle childhood	nil	40
CHCGROUP302D	Support group activities	nil	20
CHCIC301D	Interact effectively with children <sup>§ #</sup>	nil	40
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services	nil	30
CHCIC512A	Plan and implement inclusion of children with additional needs	nil	40
CHCICS301A	Provide support to meet personal care needs <sup>§</sup>	nil	35
CHCICS302A	Participate in the implementation of individualised plans	nil	20
CHCICS303A	Support individual health and emotional well being	nil	35
CHCICS304A	Work effectively with carers	nil	25
CHCICS305A	Provide behaviour support in the context of individualised plans	nil	25
CHCICS306A	Provide basic foot skin and nail care	nil	15

<sup>#</sup> To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

<sup>^</sup> To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).

<sup>§</sup> 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.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCINF303A	Contribute to information requirements in the community sector	nil	15
CHCINF408C	Comply with information requirements of the aged care and community care sectors	nil	30
CHCLD315A	Recognise stages of lifespan development	nil	30
CHCMH301A	Work effectively in mental health	nil	40
CHCNAN301A	Attend to daily functions in home based child care	nil	30
CHCNET301D	Participate in networks	nil	10
CHCORG303A	Participate effectively in the work environment	nil	15
CHCORG322B	Contribute to implementation of service delivery strategy	nil	10
CHCORG502A	Work autonomously	nil	30
CHCOSH401A	Support children to participate in outside school hours care ^	nil	30
CHCOSH402A	Develop and implement activities in outside school hours care ^	nil	35
CHCOSH403A	Work effectively with children in outside school hours care ^	nil	30
CHCPA301B	Deliver care services using a palliative approach	nil	25
CHCPR301A	Provide experiences to support children's play and learning § # ^	nil	35
CHCPR302A	Support sustainable practice	nil	15
CHCPR303D	Develop understanding of children's interests and developmental needs #	nil	15

# To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

^ To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).

§ 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.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
CHCRF301D	Work effectively with families to care for the child	nil	15
CHCRH401A	Work effectively in the leisure and health industry	nil	30
CHCYTH301D	Work effectively with young people	nil	25
HLTAP301A	Recognise healthy body systems in a health care context	nil	30
HLTFA301B	Apply first aid <sup>#</sup> ^	nil	20
HLTFA402B	Apply advanced first aid	HLTFA301B	15
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
SRCCRO007B	Operate in accordance with accepted instructional practices styles, legal and ethical responsibilities	nil	15
SRCCRO008B	Interact positively with infants, toddlers and parents in a recreation environment	SRCCRO007B	20
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	nil	10
SRXRIS001A	Undertake risk analysis of activities	SRXOHS001B	10

# To gain entry into the Diploma of Children's Services (Early childhood education and care) (CHC50908) a candidate must be recognised as competent against these units of competency from Certificate III in Children's Services (CHC30208) – 12 compulsory and 1 elective units of competency.

^ To gain entry into the Diploma of Children's Services (Outside school hours care) (CHC51008) a candidate must be recognised as competent against the 12 compulsory units of competency from Certificate IV in Children's Services (Outside school hours care) (CHC41208).



## 8 Work Placement

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

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 Community Services VET CEC courses:

- Community Services (240 indicative hours) – a minimum of 35 hours in a workplace
- Community Services (360 indicative hours) – a minimum of 70 hours in a workplace
- Community Services Specialisation Study (60 indicative hours) – the work placement requirement is met through the minimum 70 hours of work placement in the Community Services (360 indicative hours) course.
- Community Services Specialisation Study (120 indicative hours) – a minimum of 35 hours in a workplace.

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 unit of competency
- determining eligibility for AQF VET qualifications.

### 9.1 Competency-based assessment

The courses within the Community Services 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 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 ensure 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](http://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 Community Services 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 Examination (ACE) Manual* for further information ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

### **10.2 Preliminary and HSC unit credit**

To facilitate flexibility of VET in the HSC, courses within the Community Services 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 Community Services 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 of an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

## 11 Other Information

### 11.1 Providing for all students

#### 11.1.1 Students with special education needs

Courses in the Community Services VET CEC are available to all students.

Students with special education needs may access:

- all courses within the Community Services 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.<sup>2</sup>

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 a sector within the community services industry.

Successful participation in courses within the Community Services 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.

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<sup>2</sup> Training Package Development Handbook Guidelines: Training Packages, [www.tpdh.deewr.gov.au](http://www.tpdh.deewr.gov.au)

## **Work placement**

Students with special education needs must undertake the minimum work placement requirement for courses within the Community Services 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 Community Services 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 Community Services VET CEC includes provision for school-based trainees (where school-based traineeships are available) 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](http://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, Diploma of Children's Services – 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 community services 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 Community Services VET CEC. HSC course requirements are outlined in Section 7.**

### CHC30108 Certificate III in Community Services Work

This qualification applies to community work delivered through a broad range of services which provide support to individuals and groups.

