



RTO Information For Human Services

What is the Human Services VET pathway?

Human Services VET courses are taught by Registered Training Organisations (RTOs) including TAFE and in some cases schools. They include nationally recognised qualifications in:

- Individual Support (for Aged Care and Disability work)
- Allied Health Assisting
- Dental Assisting
- Early Childhood Education and Care
- Health Services Assistance
- Out of School Hours Care
- Education Support.

All Human Services VET courses count toward the HSC and provide pathways to further study either in VET or at university. Courses in Individual Support, Allied Health Assisting and Health Services Assistance are part of the Human Services Industry Curriculum Framework. This means that these courses count toward the HSC and allow for students to sit for an optional exam which can contribute to the Australian Tertiary Admission Rank (ATAR).

Human Services VET courses include compulsory work placement. VET in School students are not employed but at work 105 hours over 2 years and the school based trainee is at work equivalent of 100 days in paid employment. While at work, students must be supervised at all times. Insurance is covered by the school while the student is working to achieve a qualification. A Registered Training Organisation will assess the student in the workplace.

Students will be learning more than just the content of the qualification- team work, responsibility, leadership, transferable skills, self-confidence, community/social inclusion focus, working with diverse cultures, and adult learning principles for further study. Students most suitable for Human Services VET pathway should possess an:

- interest in the course and willingness to commit to both the training and the employment
- interest in a career in the human services industry
- aptitude for the course including maturity, people-focused orientation and desire to help people
- understanding of client privacy and confidentiality.

What does the RTO need to know?

Most Year 11 and 12 students will not be used to an adult learning environment. When they begin the course they will be moving into a different learning culture that includes self-directed learning and a mature attitude in the classroom. Sometimes students may need help adjusting so classroom activities need to be carefully thought through. You should provide opportunities for experiential learning and time to practise skills so students understand them in context of the workplace. Consider also that students' life experiences may be limited so adjust content to a suitable context.

Parents/carers have an important role to play in supporting the student's choice to attend the course and the employment commitments. Besides general support for the student, they may have to be involved in transporting them to and from the training centre, or the work site, covering the costs of the immunisations and any extra uniforms.

Immunisations: Students and trainees will be required to provide proof of their vaccination status before any clinical work placement in NSW health facilities or other health sites (private hospitals, community based services, hostels). This is a policy directive from the NSW Ministry of Health and is also expected in other private and community health services. Students should have vaccinations or proof of vaccination for the following infectious diseases: Diphtheria, tetanus, pertussis, Hepatitis B, Measles, mumps, rubella, Tuberculosis, Varicella and annual influenza vaccinations are also strongly recommended. Students will need a report from their GP itemising the vaccinations or serological confirmation of protection. They will need to liaise with the particular health work site to finalise arrangements, depending on their requirements and policies. Parents/carers will need to meet the costs of vaccinations. Students who are not fully vaccinated will not be permitted to commence work placement in Public Health Organisations.

What do Human Services employers expect?

Employers expect RTOs to know the scope of practice of the qualification and to conduct on-site workplace visits to provide support to employer and student. They want to be consulted about the types of duties and tasks students and trainees will need to learn and practise while at work. Students and trainees will be involved in entry-level tasks assisting staff and developing their workplace communication skills, understanding WHS and infection control within the context of the workplace. Students, trainees and employers need to be fully aware of the requirements of the qualification so that the time on the job is meaningful and productive.

RTOs need to establish open and detailed communication with employers, including face to face contact. Employers wish to be given feedback on student's progress as well as the opportunity to provide general feedback regarding employability skills.

It is expected that the tasks that are given to the students and trainees are age appropriate as well as suitable for their skill level. There will be skills that students and trainees will be developing and they should not be asked or expected to work beyond their capacity. Employers need to be informed if any of your students or trainees have special needs that need to be taken into account while at work.

Students need to know up front about the various opportunities that flow from this pathway. They may not be all local or direct employment opportunities – but the course does offer multiple pathways for further study and options for different roles in aged care. Towards the end of the course you should provide a session for students outlining the various possibilities and this could be presented in conjunction with local employers, careers adviser from school, training providers and the local university. In addition encourage students to attend any aged care/ careers expos and include a session in the course to explore aged care careers.

What is a School Based Traineeship?

It is now possible to study Human Services VET courses as a school based trainee while completing the HSC. This means that the student will work part-time in paid employment for a minimum of 100 days to gain on the job training. The off the job training part of the qualification is provided by a RTO.

The school based trainees will be employed at a service or facility where the employer is able to commit to employing and training for the duration of the Training Contract. The school based trainee, training provider, school and the employer sign a Training Contract, a binding agreement that sets out the qualification being trained for, details of the employer and the trainee, the commencement date and the expected term of the traineeship. The training contract sets out the responsibilities and obligations of each party. A parent or guardian will also sign the contract if the trainee is under 18 years of age. The training contract is prepared and lodged with State Training Services by the employer's preferred Australian Apprenticeships Centre.

