

# AIHE

Australian Institute of Healthcare Education



## Certificate III in Allied Health Assistance

HLT33015

Student Information

# Student Information Guide

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All individuals conducting work or studying at, or on behalf of the Australian Institute of Healthcare Education (AIHE) must comply with all laws and regulations which apply to the company's operation. This includes adhering to all AIHE policies, protocols and procedures. It is the responsibility of all individuals to meet this obligation, know what the law requires and understand the importance of compliance. This policy/document may be altered, withdrawn or substituted at any time. Abidance with the policy/document is mandatory of all students and individuals undertaking work/study, for on behalf of, AIHE.

## Version Control

Version	Date	By Who	Approval
1.0	January 2017	Cathy Wagner	CEO
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2.1	Jan 2021	C. Wagner – updated to correct misinformation	

# INTRODUCTION

Welcome!

We would like to say hi to any new or interested students wanting to undertake our courses.

This qualification was founded by five Directors and the founding CEO, Luke Fay. (You can find more about them on our website) in 2011.

AIHE staff welcome all inquiries and questions you may have and hope that we can support you with all your needs.

As this is a Level 5 qualification, students are expected to take a fair amount of responsibility for their learning and we know that together we can get through.

Come say hello and again, welcome.



*Luke Fay*

LUKE FAY-FOUNDING DIRECTOR

# APPLY TO ENROL IN THE COURSE

You can enrol by making an inquiry to the AIHE Administration or applying online.

The pre-requisites to the HLTH33015 Certificate III in Allied Health Assistance are:

1. A USI (see below)
2. Minimum age is eighteen.

It is essential to have all items completed prior to commencement of the course and keep them current throughout the duration of the course.

## WHO IS IT FOR?

The HLT33015 Certificate III in Allied Health Assistance is a one year, level 3 competency based qualification that will be delivered by the Australian Institute of Healthcare Education (AIHE) under the Vocational Education and Training Sector (VET) of the Australian Qualifications Framework (AQF). This qualification reflects the role of allied health assistants who provide assistance to allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional. To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

## HOW LONG IS THE COURSE

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The HLT33015 Certificate III in Allied Health Assistance is a one year, level 3 competency based qualification at the a Level 3.

Under the AQF guidelines the course is structured and delivered as units of competency which enables you to undertake training anywhere you need and to work at your own pace.

## STUDY

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Your study is completed online.

You will also need to ensure you have access to a workplace which will support some assessments for a minimum of 80 hours. This can be completed either during the term of the course (ie per week) or in one block.

## MODULES

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### Core units

HCCCS010 Maintain a high standard of service

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

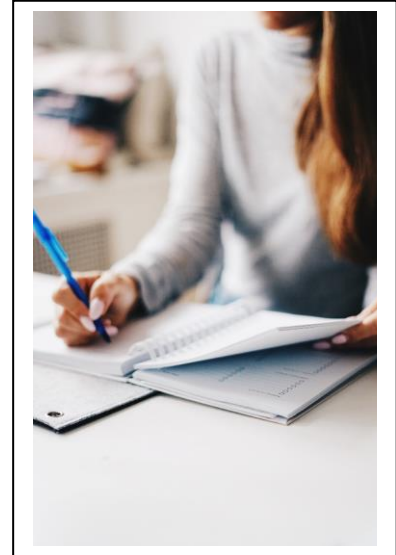
HLTAAP001 Recognise healthy body systems

HLTAHA001 Assist with an allied health program

HLTINF001 Comply with infection prevention and control policies and procedures

HLTWHS001 Participate in workplace health and safety

BSBMED301 Interpret and apply medical terminology appropriately



### Electives (3)

HLTADM004 Manage health billing and accounting system

HLTAID003 Support First Aid (updated to HLTAID011 Provide First Aid in 2021)

HLTAHA025 Contribute to client flow and client information management in medical imaging

Modules 1-3 - Students will complete a series of core units which gives an Introduction and overview to the course and health services within a Clinical Environment.

In this course you will be engaged in theoretical and practical subjects

These subjects will be integrated in tutorials online as well as using clinical applications in a workplace you choose and arrange workplace where you will practice performing activities as well as ensuring you have access to information.