This level is appropriate for support workers, case workers and client contact officers and generally these positions:

- have direct contact with clients
- identify presenting needs
- refer to appropriate services and support.

At this level support workers and case workers may provide day-to-day support in community settings and/or provide assistance with entitlements and benefits under the broad direction of others.

Emotional and practical support may be provided face to face or over the telephone to assist the client and enable an accurate referral to be achieved.

This qualification is available as a broad-based qualification or with a focus on either community services or community development work.

**Occupational titles** may include:

- |  |   |
|--|---|
| • Aboriginal or Torres Strait Islander community development worker                                | • Neighbourhood centre worker   |
| • Client contact   | • Recreational activities officer (weekend)   |
| • Community care worker  | • Residential support worker  |
| • Assistance community workers (focusing on community health primarily in an Indigenous community) | • Support work (community based with an orientation toward any or a number of the following: youth, women, families, domestic violence, child protection) |
| • Indigenous youth worker  | • Tenants working in a range of areas   |
| • Intake and referral worker (Aboriginal)  | • Youth case worker (community health service setting – non residential)  |
| • Juvenile justice court officer   | • Youth housing support worker  |
| • Juvenile justice officer   | • Youth worker  |
| • Juvenile justice officer (community)   |   |

### Packaging rules

13 units must be selected for this qualification including:

- 8 core units
- 5 elective units.

A wide range of elective units is available, including:

- group A electives, recommended as a foundation for community services work
- group B electives, recommended as a foundation for community development work
- other relevant electives listed below
- 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, up to 2 units of competency packaged at the level of this qualification or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the NTIS or other public listing.

### Core units

CHCADMIN305D	Work within the administration protocols of the organisation
CHCCD412A	Work within a community development framework
CHCCOM302C	Communicate appropriately with clients and colleagues
CHCCS308B	Provide first point of contact
CHCCS411A	Work effectively in the community sector
CHCNET301D	Participate in networks
CHCORG303A	Participate effectively in the work environment

**AND one only of the following units:**

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

HLTOHS300A	Contribute to OHS processes
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### The importance of culturally aware and respectful practice

All workers undertaking work in community services 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.

### Relevant electives

Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.

*CHC30808 Certificate III in Community Services Work* enables selection of specific electives recommended for further work in community services or community development.

### **Group A – electives recommended for community services work**

The following units of competency are recommended for community services work:

CHCCS401B	Facilitate responsible behaviour
CHCCS422A	Respond holistically to client issues and refer appropriately

### **Group B – electives recommended for community development work**

The following units of competency are recommended for community development work:

CHCCD401D	Support community participation
CHCCD404D	Develop and implement community programs
CHCCS414A	Provide education and support on parenting, health and well being

### **Other relevant electives**

BSBINM201A	Process and maintain workplace information
CHCAC318A	Work effectively with older people
CHCAD401D	Advocate for clients
CHCAOD402A	Work effectively in the alcohol and other drugs sector
CHCAOD406D	Work with clients who are intoxicated
CHCAOD407D	Provide needle and syringe services
CHCCD307C	Support community resources
CHCCD401D	Support community participation
CHCCD402A	Develop and provide community education projects
CHCCD404D	Develop and implement community programs
CHCCD413D	Work within specific communities
CHCCHILD404A	Support the rights and safety of children and young people
CHCCS419B	Provide support services to clients
CHCCW301C	Operate under a casework framework
CHCDFV301A	Recognise and respond appropriately to domestic and family violence
CHCDIS301A	Work effectively with people with a disability
CHCGROUP302D	Support group activities
CHCINF302C	Maintain the organisation's information systems
CHCINF408C	Comply with information requirements of the aged care and community care sectors
CHCMH301A	Work effectively in mental health
CHCYTH301D	Work effectively with young people

CHCYTH401A	Engage respectfully with young people
CHCYTH402A	Work effectively with young people in the youth work context
HLTFA301B	Apply first aid
HLTFA302A	Provide first aid in remote situation (Note pre-requisite HLTFA301B)
HLTFA402B	Apply advanced first aid (Note pre-requisite HLTFA301B)
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
HLTHIR404B	Work effectively with Aboriginal and/or Torres Strait Islander people

**Financial literacy education electives**

CHCFLE301A	Work with clients needing financial literacy education
CHCFLE302A	Educate clients in fundamental financial literacy skills
CHCFLE303A	Educate clients to understand debt and consumer credit

## Employability skills summary

### CHC30108 Certificate III in Community Services Work

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.

