



School Information For Human Services

What do schools need to know about 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.

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

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.

Work Placement: Arranging the work placement or employment occurs in several ways and may be initiated by the school, the student, student's parents/carers or employer. 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 work placement or employment arrangements are in everyone's best interest and that the student is well matched to the employer and their workplace.

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.

Who is involved?

- SBT Trainee or VETiS student
- School– VET coordinator, career advisor
- Employer
- Workplace supervisor and mentor
- Parent/Guardian
- DEC Apprenticeship Centre
- Registered Training Organisation

Aged Care industry advice...

Aged Care work involves providing care to residents in residential aged care services. The two types of residential aged care facilities are hostels (low care) and nursing homes (high care). Many facilities offer 'ageing-in-place' which enables older people to continue to live in the facility as their needs change. An aged care worker does have direct contact with clients however always under supervision. Depending on the organisation and the work role, aged care workers may also be employed with other titles, such as, assistant in nursing, care assistant or residential care worker. There are a wide variety work opportunities in government and non-government organisations that provide aged care services. Aged Care work is also found in smaller and rural/remote settings.

Aged care workers do a range of activities including working directly with residents to maintain personal care, providing care detailed in individual care plans and assisting with other living activities for aged care residents. Depending on the job role of the employer, work may include assisting nurses in resident care, assisting with resident movement and transport and other care support activities.

Some of the priorities for the selection of VETiS students and school based trainees for Aged Care should include:

- their interest in the course and willingness to commit to both the training and the employment
- their interest in a career in the aged care industry
- their aptitude for the course including maturity, people-focused orientation and desire to help people.

When selecting HSC subjects students may wish to consider how they may complement their vocational studies and contribute to achieving best results. For an Aged Care career pathway the following subjects may be beneficial:

- Society and Culture
- Community and Family Studies
- Personal Development, Health and Physical Education
- Sport, Lifestyle and Recreation Studies

The Certificate III in Aged Care is a nationally recognised qualification that is currently offered to HSC students in NSW as a VET in School pathway or a School Based Traineeship. It is recognised by the NSW Board Studies for inclusion in the Record of School Achievement or HSC. The Certificate III in Aged Care is available for study as part of Stage 5 or the Higher School Certificate, depending on the availability of a Registered Training Organisation to deliver the qualification at your school and an appropriate work placement to complete the on the job component of the course.

To achieve Certificate III in Aged Care as a part of the HSC, students will generally complete the Human Services (360 indicative hours) HSC VET course from the Human Services Curriculum Framework. Students undertaking Certificate III in Aged Care through the Human Services (360 indicative hours) course will be eligible for 6 HSC credit units towards the 22 HSC credit units required for the award of their HSC.

This course will contribute to an ATAR if the student chooses to sit the HSC Human Services examination. The HSC examination in Human Services is optional. Students who have completed the Human Services (360 indicative hours) course are eligible to sit for the HSC examination. The HSC examination is a written exam independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for the Certificate III in Aged Care.

Work placement is to be undertaken in an appropriate residential aged care environment. It is permissible for up to 35 hours of work placement to be undertaken in a simulated work environment.

Aged Care sector advice...continued

What will the student be learning?

They will be learning how to care for residents in an aged care facility. This is an understanding of aging and dementia, providing personal care needs and participating in workplace health and safety processes. They will also learn good communication skills to work effectively with others in the health team and to assist residents.

They will learn to provide personal care needs at all levels- eating, dressing, showering, mobility, wound care, assisting with medication, social activities and monitoring health.

Students will also learn to:

- work within defined job role boundaries
- work as part of a team as well as independently
- be a good communicator and listener
- solve problems
- be organised with good time management skills
- have an interest in people with non-judgemental and positive attitude
- use initiative and be flexible
- work effectively with culturally diverse clients and co-workers.

Early Childhood Education and Care sector advice ...

Children's services work, now known as Early Childhood Education and Care, involves providing early childhood education and care services for children from birth through to and including school age. This service occurs in a number of different settings such as pre-school, long day care, family day care and mobile services.

There are a wide variety work opportunities in government and non-government organisations that provide children's services. Children's services work is also found in smaller and rural/remote settings.

