



Health and Community Services



NEWSLETTER

TERM 1, 2024

Welcome

Welcome to 2024! As we embark on this new academic year, I extend a warm greeting to each of you who play a vital role in shaping the future of students.

Your commitment to delivering vocational education courses is instrumental in preparing the next generation for success. As we venture into this academic journey together, let's embrace the opportunities to inspire, innovate, and make a lasting impact. Wishing you a year filled with educational achievements, growth, and shared successes.



Shilpa Smith
Head of Learning
Health and Community Services

IMPORTANT DATES AND EVENTS



1-29 Feb	Ovarian Cancer Awareness Month
1-29 Feb	FebFast
4 Feb	World Cancer Day
4-10 Feb	Feeding Tube Awareness Week
5-11 Feb	Tinnitus Awareness Week
14 Feb	Sweetheart Day
18 Feb	International Asperger's Day
28 Feb	Teal Ribbon Day
29 Feb	Rare Diseases Day

Below are important updates to get you started for 2024

IVET news

At IVET, we are dedicated to continuous improvement, ensuring the compliance and appropriateness of our products in school settings. Throughout the school holidays, our team has been diligently working behind the scenes to introduce new content and enhance existing materials.

Please take note of the following updates in the assessments of specific units, as announced in our Annual Product Update late in 2023.

1. CHCCOM005 Communicate and work in health or community services:

Following post-assessment validation last year, numerous improvements were identified and implemented.

- **Assessment Task 1 Knowledge Questions:** Some questions have been rewritten or improved to enhance clarity and better alignment with the knowledge evidence of the unit. Additional questions were introduced to cover gaps identified through validation and moderation.
- **Assessment Task 2 Performance Demonstration:** New role plays have been introduced to ensure they are suitable for administration in a school setting while meeting the unit of competency requirements.

2. BSBMED301 – Interpret and apply medical terminology appropriately:

Post-assessment validation in the previous year led to several improvements.

- **Assessment Task 1 Knowledge Questions:** Additional questions were included to cover identified gaps in knowledge evidence through validation and moderation.
- **Assessment Task 2 Project:** The patient case was rewritten for clarity, now providing better information for students to complete the patient notes template. A new supporting document covering commonly used abbreviations has been introduced to assist students. The patient notes template itself underwent improvements to align with industry standards, guided by feedback received through the validation and moderation process.

3. HLTINF006 – Apply basic principles and practices of infection prevention and control:

Considering feedback from teachers in 2023 after the unit's implementation, the following improvements have been made:

- **Assessment Task 1 Knowledge Questions:** The number of questions has been reduced by 50%, now totalling 26 questions, better aligning with the knowledge evidence of this unit of competency.
- **Assessment Task 2 Performance Demonstration:** No changes have been made to this component.



The following units are slated for post-assessment validation in the first half of 2024 and may undergo improvements based on feedback we receive from the validation panel.

2024 Dates	Unit being validated
7 March, 10am-3pm	CHCCOM001 Provide first point of contact
8 March, 10am-3pm	CHCDIV001 Work with diverse people
9 May, 10am-3pm	CHCCCS020 Respond effectively to behaviours of concern
10 May, 10am-3pm	CHCVOL001 Be an effective volunteer

While some units are not scheduled for post-assessment validation, they may still undergo minor updates based on valuable feedback received throughout 2023. We encourage you to stay alert for forthcoming communications detailing any such changes.

If you have an interest in actively contributing to the validation process for the units mentioned earlier, we invite you to express your interest by reaching out to shilpa@ivet.edu.au. We currently have available spots on the validation panel, but these positions are filling up quickly.

Kindly note that all validation sessions will be conducted at our head office, requiring onsite attendance. Your participation in these sessions will contribute towards earning VET Professional Development (PD) points. Your engagement in this process ensures the ongoing improvement and relevance of our educational materials.

New resource

Enhanced support for schools initiating health courses

In response to schools initiating health courses without adequate guidance on establishing their simulation rooms, we're excited to introduce a comprehensive new resource. Aptly titled "Setting up a simulated clinical environment", this resource has been developed to assist schools in seamlessly setting up their health simulation rooms.

Recognising the importance of robust support for a successful health course launch, this resource will serve as a foundational starting point for schools. Its goal is to empower schools in creating effective and immersive health simulation environments. Be on the lookout for its upcoming availability on the portal's support pages.



Scored assessments

We are pleased to announce that the scored assessments for units 3-4 in 2024 are now accessible through your Year 2 course timelines. Responding to valuable input from trainers in 2023, this year's assessments predominantly feature a combination of knowledge questions and projects/performance demonstrations derived from IVET assessments. Alternatively, some assessments may exclusively consist of knowledge questions from IVET, coupled with diverse projects/performance demonstrations. For trainers seeking assessments beyond IVET ones, the assessments from 2023 will remain available for download. Details of each assessment as below:

1. COMMUNITY SERVICES

Unit	Assessment type	IVET/non-IVET
CHCCCS016 Respond to client needs	Work Performance	<ul style="list-style-type: none"> • Same as IVET assessments
CHCCDE003 Work within a community development framework	Portfolio	<ul style="list-style-type: none"> • Observation tasks - non-IVET • Knowledge questions - same as IVET assessments
CHCCDE004 Implement participation and engagement strategies	Portfolio	<ul style="list-style-type: none"> • Observation tasks - non-IVET • Knowledge questions - same as IVET assessments

