Future proofing the next generation of workers

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Future proofing the next generation of workers

- Working in partnership with industry to develop work ready employees
- Developing resources to support workplace mentors in taking a more active role in the students learning journey
- Lessons learned from developing digital resources to support the workplace student journey

Industry Engagement

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The need for change

- Industry are approaching training providers with concerns about high employee turnover and difficulty in attracting talent

- Concerns in relation to graduates not being work ready…

- 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 sectors with workforce issues

- There are not enough graduates to fulfil the workforce needs

The need for change

- what it was- silos with education and industry
- minimal if any consultation towards the delivery of course and content
- 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

The need for change

- 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
- Millennial employees – challenging the way in which employment and education is approached across the sector.
- Education and training options will need to be flexible and fit for purpose to attract a younger workforce

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

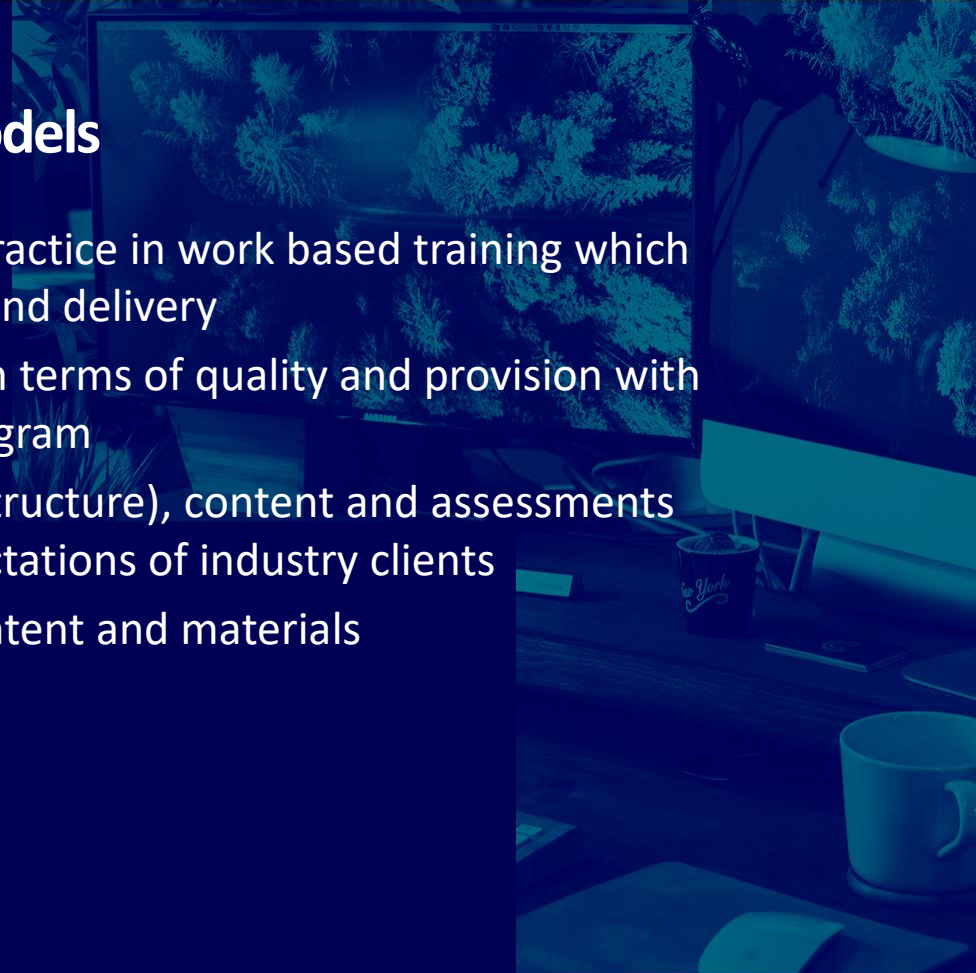# Challenging traditional training models

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

Challenging traditional training models

- Develop a model demonstrating best practice in work based training which is industry/student focussed in design and delivery
- Challenge previous program offerings in terms of quality and provision with a view to establishing a benchmark program
- Review the current program offering (structure), content and assessments to ensure the program meets the expectations of industry clients
- Develop high quality training digital content and materials
- Introduction of micro credentials