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

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

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

## **CHC30408 Certificate III in Disability**

This qualification addresses work in the community and/or 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 with a disability
- 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 care worker                                      |
| • Client assistant             | • Nursing assistant*   |
| • Community access coordinator | • Personal care assistant  |
| • Community care worker        | • Personal care giver  |
| • Community house worker       | • Personal care worker   |
| • Community support worker     | • Residential aide   |
| • Disability service officer   | • Residential care officer   |
| • Disability support officer   | • Residential care support worker                                  |
| • Disability support worker    | • School support officer (working with children with disabilities) |
| • Family support worker        | • Support worker   |

\* Not relevant in some jurisdictions

### **Packaging rules**

14 units must be selected for this qualification including:

- 9 core units
- 5 elective units.

A wide range of elective units is available, including:

- group A OHS electives of which one unit must be selected for this qualification
- group B electives which are recommended for culturally aware and respectful practice
- group C elective which is recommended for special consideration
- other relevant electives listed below
- 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, up to 2 units of competency packaged at this level or higher in other relevant Training Packages or accredited courses where the details of those courses are available on the NTIS or other public listing.

### Core units

CHCCS411A	Work effectively in the community sector
CHCDIS301A	Work effectively with people with a disability
CHCDIS302A	Maintain an environment to empower people with disabilities
CHCDIS322A	Support community participation and inclusion
CHCDIS323A	Contribute to skill development and maintenance
CHCICS301A	Provide support to meet personal care needs
CHCICS302A	Participate in the implementation of individualised plans
CHCICS303A	Support individual health and emotional well being
CHCICS305A	Provide behaviour support in the context of individualised plans

### Group A OHS electives – one unit must be selected for this qualification.

One of the following OHS units **must** be selected for this qualification.

CHCOHS312A	Follow safety procedures for direct care work
HLTOHS300A	Contribute to OHS processes

### The importance of culturally aware and respectful practice

All workers in the disability 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.

### Group B electives – recommended for culturally aware and respectful practice

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

### Group C elective – for special consideration

The following elective, whilst not required in **all** disability work, is highly recommended to be considered for inclusion in this qualification:

CHCDIS411A	Communicate using augmentative and alternative communication strategies
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## Other relevant electives

### Client support

CHCAC410A	Collect technical data to support client health care plan (Note prerequisite HLTAP301A)
CHCAD401D	Advocate for clients
CHCCOM403A	Use targeted communication skills to build relationships
CHCCS310A	Support inclusive practice in the workplace
CHCCS311C	Deliver and monitor services to clients
CHCCS312A	Use electronic learning materials
CHCCS400A	Work within a relevant legal and ethical framework
CHCCS425A	Support health professional
CHCCS426A	Provide support and care relating to loss and grief
CHCDIS313A	Support people with disabilities who are ageing
CHCDIS409A	Provide services to people with disabilities with complex needs
CHCGROUP302D	Support group activities
CHCICS304A	Work effectively with carers
CHCICS306A	Provide basic foot skin and nail care
CHCICS401A	Facilitate support for personal care needs
CHCICS402A	Facilitate individualised plans
CHCICS406A	Support client self-management
CHCICS407A	Support positive lifestyle
CHCICS408A	Provide support to people with chronic disease
CHCLD315A	Recognise stages of lifespan development
CHCNET301D	Participate in networks
CHCORG406A	Supervise work
CHCPA301B	Deliver care services using a palliative approach
HLTFA301B	Apply first aid
HLTFS207B	Follow basic food safety practices
HLTFS309B	Oversee the day-to-day implementation of food safety in the workplace
HLTFS310B	Apply and monitor food safety requirements

### Medication

CHCCS305A	Assist clients with medication (Note pre-requisite HLTAP301A)
HLTAP301A	Recognise healthy body systems in a health care context

**Working with older people**

CHCAC317A	Support older people to maintain their independence
CHCAC318A	Work effectively with older people
CHCAC319A	Provide support to people living with dementia

**Working with people with mental health issues**

CHCMH301A	Work effectively in mental health
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**Organisational support**

BSBWOR204A	Use business technology
CHCADMIN302C	Provide administrative support
CHCINF303A	Contribute to information requirements in the community sector
CHCORG322B	Contribute to implementation of service delivery strategy

**Employability skills summary***CHC30408 Certificate III in Disability*

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

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

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

## CHC30708 Certificate III in Children's Services

This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously.

**Occupational titles** may include:

- Childcare assistant
- Playgroup supervisor
- Family day care worker
- Child care worker
- Outside school hours care assistant\*
- Recreation assistant\*
- Nanny
- Mobile assistant

\* Some jurisdictions may require CHC41208 Certificate IV in Children's Services (Outside school hours care) for these work roles.