2. HEALTH

Unit	Assessment type	IVET/non-IVET
HLTAAP001 Recognise health body systems	Portfolio	<ul style="list-style-type: none"> • Observation tasks - non-IVET • Knowledge questions - non-IVET
BSBMED301 Interpret and apply medical terminology appropriately	Work Performance	<ul style="list-style-type: none"> • Same as IVET assessments
HLTHPS001 Take clinical measurements	Work Performance	<ul style="list-style-type: none"> • Observation tasks - non-IVET • Knowledge questions - same as IVET assessments
CHCPRP005 Engage with health professionals. CHCCCS009 Facilitate responsible behaviour.	Portfolio	<ul style="list-style-type: none"> • Observation tasks - non-IVET • Knowledge questions - same as IVET assessments (Only questions which exactly map to knowledge evidence of each unit was included as this is a clustered assessment, this means around 50% of questions from both units were included, please check SAC mapping if you would like to separate them based on the unit you have included in U3-4.)



2024 key dates

VCAA key administration dates for 2024 can be found here:

 <https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx>

2024 Scored Assessment schedule can be found here:

 <https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AssessmentSchedule.aspx>

Important reminders

Health and Community Services online forums

Secure your spot for the upcoming forums! To ensure you don't miss out, please email shilpa@ivet.edu.au
Proposed dates for early 2024 forums are as follows:

		Dates and Times
VIC	Health Forum	21 February, 2pm-3pm
	Community Services Forum	22 February, 2pm-3pm
QLD/WA	Health Forum	23 February, 2pm-3pm (QLD) / 12pm-1pm (WA)
	Community Services Forum	5 March, 2pm-3pm (QLD) / 12pm-1pm (WA)

Note: Your attendance at these sessions will contribute towards your VET PD points. Secure your spot now and mark these dates in your calendar for a valuable professional development opportunity.

Free PD

Kidney Health Australia provides free webinars for health professionals. You can sign up for their free Professional hub where you can access exclusive content, education, news, and the latest in research. You may also register for webinars, view the webinar recordings, and download resources.

 <https://kidney.org.au/health-professionals/primary-care/registration-form/hp-hub-sign-up>

School in focus

In the latter part of the previous year, we had the honour of engaging with Ken Berry, VET Teacher for Active Volunteering at Bayside Christian College in Langwarrin South, VIC. Notably, their Trades Skills Centre stands out with its cutting-edge, purpose-built infrastructure. Boasting a fully equipped commercial kitchen, well-appointed classrooms, and expansive outdoor learning spaces, the centre is instrumental in fostering Christian vocational education and training in Agriculture (Horticulture) and Hospitality (Kitchen Operations). During our visit, Mr. Berry graciously provided a guided tour, offering valuable insights into their exceptional facilities.



We talked to Mr. Berry about the Active volunteering course with IVET. Mr. Berry had this to say: "We're doing Active Volunteering and we've just finished our second year and what I found really attractive about the course was the 20 hours of volunteer work that we had to log because that's something that we're trying to do with our students anyway. I think the most important thing with teenagers now is to get them thinking outside of themselves and outside of social media and everything that goes with it. So, the Active Volunteering course allows us to go and do work with other organisations where the kids serve other people or build things for no benefit to themselves. And that's something that we're really focused on and it's an interesting process with the students. Sometimes they

get it really quickly and they really throw themselves into it and others don't, it takes them quite a bit of time to see that it's really valuable to do things for someone else."



We then discussed their gardening program with Peninsula City Church. Mr. Berry described the program as follows "Peninsula City Church has a care arm and they run a program called 'Pantry Plus' with food. They provide food packages and ready cooked meals. Pre COVID, they were working with about 15 to 20 families. Now they work with about 120 so things have changed really significantly in four years and the need has just gone through the roof and that's in their local Frankston and Baxter area and so we did some cooking in the past as a part of Active Volunteering last year and we weren't able to do that this year. So, the idea was we built a vegetable garden so that we could grow crops and then use that as a part of the Pantry Plus cooking program. And next year, we're moving into students doing some cooking and preparation for community lunches for people who come in to have lunch and it's probably more about the company than the food because what we've discovered and what Pantry Plus has also discovered is that loneliness is really a massive issue in our local communities."

Next our journey into the heart of a school garden proved to be an enchanting and educational experience. The moment we stepped into the lush oasis, we were greeted by the delightful presence of miniature goats, sheep, rabbits, a goose with a colourful personality and chickens creating a harmonious blend of nature and learning. The garden, adorned with an array of vibrant fruits and vegetables, beckoned exploration and discovery. As we strolled through the neatly arranged rows of produce, we marvelled at the thriving ecosystem meticulously nurtured by dedicated students and educators. The centrepiece, a polytunnel or hot house managed by Mr. David Goschnick, stood tall, offering a sanctuary for delicate plants to flourish. The hands-on encounter with the animals, coupled with the aromatic symphony of blooming flowers and fresh produce, made this visit an extraordinary celebration of life, growth, and the profound impact of experiential learning on students. This school garden, with its diverse elements, encapsulated the magic of education and the wonders that unfold when nature becomes the classroom.



We hope the set-up at Bayside Christian College inspires other schools to create outdoor learning and volunteering opportunities for their students.