## WORKPLACE EXPERIENCE IS PART OF THIS COURSE

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There is a requirement for work placement to be able to practice and give examples of what you have done and some of the assessments require you to be already working in an environment where you can access documentation.

Students should already be working within an environment where they can access records and administration processes. For example Medicare applications and Medical Imaging.

Work experience should be sufficient to ensure you obtain enough real clinical experience on the full range of assessments undertaken in most allied health practices – but particularly in Medical Imaging.

The vocational sector of education focuses on workplace specific skills and knowledge, with students / graduates having the underpinning knowledge to be competent at performing these skills at the industry expected standards. These specific skills and knowledge areas are designed around units of competency. A unit of competency ensures every aspect of a person's theoretical knowledge and practical ability will be taught and assessed repeatedly to ensure a satisfactory level of competence has been achieved.

## UNITS OF STUDY

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There are 11 Units of Competency which must be completed.

8 Core Units which have already been pre-established by the National Vocational Centre for Educational Research (NCVER) and 3 Units which have been chosen by AIHE to support your learning.

## TIME TABLE

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The Units have been timetabled so that 1-2 units per month are completed over 12 months.

You can choose to complete the assessments over the term or when you have completed your reading or at your own pace.

## GRADUATE COMPETENCIES UPON COURSE COMPLETION

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Upon graduation you will be able to actively work in the general Allied Health Clinic profession as an Assistant.

## CERTIFICATES

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At the conclusion of the course, once you have completed all assessments and are deemed competent, you will receive a transcript with all of the Units of Competency as well as a formal qualification.

Please note: if you only complete certain units of competency, you will receive a Statement of Attainment for the units successfully completed.



# ASSESSMENT REQUIREMENTS

Students will be required to complete a number of assessment tasks in order that they will gain their qualification. These will be discussed in each section - some online and some in the workplace. All assessments must be completed.

## ASSESSMENT TYPES

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The following assessments will be required: Time will be allocated to completed each and supporting information given.

- Written Questions
- Portfolio
- Case Study
- Projects
- Log Book and Supervisor Record
- Practical assessment video (for two units of competency)

Please ask AIHE if you are unsure about any of the assessments.

## MARKING TIMETABLE

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Assessments will be marked upon completion of the course or each unit if the student requires or when they request feedback.

## GRADING

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A grade of SATISFACTORY (Competent) must be achieved in every assessment in order to meet the requirements of the course. The student will still be required to submit any late assessments.

All marking will be graded and then a SATISFACTORY (S) or NOT YET SATISFACTORY (NYS) mark given for 50% pass. Where a NYS mark is given, students may be offered, after discussion with their teacher, the opportunity to resubmit their work once, or be required to sit a supplementary assessment.

## Requirements for Assignment submission

Where assessments are not completed online, they will need to adhere to the following:

1. Assignments are to be typed in 11 or 12 fonts with 1.15 - 1.5 spacing.
2. All references must be noted.
3. When electronically submitting your assignment please submit your document in PDF format.

Please note that AIHE's method of assignment submission is electronic via our online LMS. (CANVAS)

All images are to have all patient personal details removed from them (i.e. DE identified). You may submit the images electronically via our online learning platform. Printed images are not recommended due to the loss of image detail, however if this is unavoidable please discuss with your teacher.

## Plagiarism & collusion

Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgement of the author or source. To avoid plagiarism it is required that you write your answers in your own words, but also reference any sources of information using the Harvard Referencing system.

Collusion or the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct and as such both parties are subject to disciplinary action. Collusion or copying from other students is not permitted and will result in a NYS grade.

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in either.

## CHECKS

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Copying will not be tolerated, nor will assessments in any other language than English.

Regular adhoc checks will be completed to ensure that students are not plagiarising work through questioning by the tutor. Where there is sufficient cause to determine that the student has plagiarised or not completed their own work, they will be deemed not yet satisfactory.

# WHERE TO FIND HELP

## BOOKS, ONLINE AND JOURNAL ARTICLES

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The books that have been selected for your learning have been chosen to support you and are available online to purchase through amazon.