Challenging traditional training models

- Support graduates to be 'industry ready' at the conclusion of the program
- Delivery in the workplace
- Form part of the providers recruitment strategy
- Contribute to meeting workforce needs
- Enable providers to 'grow local' by taking an active part in the student recruitment and process
- Enable the provider to 'shape' the program moving forward
- Be customised to reflect the policies and procedures of the provider
- Be an immersive student experience
- learners are embedded in the culture of the provider through induction, policies and procedures, HR systems, models of care.
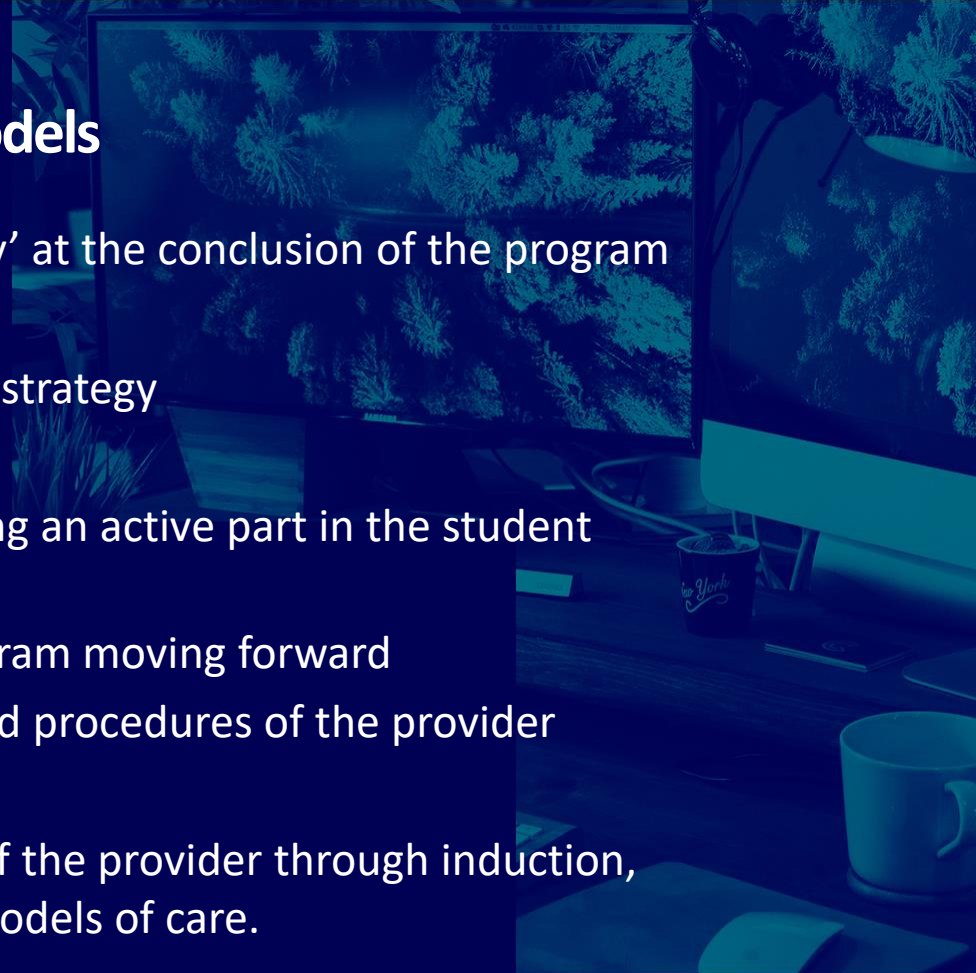
Design methodology

Project management

Analysis

Market research

Industry engagement

Stakeholder expectations

Business case

Student personas

Planning

Co-design

PID/project scope

Communication plan

Learning design plan

Project management

Smartsheet

Stakeholder reporting

Learning design process

Regular meetings

Evaluation and Implementation

Ongoing evaluation

Implementation plan

Handover notes

Professional development

Learning design process

Plan

Unit/course analysis

Content gap analysis

Planning meeting

Assessment plan

Cluster plan

Design

Assessment development

Content development

Storyboard

Check

SME review

ASQA auditor review

Quality review

English Edit

Build

Digital build

Rapid testing

Online review

Testing

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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%

Course design

Course information

Industry welcome

Supporting supervisors in the workplace

Supervisor guides

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 care 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.

Task	Assistance to be provided
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 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 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).

Week	Student activities	Teacher activities	Supervisor activities
1	Participate in introduction session Complete learning roadmap Look at the assessments and get a feel for what you will need to do in this cluster Attend the four days of intensive training	Provide student with standard workplace induction following organisational procedures 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	Meet the students and introduce yourself Help the student to find their way around the facility
	Work through their first online module in accordance with their learning roadmap. Complete the quiz questions relating to the first module on their learning roadmap.	Respond to student questions in discussion forums. Check quiz assessments were completed	N/A

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Micro-credentials

Micro credentials

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

- Professional communication skills for care workers

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Embedded badges

About the badge

Earn your badge!

Show off your badge!

Get recognition for your badge!

Interpersonal Communication for Social Care

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Badges are a record of your achievements that are recognised and valued by employers. A digital portfolio of badges gives you an edge in the field of work and employment!

This level 3 badge demonstrates to future employers that you are able to:

- Communicate effectively through direct interactions with residents
- Demonstrate verbal and non-verbal communication techniques

This badge is part of a group of four badges that are available throughout this course. The other badges cover:

- Digital literacy
- Resilience in social care
- Documentation

On the successful completion of all level 3 badges, you will be eligible to complete a further level 2 badge - "Professional Communication and Interpersonal Skills for Social Care"

This final badge is introduced in the final component of this course and requires some additional work to be completed by you.

Level 2 - Micro credentials

Lessons learned

Key successes

- Skill mix of design team
- Teachers/program members embedded in team
- Consultant who is also an ASQA auditor review of assessments
- Strong industry engagement model
- Assessment-led design process
- Project management

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Improvements

- Document control
- Adherence to learning design plan
- Establishment of team after planning phase
- Maintenance and sustainability

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