



For internal use only

Certificate III in Health Services Assistance

Delivery is only supported when providers ensure access to quality and relevant work placements in a health setting. A selection process should be undertaken before enrolment to ensure students have an appropriate level of maturity to work in this industry. There are opportunities to focus on particular units rather than the full qualification.

Health Care and Social Assistance is the largest employing industry in Tasmania, accounting for 16% of the workforce and a 21% increase in jobs in the past 5 years¹. The industry has the largest proportion of the workforce employed part-time with nearly 80% of workers being female. Post-school education is generally required with more than 80% of workers having either a VET or other higher education qualification².

RESPONSE FROM HEALTH SERVICES ASSISTANT INDUSTRY FOCUS GROUP

Pathways into the Tasmanian Hospital Service:

The Tasmanian Hospital Service has 13,000+ employees and is a large organisation with well-defined health professional pathways. Due to ongoing service and activity expansion, they are always undertaking some degree of recruitment. Administrative roles vary, such as Health Information or Clinical Coding Professionals and there is an opportunity for school age learners to be guided to these pathways. Other administrative roles would not require tertiary qualifications.

Preferred skills for school leavers entering the sector:

- Sound literacy, numeracy and IT skills are key requirements for any person seeking a career in the health and community sector.
- Right - fit people are critical. Just having a qualification is not enough to work in this sector. The sector peaks strong advocate screening of participants before they enter undertake training and there are a number of tools available that details the key personal attributes of workers within the sector.

¹ [Tasmania | National Skills Commission](#)

² [Health Care and Social Assistance | National Skills Commission](#)

- Employability skills are critical. Workers need to have a level of maturity to work without close supervision, to be able to make informed 'big' decisions regarding people's health and welfare and to have the ability to understand when the need to escalate. Kindness, compassion and the ability to establish clear boundaries, self-awareness and empathy are key attributes required for many roles in the community sector. These personal attributes often mature with increasing age. Teamwork, problem solving and emotional intelligence along with cultural competency are also needed.
- The skills that are valued in school leavers include communication, a willingness to learn, foundation medical terminology, basic technology and understanding of the National Safety and Quality Health Service (NSQHS) Standards.

Preferred pathway for school leavers entering the sector:

- A work placement is a great way for students to be introduced to the actual workplace and evaluate their future pathway. Work placements could be supported in a non-patient / ancillary capacity but require careful management regarding support and supervision requirements. A localised approach to placement organisation is required to meet this balance. This is also problematic due to school students competing with other novice professionals in the sector for placements.
- The sector is supportive of years 9 to 12 students engaging in the sector but work is required to pinpoint the touch point to ensure safety and quality standards are met and resource constraints are considered.
- Certificate III's are not mandatory in entry level ancillary positions, however, the Certificate III in Health Services Assistance can be a pathway to employment as the skills / knowledge could provide youth with an advantage over others with experience as it shows a desire to work in the industry.
- The school based business administrative traineeship model is not highly utilised as there has been a low completion and the impost outweighed the net benefit. The post school traineeship and permanent staff positions have had better long-term outcomes.
- An Enrolled Nursing and Registered Nursing pathway require further training post school. The Bachelor of Nursing that is required for Registered Nursing requires an ATAR, however students that have not received an ATAR will be considered on a case-by-case basis, such as the Schools Recommendation Program.
- The Certificate III in Allied Health Assistance is the qualification supported by the Allied Health Professionals in the Tasmanian Health Service as the pathway to a Certificate IV in Allied Health Assistance being the qualification to become an Allied Health Assistant.

Pathways into the Aged and Disability Sectors:

This Certificate III qualification could be used as a starting point for a student to continue into a Certificate III in Individual Support, which is the qualification required in these industries.

The preferred skills for school leavers entering the sector:

- Good literacy, numeracy and IT skills are key requirements, for any person seeking a career in the community sector. The Royal Commissions, into both Aged Care and Disability along with the requirements of the NDIS has seen an increasing regulatory and reporting framework for all workers within the sector.
- Right - fit people are critical. Just having a qualification is not enough to work in this sector. There needs to be the right people as well - once again highlighted by the Royal Commission. The sector peaks strong advocate screening of participants before they enter undertake training and there are a number of tools available that details the key personal attributes of workers within the sector.

- Employability skills are critical. Workers need to have a level of maturity to work without close supervision, to be able to make informed 'big' decisions regarding people's health and welfare and to have the ability to understand when the need to escalate. Kindness, compassion and the ability to establish clear boundaries, self-awareness and empathy are key attributes required for many roles in the community sector. These personal attributes often mature with increasing age. Teamwork, problem solving and emotional intelligence along with cultural competency are also needed.

Preferred pathway for school leavers entering the sector:

- Training needs to be linked with employers and not delivered in isolation. Traineeships are the preferred model for training. If traineeships are not able to be delivered, then close linkages with employers are still essential, with work-placements occurring throughout the training to ensure the theory is closely linked with the practical workplace.
- Career pathways are very varied across the sector with many entry points and a TCE is strongly encouraged to enable access to further training and career opportunities. Students who have the right-fit personal attributes, that have good levels of numeracy and literacy and have a passion for the sector will find work and fulfilling careers.
- Further identification of career pathways right across the sector is being undertaken. The delivery of industry taster programs and industry endorsed skill-sets are recommended and industry peaks have spent considerable time in defining and developing these programs.

The sector supports the completion of Certificate III Health Services Assistant in school/college for the following reasons:

- This qualification can be used for entry into a variety of areas within the health and community services industry. Enrolment in this program should be supported by career advice that will help articulate the specific pathways where this qualification is valued.
- Work placements should be used as a way for students to help determine which part of the health and community services sector they are interested in.



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