Children's services workers do a range of activities to positively help children grow and learn socially as well as physically. Depending on the age group of the children, work may include planning age appropriate developmental activities, providing care needs and facilitating their leisure and play.

Students most suited to working in this sector will need to demonstrate:

- Good work ethic
- Ability to be a self-directed learner
- Team worker
- High level communication skills
- Enthusiasm, positive approach and commitment
- Responsible and willing to take direction
- Responsive to feedback
- Confidence to initiate interactions
- Willing to use initiative
- Able to work in a busy, dynamic environment
- Capability to multitask to support supervisors and ensure the safety of children
- React quickly to developing situations
- Ability to be physically active.

Trainees may be required to provide proof of their vaccination status before their clinical work placement or employment. Parents/carers will need to meet the costs of vaccinations.

For an Early childhood Education and Care career pathway the following subjects may be beneficial:

- Society and Culture
- Community and Family Studies
- Personal Development, Health and Physical Education
- Creative Arts
 - Dance
 - Drama
 - Music 1
 - Music 2 and Music Extension
 - Visual Arts
- Exploring Early Childhood

Early Childhood Education and Care sector advice ...continued

What will the student be learning?

They will be learning how to care for children in an ECEC organisation. This includes providing care for babies and children, supporting their developmental needs, providing experiences for children's play and learning and ensuring the children's health and safety. They will also learn good communication skills to work effectively with others in the children's services team.

Students need to understand that they will be assessed on both written and practical work, will be attending classes and working in the sector. They will be supervised at all times while at work.

Students will also learn to:

- Interact with children, babies, staff and families
- Assist children's learning
- Respect and collaborate with children
- Work in a team including maintaining the environment and cleaning, changing nappies, laundry and food preparation areas
- Multitask and be physically active at work
- Work with children, staff, parents from a broad range of cultural backgrounds
- Assist children to be safe and healthy.

Outside School Hours Care sector advice ...

Outside School Hours Care work, involves providing supervised care and recreation services for school age children. This service occurs in a number of different settings such as before and after school, on pupil free days and during school holidays. There are a wide variety of work opportunities in government, community and private organisations that provide Outside School Hours Care services. Outside School Hours Care work is also found in smaller and rural/remote settings.

Outside School Hours Care workers provide a range of play, social interaction and recreation activities for children to grow and learn socially as well as physically. Depending on the age group of the children, work may include planning age appropriate individual and group activities, providing care needs and facilitating their leisure and play.

Students most suited to working in this sector will need to demonstrate:

- Self-motivation
- Interest in 5-12 years school age children
- Commitment to working in the sector
- Independent learner
- Ability to do written and practical assessments
- Team worker
- Interested in working in diverse community
- Able to multitask and use initiative
- Good communicator
- Organised and enthusiastic.

For an Outside School Hours Care career pathway the following subjects may be beneficial:

- Society and Culture
- Community and Family Studies
- Personal Development, Health and Physical Education
- Creative Arts
 - Dance
 - Drama
 - Music 1
 - Music 2 and Music Extension
 - Visual Arts

What will the student be learning?

Students need to understand that they will be assessed on both written and practical work, will be attending classes and working in the sector. They will be supervised at all times while at work.

Students will learn to:

- develop and initiate experiences with the children indoors and out and across a range of developmental areas
- Respect and collaborate with children
- Work in a team
- Respond to feedback

Disability sector advice ...

Selection of appropriate students is critical to successful outcomes and students should be interviewed before enrolling in this VETiS pathway. Students most suitable to disability work will be able to respond to physically challenging workplace situations and cope in a busy environment. They will need to communicate actively with a diverse range of client and colleagues.

Disability work involves working directly with people with a disability and their families. It ranges from providing assistance with day to day activities to supporting participation in the wider community. Disability services may be provided to people with a disability in their homes, at a workplace, in a community setting or even at schools. Disability services are found in cities and country communities and there are a wide variety of work opportunities in government and non-government organisations that provide disability services.

For a Disability career pathway the following subjects may be beneficial:

- Society and Culture
- Community and Family Studies
- Personal Development, Health and Physical Education
- Creative Arts
 - Dance
 - Drama
 - Music 1
 - Music 2 and Music Extension
 - Visual Arts
- Sport, Lifestyle and Recreation Studies

What will the student be learning?