### Packaging rules

15 units must be selected for this qualification including:

- 11 core units
- 4 elective units.

A wide range of elective units is available, including:

- group A elective which is recommended for all work roles except those where services specifically exclude caring for babies
- group B electives which are recommended for culturally aware and respectful practice
- group C electives which are recommended for centre-based care
- group D electives which are recommended for playgroup supervision
- group E electives which are recommended for family day care work
- group F electives which are recommended for nanny work
- other relevant electives listed below
- 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 the level of this qualification or higher in other relevant Training Packages.

### Core units

CHCCHILD401A	Identify and respond to children and young people at risk
CHCCN301A	Ensure the health and safety of children
CHCCN302A	Provide care for children
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400A	Work within a relevant legal and ethical framework

CHCFC301A	Support the development of children
CHCIC301D	Interact effectively with children
CHCPR301A	Provide experiences to support children's play and learning
CHCPR303D	Develop understanding of children's interests and developmental needs
HLTFA301B	Apply first aid
HLTOHS300A	Contribute to OHS processes

### Relevant electives

#### Group A elective – recommended for working with babies

The following elective unit is recommended for inclusion as a core unit in this qualification to address all work roles except those where services specifically exclude caring for babies:

CHCCN305A	Provide care for babies (This unit may be mandatory in some jurisdictions)
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#### The importance of culturally aware and respectful practice

All workers undertaking children's services work 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.

#### Group B electives – recommended for culturally aware and respectful practice

The children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians.

It is therefore highly recommended that the following unit of competency should be included in this qualification to address the needs of *every children's services workplace*:

CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services
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The unit:

- provides a basis for staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal or Torres Strait Islander children attending or residing in the local area
- addresses the needs of staff who work specifically with Aboriginal and/or Torres Strait Islander children and families.

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

*CHC30408 Certificate III in Children's Services* enables selection of specific electives recommended for centre-based care, playgroup supervision, family day care and nanny work.

**Group C electives – recommended for centre-based care**

The following units of competency are recommended for centre-based care at Certificate III level:

CHCCHILD301A	Support behaviour of children and young people
CHCCN305A	Provide care for babies <i>(if not already included)</i>
CHCCS312A	Use electronic learning materials
CHCORG303A	Participate effectively in the work environment
CHCRF301D	Work effectively with families to care for the child

**AND ONE** of the following units:

CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services
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**OR**

HLTHIR403B	Work effectively with culturally diverse clients and co workers
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**OR**

CHCCS310A	Support inclusive practice in the workplace
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**Group D electives – recommended for playgroup supervision**

The following units of competency are recommended for playgroup supervision:

SRCCRO008B	Interact positively with infants, toddlers and parents in a recreation environment <i>(Appropriate unit for an assistant working with a mobile resources unit)</i>
SRXRIS001A	Undertake risk analysis of activities

**Group E electives – recommended for family day care work**

The following units of competency are recommended for family day care work:

CHCAL307A	Comply with family day care administration requirements
CHCCHILD301A	Support behaviour of children and young people
CHCCS310A	Support inclusive practice in the workplace
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services
CHCRF301D	Work effectively with families to care for the child

**Group F electives – recommended for nanny work**

The following units of competency are recommended for nanny work:

CHCCHILD301A	Support behaviour of children and young people
CHCNAN301A	Attend to daily functions in home based child care

CHCRF301D	Work effectively with families to care for the child
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*AND one (or both) of the following units:*

CHCFC502A	Foster physical development in early childhood
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**OR**

CHCFC512A	Foster physical development in middle childhood
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### Other relevant electives

Additional electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.

BSBWOR204A	Use business technology
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CHCAD401D	Advocate for clients
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CHCADMIN403C	Undertake administrative work
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CHCCD420A	Work to empower Aboriginal and/or Torres Strait Islander communities
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CHCCHILD301A	Support behaviour of children and young people
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CHCCS310A	Support inclusive practice in the workplace
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CHCCS312A	Use electronic learning materials
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CHCCS421A	Undertake community sector work within own community
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CHCDFV301A	Recognise and respond appropriately to domestic and family violence
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CHCFAM503B	Work with a child focused approach
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CHCIC303A	Work within a regulatory framework specific to children's services
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CHCLD315A	Recognise stages of lifespan development
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CHCMH301A	Work effectively in mental health
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CHCORG303A	Participate effectively in the work environment
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CHCORG428A	Reflect on and improve own professional practice
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CHCPR302A	Support sustainable practice
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CHCPR502D	Organise experiences to facilitate and enhance children's development
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HLTFA302A	Provide first aid in remote situation (Note pre requisite: HLTFA301B)
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HLTFA402B	Apply advanced first aid (Note pre requisite: HLTFA301B)
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HLTFS207B	Follow basic food safety practices
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HLTHIR403B	Work effectively with culturally diverse clients and co-workers
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HLTNA303B	Plan and modify meals and menus according to nutrition care plans
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HLTNA304B	Plan meals and menus to meet cultural and religious needs
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SRXRIS001A	Undertake risk analysis of activities
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## Employability skills summary

### CHC30708 Certificate III in Children's Services

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.

