Future proofing the next generation of workers

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**Education Model**

**Experiential**
percent of their work-related knowledge from challenging experiences they face in the workplace—gaining experience, making mistakes and learning their job by doing it.

**Coached**
percent of their learning from coaching, feedback, interactions and relationships with others, particularly their manager, supervisor and closest colleagues.

**Formal**
percent from formal instruction, such as classroom or online learning interventions and reading.

**supervised**
20%

**Experiential**
70%

**Formal**
10%
Drivers of change

• 2014/15 ASQA enquiry into the operation, regulation and funding of private vocational education and training providers in Australia

• decrease in enrolments into aged care training

• concerns from the sector in relation to the quality of training and graduates from VET courses not having the skills and knowledge to provide safe, quality care

• fragmented industry with an ageing workforce

• dynamic industry – rising consumer expectations, multi-skilled staff

• current reforms – driving change at a rate that the education sector is not flexible and agile enough to respond alone

• digital literacies
What we know in the education sector

• Industry are coming to us with concerns about high employee turnover and difficulty in attracting and retaining talent

• Industry needs to be supported to invest to create better workforce planning, allowance for career progression through better job pathways and strategies to attract and retain the right people

• There needs to be a shift in societal attitudes towards ageing and future workforce issues

• Education and training options will need to be flexible and fit for purpose to attract a younger workforce
History of education and industry

- What it was - silos with education and industry
- minimal if any consultation - courses were designed and developed in isolation
- lack of practical placement opportunities, lack of collaboration and support to industry with student placements
- potential impacts on the quality of care delivered
- no engagement from the sector in the delivery of training
Growing a workforce

• Graduate to employee – new attraction and retention strategies

• Placement opportunities and partnerships- requires commitment and investment

• Education cannot end once a student graduates – working with training providers to support professional development

• Pathway opportunities within the organisation in collaboration with training providers
Challenging traditional training models

• A new approach to delivery of training – pushed to look at delivery models and investment into the delivery of aged care training

• Consultation process and development and trial of one unit of competency in 2016

• Introduce the new model where it is based on the premise that learning occurs through a variety of experiences with the workplace at the centre of the learning experience.

• Micro-credentials – Resilience, digital learning, communication & documentation
The program

This program is divided into four clusters that make up the CHC33015 Certificate III in Individual Support. Each cluster comprises of two to four units of competency. This is one of the four clusters, as highlighted in the following diagram.

### Cluster 1: Introduction to service delivery in the aged care sector

This cluster introduces the student to the aged care industry. Students will explore their role and responsibilities, including the legal, safety and ethical requirements that underpin personal care. This includes essential safety skills and an understanding of core organisational policies and procedures. In this cluster, students will also look at the diversity of the aged care sector and develop critical communication, documentation and interpersonal skills.

### Cluster 2: Health focus

This cluster focuses on the physical needs of residents. It looks at the supports required to assist residents in day-to-day activities. Students will also be introduced to basic anatomy and physiology in order to support resident health needs.

### Cluster 3: Complex care

This cluster further develops the students' skills by introducing them to the complex care needs associated with dementia and palliative care. Students will be introduced to quality of life, dignity, health, behaviour of concern and end of life strategies. A critical component of this cluster is the skills and knowledge required to respect and maintain the relationships with family members and other carers.

### Cluster 4: Individualised support

Assessment

**Supporting student assessment**

As a supervisor, you are required to support the student to complete their assessment tasks. This involves:

- ensuring the student has access to the required resources, including access to residents
- ensuring the student has had ample opportunity to practice for assessment under your supervision and guidance
- assisting the student and trainer to schedule an appropriate time for practical assessments
- assisting the student to locate any relevant workplace documents or forms
- working with the student to answer any questions they have in relation to workplace policies and procedures relevant to the assessment tasks.

The following table summarises the additional assistance you are required to provide for some of the assessment tasks.

<table>
<thead>
<tr>
<th>Task</th>
<th>Assistance to be provided</th>
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</table>
| Workplace audit and hazard report         | - Answer any questions the student has regarding your organisation’s procedures for conducting room audits and reporting hazards.
|                                           | - Assist the student to choose a resident’s room to conduct the room audit.                |
|                                           | - Assist the student to seek the permission of the resident and arrange a suitable time for the room audit. |
|                                           | - Collaborate with the student during the room audit by discussing any identified hazards with them and responding to their questions. You may provide a small amount of prompting by suggesting areas of the room the student looks at or advising on your organisation’s procedures. Do not point out hazards. The student should identify these independently. |
|                                           | - Be present throughout the room audit.                                                  |
|                                           | - Answer questions the student has regarding the wording of the documents but do not direct how the student completes these documents; they must work independently. |
|                                           | - Complete the supervisor verification in Part D of the document.                         |

Suggested weekly schedule

This weekly schedule is provided as a guide. It shows you what the student will be working on with their teachers each week. It also explains how you can support the student with their learning (highlighted column).

<table>
<thead>
<tr>
<th>Week</th>
<th>Student activities</th>
<th>Teacher activities</th>
<th>Supervisor activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Participate in introduction</td>
<td>Provide student with standard workplace induction following organisational procedures</td>
<td>Meet the students and introduce yourself Help the student to find their way around the facility</td>
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<td>- Complete learning roadmap</td>
<td>Four day intensive face-to-face training including: – explaining key roles and responsibilities in the aged care sector - safe hand washing - safe manual handling - emergency procedures - using a lifting machine - communicating with residents - policies and procedures - assisting residents with meals - workplace documentation</td>
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<td></td>
<td>-Filling out the assessments and the feedback form.</td>
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Micro credentials

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- Spoken communication
- Digital literacy
- Resilience for care workers
- Documentation

2

- Professional communication skills for care workers
The product
Thank you

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