Disability workers do a range of activities from working directly with people with a disability to working in roles that support services an organisation provides, such as administration, program planning, public relations or advocacy. Depending on the disability service organisation, work may include working with a range of age groups, doing all sorts of activities and assisting people with a disability to have choices, independence and confidence. Activities are not limited to just life and personal skills though shopping for clothes, using the computer or cooking can be fun for all. Disability workers also assist with social, recreational and sporting activities.

Students will be supervised at all times in the workplace.

Students will learn to be:

- involved in the lives of vulnerable people, supporting them to be independent and to achieve goals
- part of a team
- innovative, flexible and creative.

Allied Health sector advice ...

Selection of appropriate students is critical to successful outcomes and students should be interviewed before enrolling in this VETiS pathway. Students most suitable to health work will be able to respond to physically challenging (this is only dependent on the AH profession e.g. OT and PT may be more physically demanding than SP or Dietetics) workplace situations and cope in a busy environment. They will need to communicate actively with a diverse range of clients and colleagues.

Allied health work involves working directly with patients and supporting health provider services. Depending on the job role, work may include providing assistance with preparation of patients, assisting with patient movement, exercise programs, administrative roles, transport and other care support activities.

There are strict uniform and personal grooming policies for working in a health service. They include closed toe shoes (must be flat heeled, leather and waterproof), no long sleeves or tank tops, no jewellery, short clean nails (no acrylic nails or coloured polish), one pair of stud earrings (all other pierced jewellery must be removed), trousers (preferred, no shorts).

Patient privacy and confidentiality must be maintained at all times, both on and off the job (no Facebook or Twitter comments of job or patients). Phones, including iPad, cannot be carried in the workplace.

For an Allied Health career pathway the following subjects may be beneficial:

- Biology
- Physics
- Chemistry
- Mathematics
- Society and Culture
- Community and Family Studies
- Personal Development, Health and Physical Education
- Sport, Lifestyle and Recreation Studies

Vaccination requirements must be adhered to prior to commencing work placements. If students are not vaccinated they will not be allowed to commence placement.

What will the student be learning?

Allied health assistance workers do a range of activities working directly with patients. Students may be involved in roles that support allied health professionals such as audiologists, occupational therapists, podiatrists, dieticians and speech pathologists. Students will be supervised at all times in the workplace by an Allied Health professional.

Students will learn to:

- be part of a team
- be innovative, flexible and creative
- communicate directly with patients where appropriate
- clean and maintain mobility and therapy equipment
- assist with mobilising patients
- assist with therapy and exercise programs.

Health Services Assistance sector advice ...

Selection of appropriate students is critical to successful outcomes and students should be interviewed before enrolling in this VETiS pathway. Students most suitable to health work will be able to respond to physically challenging workplace situations and cope in a busy environment. They will need to communicate actively with a diverse range of client and colleagues.

Assistants in Nursing have had a role in the NSW Health system for many years as a valued part of the nursing workforce. Historically Assistants in Nursing have played a greater role in aged care facilities because their qualifications were targeted to aged care. However there is now a national qualification (HLT32512 Certificate III in Health Services Assistance) to train Assistants in Nursing for employment in the acute care setting. Health services assistance work involves working directly with patients and supporting health provider services. Depending on the job role, work may include providing assistance with non-medical duties such as ward, patient and office support.

There are strict uniform and personal grooming policies for working in a health service. They include closed toe shoes (must be flat heeled, leather and waterproof), no long sleeves or tank tops, no jewellery, short clean nails (no acrylic nails or coloured polish), one pair of stud earrings (all other pierced jewellery must be removed), trousers (preferred, no shorts). Patient confidentiality must be maintained at all times, both on and off the job (no Facebook or Twitter comments of job or patients). Phones, including iPad, cannot be carried in the workplace.

English is essential for a Health Services Assistance career pathway and the following subjects may also be beneficial:

- Society and Culture
- Community and Family Studies
- Personal Development, Health and Physical Education

What will the student be learning?

Health services assistance workers do a range of activities working directly with patients. Students may be involved in roles that support health professionals. Students will be supervised at all times in the workplace.

Students will learn to:

- be part of a team
- be innovative, flexible and creative
- communicate directly with patients where appropriate.