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

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

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

## **CHC41208 Certificate IV in Children's Services (Outside school hours care)**

This qualification covers workers who conduct vacation programs as well as before and after school care activities for children of school age.

Outside school hours care workers:

- plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes
- may work under direct supervision or autonomously
- may have some supervisory responsibilities for volunteers and other workers.

**Occupational titles** may vary depending on jurisdiction and legislation and may include:

- Assistant OSHC coordinator
- Mobile assistant
- OSHC assistant
- Outside school hours care supervisor/ coordinator
- Play leader
- Program leader
- Recreation assistant
- Recreation leader
- Senior play leader
- Team leader
- Vacation care supervisor

### **Packaging rules**

16 units must be selected for this qualification including:

- 12 core units
- 4 elective units.

A wide range of elective units is available, including:

- relevant electives listed below
- 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.

### **Core units**

CHCCHILD401A	Identify and respond to children and young people at risk
CHCCN301A	Ensure the health and safety of children
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400A	Work within a relevant legal and ethical framework
CHCFC301A	Support the development of children
CHCOSHC401A	Support children to participate in outside school hours care

CHCOSHC402A	Develop and implement activities in outside school hours care
CHCOSHC403A	Work effectively with children in outside school hours care
CHCPR301A	Provide experiences to support children's play and learning
HLTFA301B	Apply first aid
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
HLTOHS300A	Contribute to OHS processes

### The importance of culturally aware and respectful practice

All workers undertaking children's services work 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.

In addition, the children's services workplace is regarded as having particular potential for engendering stronger and more respectful relationships between non-Aboriginal Australians and Aboriginal and/or Torres Strait Islander Australians.

It is therefore highly recommended that the following unit of competency should be included in this qualification to address the needs of *every children's services workplace*:

CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services
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The unit:

- provides a basis for staff to support and promote respect for and awareness of Aboriginal and/or Torres Strait Islander communities where there are no Aboriginal or Torres Strait Islander children attending or residing in the local area
- addresses the needs of staff who work specifically with Aboriginal and/or Torres Strait Islander children and families.

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 list of relevant electives is intended to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

BSBWOR204A	Use business technology
CHCAC318A	Work effectively with older people
CHCCD420A	Work to empower Aboriginal and/or Torres Strait Islander communities
CHCCHILD301A	Support behaviour of children and young people
CHCCHILD403B	Promote the safety, well being and welfare of children, young people and their families
CHCCHILD404A	Support the rights and safety of children and young people
CHCCOM302C	Communicate appropriately with clients and colleagues
CHCCS310A	Support inclusive practice in the workplace
CHCCS312A	Use electronic learning materials
CHCCS411A	Work effectively in the community sector
CHCCS421A	Undertake community sector work within own community
CHCDIS301A	Work effectively with people with a disability
CHCFC506A	Foster children's language and communication development
CHCFC512A	Foster physical development in middle childhood
CHCFC513A	Foster social development in middle childhood
CHCFC514A	Support emotional and psychological development in middle childhood
CHCFC515A	Foster cognitive development in middle childhood
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services
CHCIC303A	Work within a regulatory framework specific to children's services
CHCIC512A	Plan and implement inclusion of children with additional needs
CHCLD315A	Recognise stages of lifespan development
CHCORG303A	Participate effectively in the work environment
CHCORG428A	Reflect on and improve own professional practice
CHCORG502A	Work autonomously
CHCORG611A	Lead and develop others in a community sector workplace
CHCPR302A	Support sustainable practice
CHCPR502D	Organise experiences to facilitate and enhance children's development
CHCPR515A	Develop and implement a program to support sustainable practice
CHCRH503A	Develop leisure and health programs for clients with special needs
HLTFA302A	Provide first aid in remote situation (Note pre requisite: HLTFA301B)
HLTFA402B	Apply advanced first aid (Note pre requisite: HLTFA301B)
HLTFS207B	Follow basic food safety practices
HLTNA303B	Plan and modify meals and menus according to nutrition care plans
HLTNA304B	Plan meals and menus to meet cultural and religious needs
SRCCRO001B	Assist with recreation games not requiring equipment

SRCCRO008B	Interact positively with infants, toddlers and parents in a recreation environment (Appropriate unit for an assistant working with a mobile resources unit)
SROABL002B	Facilitate adventure-based learning activities
SRXCAI005B	Conduct a sport and recreation session for participants
SRXEMR002A	Coordinate emergency response
SRXFAC004B	Plan and provide sport and recreational services

## Employability skills summary

### CHC30708 Certificate IV in Children's Services (Outside school hours 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.

