



Key Questions

Aged Care and Disability Training Package Review

Name: Ilsa Hampton

Organisation: Meaningful Ageing Australia

Email: ihampton@meaningfulage.org.au

Phone number: 0425758277

Please answer questions in the response boxes below. You can answer as many or as few questions as you wish.

Please email your completed response to feedback@skillsiq.com.au before 5.00pm on Friday 12 March 2021.

1. Orientation to working in industry

- Should a new unit/s be developed to provide an orientation to working in the aged care or disability sector?

This may include for instance, development of a contemporary view on ageing and support for the older person, responding to the changes in the anatomy and physiology that are a function of normal ageing, understanding of a range of different types of disability and functional capacity, services structures that are available to support older people, etc.

- If such a unit was developed, what do you think it should include and should it be a single unit or two separate units – one for ageing and one for disability support?

Please provide your response here:

Yes, as separate units. It is vital to engage with the 'bigger picture' of ageing. This unit can include interactive activities that elicit different attitudes to ageing, as well as broader social views of ageing in Australia, and what it means to age well from a holistic point of view. This would include understanding the inner world of each older person, the spiritual tasks of ageing such as the need for meaning and purpose, being of service, living in keeping with their values, important connections and relationships, alongside the physiological components of ageing. The orientation of the worker towards the older person as a person first, of intrinsic value and dignity regardless of health status, sets the tone for the type of aged care they will be expected to provide.



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2. HLTAAP001 Recognise healthy body systems in core of Certificate III in Individual Support

The relevance and appropriateness of continuing to include *HLTAAP001 Recognise health body systems* in the core of the *Certificate III in Individual Support* has been questioned. This unit is from the HLT Health Training Package and cannot be amended in this project.

- Should this unit be removed from the core of the Certificate III and if so, how should the content regarding basic level anatomy and physiology that is required by a personal care worker be reflected?
- Is this something that could be included in a potential orientation to working in industry unit as outlined in question one? Is it better to retain the HLTAAP001 unit as currently included? Or should a new unit be developed that covers human body systems to support personal care or similar?

Please provide your response here: n/a

3. Potential merge of CHCCCS031 and CHCCCS023

The updated *CHCCCS031 Provide individualised support* merges the existing *CHCCCS011 Meet personal support needs* and *CHCCCS015 Provide individualised support*. There has been feedback that indicates this could be further merged with relevant content from *CHCCCS023 Support independence and wellbeing*.

- Would you be supportive of merging the content of this additional unit? Why, or why not?

Please provide your response here: CHCCCS031 Provide individualised support cannot really be delivered unless the elements of CHCCCS023 have been covered. CHCCCS023 is vital for ensuring a PCA is paying attention to the individual needs of the older person. It is probably best to maintain both units to ensure the reporting aspect of CHCCCS031 doesn't overshadow focus on the background of the individual emphasised in CHCCCS023.



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4. Meal preparation skills and knowledge

The updated unit *CHCAGE012 Provide food services* now focuses on food safety, assembly and delivery of meals and clearing of trays and other equipment.

- Should a new unit/s relating to meal preparation be developed and what should this unit contain?
- To what extent is a personal care worker at Certificate III or IV level going to be engaging in food preparation?
- What skills and knowledge will they need? Suggestions include allergen management, texture modification of food, nutrition and specific diets, cooking in a person's home etc.
- Should these areas be covered in a new unit/s or is this content already covered in existing units? If so, which ones?

Please provide your response here: CHCAGE012 should be modified to include recognition of the importance of the mealtime experience for the older person. As it stands, it is entirely focussed on tasks. This includes the importance of designing dining experiences that facilitate community building, that creates meaningful experience for older persons.

Add 'in a manner that reflects the importance of the dining experience for people accessing services' to '2. Distribute meals and refreshment' so it reads: '2.7 Deliver meals and beverages within the designated time frame, in a manner that reflects the importance of the dining experience for people accessing services, and as agreed with the diner.'

5. Mealtime management and consumption

- Should a new unit/s be developed in regard to mealtime management and meal consumption and if so, what skills and knowledge should this contain?

Stakeholder suggestions have included use of modified utensils, provision of physical or other assistance with eating and drinking, provision of a conducive atmosphere for meal consumption, etc.

- Should these areas be covered in a new unit/s or could this content be included in existing draft units? If so, which ones?

Please provide your response here: Mealtime experience is very important, however, we are concerned that by separating it out from other aspects of the meal service, it is less likely that this subject will be taken. The context of mealtime management could be included in *CHCCCS031 Provide individualised support*. This is a complex area that requires the PCA to have adequate communication skills to ensure the needs of each individual is met while often responding to multiple demands. The mealtime scenario is one of the most demanding situations in which they need to juggle practical skills in a highly relational context.



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6. NDIS Support Coordinator Role

Content relating to the NDIS Support Coordinator role is to be included at the Certificate IV level. New unit/s are needed to provide the skills and knowledge for this role in addition to the current Training Package content.

- What specific skills and knowledge should these units contain?

Please provide your response here: n/a

7. Assistive Technology

- As assistive technologies are essential all aspects of caring for older people and people with disability, how should the use of assistive technology be included in the Training Package Products?
- It has been included across a range of the proposed units. Are there other units in which it should be included and how should the skills and knowledge be reflected?