You are encouraged to look beyond the set texts for additional information, opinions and tips.

## STUDENT SUPPORT AT AIHE

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Whilst a student at AIHE if you at any time have an concerns and need to find support for any range of matters to include, but not be exclusive to, study skills, time management, financial concerns, and personal concerns that may, or may not, be affecting your performance at AIHE you are encouraged to seek initial support, in a confidential environment, from the CEO or Operations Manager or

Student Support staff who will then seek the appropriate channels for you to resolve the matter at hand.

## FORMS & POLICIES

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All policies and forms are located on the AIHE website.

## USEFUL LINKS

Australian Skills Quality Authority: [www.asqa.gov.au](http://www.asqa.gov.au)

Training.gov.au: <http://training.gov.au>

Australian government department of education: <http://education.gov.au>

Department of employment: <http://employment.gov.au>

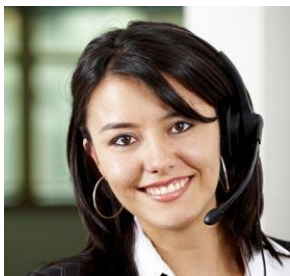


Emergency - call 000

Police – call 000 or <https://www.police.nsw.gov.au/>



Transport Info - 131 500



Interpreter -

<https://www.tisnational.gov.au/>



# APPENDIX

## UNIQUE STUDENT IDENTIFIER (USI)

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If you don't have one already, you will need to obtain a Unique Student Identifier (USI) online and bring this to your enrolment. See <https://www.usi.gov.au/students/create-your-usi> for more information. If you do not already have a Unique Student Identifier (USI) and you want AIHE to apply for a USI to the Student Identifiers Registrar (Registrar) on your behalf, AIHE will provide to the Registrar the following items of personal information about you:

- your name, including first or given name(s), middle name(s) and surname or family name as they appear in an identification document;
- your date of birth, as it appears, if shown, in the chosen document of identity;
- your city or town of birth;
- your country of birth;
- your gender; and
- your contact details.

### If we apply for USI

When we apply for a USI on your behalf the Registrar will verify your identity. The Registrar will do so through the Document Verification Service (DVS) managed by the Attorney-General's Department which is built into the USI online application process if you have documents such as a Medicare card, birth certificate, driver licence, Australian passport, citizenship document, certificate of registration by descent, ImmiCard or Australian entry visa.

If you do not have a document suitable for the DVS and we are authorised to do so by the Registrar we may be able to verify your identity by other means. If you do not have any of the identity documents mentioned above, and we are not authorised by the Registrar to verify your identity by other means, we cannot apply for a USI on your behalf and you should contact the Student Identifiers Registrar.

In accordance with section 11 of the Student Identifiers Act 2014 Cth (SI Act), we will securely destroy personal information which we collect from you solely for the purpose of applying for a USI on your behalf as soon as practicable after the USI application has been made or the information is no longer needed for that purpose, unless we are required by or under any law to retain it.

The personal information about you that we provide to the Registrar, including your identity information, is protected by the Privacy Act 1988 Cth (Privacy Act). The collection, use and disclosure of your USI are protected by the SI Act.

The HLT33015 Certificate III in Allied Health Assistance is an Australian Qualifications Framework (AQF) level 3 course.

The main goals at AIHE are:

1. To ensure curriculum and training and assessment strategies are informed by research, current, relevant and rigorous, reflect innovation, inclusion, engagement and graduate attributes.
2. To demonstrate best practice in teaching and learning informed by research and demonstrated through strong academic leadership, sustained staff development, action research, recognition and reward.
3. To ensure learning is practice-oriented, industry integrated and contextualised through focus on transferability and employability.
4. To enhance learner engagement through accessible, supportive and effective learning environments.
5. To grow and develop strong learning communities within and across colleges, campuses and divisions.
6. To provide quality teaching learning environments supporting high levels of student satisfaction across the learner life cycle informed by stakeholder feedback.
7. To implement quality management processes and planning, supporting sustainable growth and enhanced academic outcomes based on accountability, transparent processes and continuous review cycles.