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

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



**Table 2 Status of units of competency from the Community Services HSC courses for Certificates III in Community Services Work, Disability and Children's Services and Certificate IV in Children's Services (Outside School Hours Care)**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
<i>Qualification packaging rules</i>					- 8 core - 5 electives <sup>#</sup>	- 9 core - 5 electives <sup>#</sup>	- 11 core - 4 electives <sup>#</sup>	- 12 core - 4 electives
CHCOHS312A	Follow safety procedures for direct care work	nil	25	mandatory – choose 1 from 2 (240 & 360)	core – choose 1 from 2	Group A elective – choose 1 from 2	–	–
HLTOHS300A	Contribute to OHS processes	nil	30	mandatory – choose 1 from 2 (240 & 360)	core – choose 1 from 2	Group A elective – choose 1 from 2	core	core
BSBINM201A	Process and maintain workplace information	nil	20	elective (240, 360 & SS)	listed elective	elective	elective	elective
BSBWOR204A	Use business technology	nil	15	elective (240, 360 & SS)	elective	listed elective	listed elective	listed elective
CHCAC317A	Support older people to maintain their independence	nil	20	elective (240, 360 & SS)	elective	listed elective	–	–
CHCAC318A	Work effectively with older people	nil	40	elective (240, 360 & SS)	listed elective	listed elective	–	listed elective
CHCAC319A	Provide support to people living with dementia	nil	30	elective (240, 360 & SS)	elective	listed elective	–	–
CHCAD401D	Advocate for clients	nil	20	elective (240, 360 & SS)	listed elective	listed elective	listed elective	elective
CHCADMIN302C	Provide administrative support	nil	15	elective (240, 360 & SS)	core	listed elective	elective	–
CHCADMIN305D	Work within the administration protocols of the organisation	nil	15	elective (240, 360 & SS)	elective	elective	elective	elective
CHCADMIN403C	Undertake administrative work	nil	20	elective (240, 360 & SS)	elective	elective	listed elective	elective

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

Table 2 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
CHCAL307A	Comply with family day care administration requirements	nil	20	elective (240, 360 & SS)	elective	elective	listed elective (recommended – family day care work)	–
CHCAOD402A	Work effectively in the alcohol and other drugs sector	nil	40	elective (240, 360 & SS)	listed elective	elective	elective	elective
CHCCD307C	Support community resources	nil	25	elective (240, 360 & SS)	listed elective	elective	elective	elective
CHCCD412A	Work within a community development framework	nil	40	elective (240, 360 & SS)	core	elective	elective	elective
CHCHILD301A	Support behaviour of children and young people	nil	25	elective (240, 360 & SS)	elective	elective	listed elective (recommended – centre-based care, family day care work and nanny work)	listed elective
CHCCHILD401A	Identify and respond to children and young people at risk	nil	35	elective (240, 360 & SS)	elective	elective	core	core
CHCCN301A	Ensure the health and safety of children	nil	40	elective (240, 360 & SS)	elective	elective	core	core
CHCCN302A	Provide care for children	nil	45	elective (240, 360 & SS)	elective	elective	core	elective
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner	nil	25	elective (240, 360 & SS)	elective	elective	core	core
CHCCN305A	Provide care for babies	nil	45	elective (240, 360 & SS)	elective	elective	listed elective (recommended) (recommended – centre-based care)	elective
CHCCOM302C	Communicate appropriately with clients and colleagues	nil	15	elective (240, 360 & SS)	core	elective	elective	listed elective

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

Table 2 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
CHCCS305A	Assist clients with medication <sup>§</sup>	HLTAP301A	45	elective (240, 360 & SS)	elective	listed elective	elective	elective
CHCCS308B	Provide first point of contact	nil	20	elective (240, 360 & SS)	core	elective	elective	–
CHCCS310A	Support inclusive practice in the workplace	nil	15	elective (240, 360 & SS)	elective	listed elective	listed elective (recommended – centre-based care [choose 1 from 3] and family day care work)	listed elective
CHCCS312A	Use electronic learning materials	nil	15	elective (240, 360 & SS)	elective	listed elective	listed elective (recommended – centre-based care)	listed elective
CHCCS400A	Work within a relevant legal and ethical framework	nil	30	elective (240, 360 & SS)	elective	listed elective	core	core
CHCCS411A	Work effectively in the community sector	nil	45	elective (240, 360 & SS)	core	core	elective	listed elective
CHCCS421A	Undertake community sector work within own community	nil	30	elective (240, 360 & SS)	elective	elective	listed elective	listed elective
CHCDIS301A	Work effectively with people with a disability	nil	40	elective (240, 360 & SS)	listed elective	core	elective	listed elective
CHCDIS302A	Maintain an environment to empower people with disabilities	nil	30	elective (240, 360 & SS)	elective	core	elective	elective
CHCDIS313A	Support people with disabilities who are ageing	nil	30	elective (240, 360 & SS)	elective	listed elective	–	–
CHCDIS322A	Support community participation and inclusion	nil	35	elective (240, 360 & SS)	elective	core	elective	elective

<sup>§</sup> 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.