Please provide your response here: Yes, assistive technology, understood broadly, is vital for a growing number of older people. As per the National Guidelines for Spiritual Care in Aged Care 2.10: Relationships and connections with family, carers and loved ones is supported and encouraged with...use of technology and social media. Also, 5.3 “Older people are supported and encouraged to connect with their loved ones and/or religious/community/cultural group by participating...via technology (video call, podcasts, virtual reality, etc).. Carers should be trained in how to help an older person use technology for these purposes. Many aged care providers and residents, during required Covid-19 lockdowns, discovered and then demonstrated the significant benefits that can flow from the greater understanding and use of assistive technology tools to form stronger overall relationships with their family and friends.



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8. Restrictive Practices

The use of restrictive practices is an essential area of knowledge in disability support, particularly given the tight legislative guidelines that exist around use of these practices. It is currently reflected in the two units in the disability support group which relate to behaviour plans. However, neither of these are mandatory in the *Certificate III in Individual Support*, meaning that a learner may progress through the qualification without covering this aspect.

- Should restrictive practices be included in other units of competency and if so, which ones?
- Could restrictive practices be included in an orientation to working in industry unit for the disability sector as outlined in question one?

Please provide your response here: n/a

9. Provision of specialised support in disability support

- Should additional unit/s be developed around provision of specialised support for disability support workers?
- If so what areas of specialised disability support and attendant skills and knowledge should be covered? Is this appropriate for a Certificate III or IV level worker?

Please provide your response here: n/a



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10. Responses to Abuse

- Is sufficient content included in the unit CHCCCS033 Respond to suspected abuse?
- How is responding to suspected abuse different to responding to actual abuse and what are the skills and knowledge required to do this?
- Is it appropriate for a worker at Certificate III or Certificate IV level to be undertaking an investigation as outlined in the unit?
- Does an additional unit need to be developed around responding to actual abuse and investigations and if so, what skills and knowledge should this unit contain?

Please provide your response here: n/a

11. Oral Health electives

Most of the oral health units have been removed from the elective groups, as the IRCs did not see these as relevant for the role of a personal care worker. *CHCOHC003 Apply and manage use of basic oral health products* remains in the electives.

- Should this unit also be removed given that basic oral health would be a part of meeting daily personal support needs and therefore covered in other units?
- Should other existing units be included in the electives in regard to oral health? If so, which ones and why?
- Should a new oral health unit for aged care or disability be developed and if so what skills and knowledge should this unit contain?

Please provide your response here: n/a



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12. CHCDIS035 Support people with autism spectrum disorder

- Should the use of diagnostic tools be removed from this unit of competency?
- Would personal care workers at Certificate III or IV level be using these tools?

Please provide your response here: n/a

13. CHCCCS026 Transport individuals and TLIC3011 Transport passengers with disabilities

Stakeholder feedback indicated that the language and content of *TLIC3011 Transport passengers with disabilities* is inappropriate and that there is duplication between the two units.

- Could the relevant content of *TLIC3011 Transport passengers with disabilities* be brought into *CHCCCS026 Transport individuals* and subsequently TLIC3011 removed from the elective bank?
- If so, what content from TLIC3011 should be retained/moved across to CHCCCS026?

Please provide your response here: n/a



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14. Certificate IV in Ageing electives – Dementia

- Should a new unit be developed to provide Certificate IV level workers with additional skills and knowledge to that in the unit currently packaged at Certificate III level, in regard to providing dementia care?
- If so what skills and knowledge should the unit contain?

Please provide your response here: Continued learning about dementia is essential for anyone working in direct care. This course could focus on more complex interactions and considerations, the relational space between the PCA and the person with dementia, and working with family dynamics whilst keeping the older person's rights and needs front and centre.

15. Certificate IV in Ageing electives – Leadership

- Are additional electives around leadership skills required in the Certificate IV in Ageing?
- If so, are these existing units of competency (please specify) or new units? If new, what skills and knowledge should the unit/s contain?

Please provide your response here: No, it would be better to invest in leadership skills for Enrolled Nurses and above rather than PCAs. PCAs need more opportunities in workplace communications, navigating workplace systems and intercultural communication skills. They would benefit from a subject in advocacy. As the person who typically spends the most time with the older person, they hold valuable insight and information that is too often ignored or assumed not to be relevant. Basic skills in advocacy in order to appropriately communicate with other team members and their managers about the needs of older people would lead to a more empowered workforce focussed on supporting quality of life.



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16. HLTHPS007 Administer and monitor medications

This unit is an elective in both the *Certificate IV in Disability Support* and *Certificate IV in Ageing Support*. Stakeholder feedback indicated that this unit is inappropriate for use at Certificate IV level due to the scope of the job role, jurisdictional restrictions on the administering of medications and the additional skills and knowledge that is required over and above what is in this unit and it should be removed from the elective banks of the two Certificate IV qualifications.

- Do you agree or disagree and why?
- Should it be removed from one and not the other and why?

Please provide your response here:

17. Mental health and comorbidities

- Should a new unit be developed for workers at Certificate IV level with content relating to mental health and comorbidities?
- If so, what skills and knowledge should this unit contain?

Please provide your response here:



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18. Pathways following completion of Certificate IV qualifications

Strong and positive feedback was received in response to earlier discussion papers regarding the building and strengthening of clear pathways in areas such as allied health, nursing and diversional streams.

- What other qualifications (VET or higher education) do you see as the priority pathways for people who have completed a *Certificate IV in Ageing Support* or a *Certificate IV in Disability Support*?
- Are the current draft qualifications structured to help direct graduates into these pathways?
- If not, what could be changed about the draft qualifications to better assist graduates at Certificate IV level to pursue pathways into these priority areas? (this may relate to the structure of the qualification, the choice of core or elective units, etc.)

Please provide your response here: n/a