A training plan is also prepared and specifies the Registered Training Organisation that will provide the formal training and the proposed pattern of part-time employment that will result in the trainee meeting the minimum employment requirements by the end of the HSC year.

What will the RTO need to do?

RTOs will need to deliver training for the VET qualification that complies with the NSW Board of Studies HSC guidelines and course descriptions.

In the initial development of a new course consider involving potential host employers as well as people from the school sectors in the planning. It will build ownership and commitment as well as help create a workable delivery model. The delivery timetable is developed by the RTO, in consultation with the school/school system/sector authority. There is no 'one model that fits all'. What works best are locally driven models that have good support from schools and industry. A thorough knowledge of the qualifications and job role should guide any model developed in association with local stakeholders.

Best practice models have a high degree of 'hands-on' learning and an integrated approach to theory and practice. Simulated experiences and if possible, an integrated 'on' and 'off' the job approach to the learning works very well. This allows the training provider to provide both the theory and practical training components at the workplace in partnership with the employer. This helps students understand how the theory is related to practice and gain skills and knowledge they can then apply directly in the workplace context. It also assists the students' understanding of workplace culture and processes and makes their learning more relevant and meaningful.

Additional best practice requirements include:

- Set up a mentor for the student/trainee
- Ascertain whether the student/trainee has any particular or additional needs to be addressed in the training environment
- Ensure the student is appropriately supervised and supported at all times during the delivery of training
- Ensure compliance with relevant child protection legislation, registration and funding contract obligations
- Private RTOs - advise schools via RTOs online of the competencies being undertaken by the trainee for the relevant HSC VET course. Advise schools via RTOs online once the student has achieved the units of competencies
- TAFE NSW – advise the Board of Studies NSW through the TAFE SIS system about the qualification being undertaken and the unit of competency outcomes for the apprentice or trainee for the relevant HSC VET course
- Liaise and communicate with parents/guardians
- Notify the school of any unexplained absences from work or training.

School Based Traineeship delivery requirements

The Apprenticeship and Traineeship Act 2001 governs the establishment of apprenticeships and traineeships in NSW, which includes the requirement that a training plan be developed for every apprenticeship or traineeship established under the Act. There are guidelines and pro-formas set by NSW State Training Services for RTOs delivering any school based traineeship pathway. For further detail read the relevant NSW State Training Services information available for RTOs at www.training.nsw.gov.au.

A school based traineeship is established with NSW State Training Services when the school based trainee, the RTO, the school and the employer sign the Training Contract, a binding agreement that sets out the qualification being trained for, details of the employer and the trainee, the commencement date and the expected term of the traineeship. The training contract sets out the responsibilities and obligations of each party. A parent or guardian will also sign the contract if the trainee is under 18 years of age. The training contract is prepared and lodged with State Training Services by the employer's preferred Australian Apprenticeships Centre.

A very key component to the success of the traineeship will be to develop a collaborative relationship with the trainee and their employer. You will need to liaise with the employer to ensure that the training and assessment plans, schedules and methods are suitable, flexible and supportive of both the employer and trainee needs. Employers, as well as the trainee, must have a clear understanding the assessment requirements and be consulted about what, when and how assessment in the workplace will be conducted. Maintain regular contact with the employer and the school to ensure that the trainee is attending the workplace and is making satisfactory progress with their training.

A requirement of the school based traineeship is that a training plan for the school based training arrangements is prepared in consultation with the employer, school and trainee.

RTOs are obliged to notify local State Training Services office of any workplace-related incident, grievance, complaint or injury disclosed by the school based trainee using the Incident Report.

Reporting back to trainees and schools needs to take place regularly during the course. Training providers are required to provide feedback on a regular basis including both trainee attendance and progress and performance on completed units of competency. These reports may form part of a trainee's school report. This should be discussed with representatives of the schools involved and clearly understood by trainees that this is a requirement of the course.

Who is involved?

- SBT Trainee or VETiS student
- School VET coordinator
- Parent/Guardian
- DEC Apprenticeship Centre
- Employer
- Workplace supervisor and mentor

How does an RTO become involved?

Arranging the training occurs in several ways and may be initiated by the RTO, the student, student's parents/ carers or school career advisor. NSW State Training Services also provide industry support and engagement services to promote school based traineeships to employers, secure jobs for trainees and assist employers to structure appropriate employment and training arrangements to meet both traineeship and school requirements.

Initially, it is important for all concerned to meet and determine that the training and employment arrangements are in everyone's best interest and that the student is well matched to the qualification and workplace.