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

Table 2 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
CHCDIS323A	Contribute to skill development and maintenance	nil	35	elective (240, 360 & SS)	elective	core	elective	–
CHCDIS405A	Facilitate skills development and maintenance	nil	30	elective (240, 360 & SS)	elective	elective	elective	elective
CHCDIS408C	Support people with disabilities as workers	nil	20	elective (240, 360 & SS)	elective	elective	elective	elective
CHCDIS411A	Communicate using augmentative and alternative communication strategies	nil	40	elective (240, 360 & SS)	elective	Group C elective	elective	elective
CHCEDS315B	Support students with additional needs in the classroom	nil	25	elective (240, 360 & SS)	elective	elective	elective	–
CHCFC301A	Support the development of children	nil	40	elective (240, 360 & SS)	elective	elective	core	core
CHCFC502A	Foster physical development in early childhood	nil	40	elective (240, 360 & SS)	elective	elective	listed elective (recommended – nanny work [choose 1 from 2])	elective
CHCFC512A	Foster physical development in middle childhood	nil	40	elective (240, 360 & SS)	elective	elective	listed elective (recommended – nanny work [choose 1 from 2])	listed elective
CHCGROUP302D	Support group activities	nil	20	elective (240, 360 & SS)	listed elective	listed elective	elective	elective
CHCIC301D	Interact effectively with children <sup>§</sup>	nil	40	elective (240, 360 & SS)	elective	elective	core	elective

<sup>§</sup> 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.

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

Table 2 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services	nil	30	elective (240, 360 & SS)	elective	elective	listed elective (highly recommended) (recommended – centre-based care [choose 1 from 3] and family day care work)	listed elective (highly recommended)
CHCIC512A	Plan and implement inclusion of children with additional needs	nil	40	elective (240, 360 & SS)	elective	elective	elective	listed elective
CHCICS301A	Provide support to meet personal care needs <sup>§</sup>	nil	35	elective (240, 360 & SS)	elective	core	–	–
CHCICS302A	Participate in the implementation of individualised plans	nil	20	elective (240, 360 & SS)	elective	core	–	–
CHCICS303A	Support individual health and emotional well being	nil	35	elective (240, 360 & SS)	elective	core	–	–
CHCICS304A	Work effectively with carers	nil	25	elective (240, 360 & SS)	elective	listed elective	elective	elective
CHCICS305A	Provide behaviour support in the context of individualised plans	nil	25	elective (240, 360 & SS)	elective	core	–	–
CHCICS306A	Provide basic foot skin and nail care	nil	15	elective (240, 360 & SS)	elective	listed elective	–	–
CHCINF303A	Contribute to information requirements in the community sector	nil	15	elective (240, 360 & SS)	elective	listed elective	elective	elective
CHCINF408C	Comply with information requirements of the aged care and community care sectors	nil	30	elective (240, 360 & SS)	listed elective	elective	elective	elective
CHCLD315A	Recognise stages of lifespan development	nil	30	elective (240, 360 & SS)	elective	listed elective	listed elective	listed elective

<sup>§</sup> 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.

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

Table 2 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
CHCMH301A	Work effectively in mental health	nil	40	elective (240, 360 & SS)	listed elective	listed elective	listed elective	elective
CHCNAN301A	Attend to daily functions in home based child care	nil	30	elective (240, 360 & SS)	elective	elective	listed elective (recommended – nanny work)	–
CHCNET301D	Participate in networks	nil	10	elective (240, 360 & SS)	core	listed elective	elective	elective
CHCORG303A	Participate effectively in the work environment	nil	15	elective (240, 360 & SS)	core	elective	listed elective (recommended – centre-based care)	listed elective
CHCORG322B	Contribute to implementation of service delivery strategy	nil	10	elective (240, 360 & SS)	elective	listed elective	elective	–
CHCORG502A	Work autonomously	nil	30	elective (240, 360 & SS)	elective	elective	elective	listed elective
CHCOSH401A	Support children to participate in outside school hours care	nil	30	elective (240, 360 & SS)	elective	elective	elective	core
CHCOSH402A	Develop and implement activities in outside school hours care	nil	35	elective (240, 360 & SS)	elective	elective	elective	core
CHCOSH403A	Work effectively with children in outside school hours care	nil	30	elective (240, 360 & SS)	elective	elective	elective	core
CHCPA301B	Deliver care services using a palliative approach	nil	25	elective (240, 360 & SS)	elective	listed elective	–	–
CHCPR301A	Provide experiences to support children's play and learning <sup>§</sup>	nil	35	elective (240, 360 & SS)	elective	elective	core	core
CHCPR302A	Support sustainable practice	nil	15	elective (240, 360 & SS)	elective	elective	listed elective	listed elective
CHCPR303D	Develop understanding of children's interests and developmental needs	nil	15	elective (240, 360 & SS)	elective	elective	core	elective

<sup>§</sup> 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.

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

**Table 2 cont/d**

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Human Services Curriculum Framework	Certificate III in Community Services Work <sup>±</sup>	Certificate III in Disability	Certificate III in Children's Services <sup>±</sup>	Certificate IV in Children's Services (Outside School Hours Care)
CHCRF301D	Work effectively with families to care for the child	nil	15	elective (240, 360 & SS)	elective	elective	listed elective (recommended – centre-based care, family day care work and nanny work)	elective
CHCRH401A	Work effectively in the leisure and health industry	nil	30	elective (240, 360 & SS)	elective	elective	elective	elective
CHCYTH301D	Work effectively with young people	nil	25	elective (240, 360 & SS)	listed elective	elective	elective	elective
HLTAP301A	Recognise healthy body systems in a health care context	nil	30	elective (240, 360 & SS)	elective	listed elective	elective	elective
HLTFA301B	Apply first aid	nil	20	elective (240, 360 & SS)	listed elective	listed elective	core	core
HLTFA402B	Apply advanced first aid	HLTFA301B	15	elective (240, 360 & SS)	listed elective	elective	listed elective	listed elective
HLTHIR403B	Work effectively with culturally diverse clients and co-workers	nil	20	elective (240, 360 & SS)	listed elective	Group B elective	listed elective (recommended – centre-based care [choose 1 from 3])	core
HLTHIR404B	Work effectively with Aboriginal and/or Torres Strait Islander people	nil	25	elective (240, 360 & SS)	listed elective	Group B elective	listed elective	listed elective
SCCCRO007B	Operate in accordance with accepted instructional practices styles, legal and ethical responsibilities	nil	15	elective (240, 360 & SS)	–	–	prerequisite for SRCCRO008B	prerequisite for SRCCRO008B
SRCCRO008B	Interact positively with infants, toddlers and parents in a recreation environment	SCCCRO007B	20	elective (240, 360 & SS)	elective	elective	listed elective (recommended – playgroup supervision)	listed elective
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	nil	10	elective (240, 360 & SS)	prerequisite for SRXRIS001A	prerequisite for SRXRIS001A	prerequisite for SRXRIS001A	–
SRXRIS001A	Undertake risk analysis of activities	SRXOHS001B	10	elective (240, 360 & SS)	elective	elective	listed elective (recommended – playgroup supervision)	–

<sup>±</sup> see qualification packaging rules in Section 12 for further specific details for this qualification

## Appendix Modification history

The Community Services 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
October 2010	<p>Updated to CHC08v2.1:</p> <ul style="list-style-type: none"> <li>• qualification packaging rules updated for all qualifications available (Section 12)</li> <li>• Certificate III in Disability (CHC30408) now requires achievement of nine core units of competency (previously 10) and five elective units of competency (previously four).</li> </ul> <p>CHCINF303A <i>Contribute to information requirements in the community sector</i> (15 HSC indicative hours) has been added to the Framework courses as an elective unit of competency:</p> <ul style="list-style-type: none"> <li>• Section 7.7 – elective pool (unit inserted)</li> <li>• Section 12 – qualification packaging rules for CHC30408 (unit shaded) and Table 2 (unit inserted).</li> </ul> <p>For the cohort commencing in 2011, the course exclusions with the Aged Care VET CEC have been removed. (The final year of delivery of the Aged Care VET CEC is Year 12, 2011).</p>
December 2009	<p>CHCORG502A <i>Work autonomously</i> (30 HSC indicative hours) has been added to the Framework courses as an elective unit of competency:</p> <ul style="list-style-type: none"> <li>• Section 7.7 – elective pool (unit inserted)</li> <li>• Section 12 – qualification packaging rules for CHC41208 (unit shaded) and Table 2 (unit inserted).</li> </ul>
October 2009	<p>p24 – HLTHIR403B <i>Work effectively with culturally diverse clients and co-workers</i> – amend symbol from § to ^.</p>
August 2009	<p>Endorsement of the Community Services VET CEC (based on CHC08v1.1).</p>