

SOCIAL CARE VOCATIONAL EDUCATION

an international perspective

An International Specialised Skills Institute Fellowship.

RENEE COSTA & ANTHONY GRAHAM

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Table of contents

1. Executive Summary	3	7. Knowledge transfer: Applying the outcomes learned	20
2. About the Fellows	4	8. Recommendations	21
3. Acronyms	5	9. References	22
4. Aim of the Fellowship	6	10. Acknowledgements	24
5. Identify the skills and knowledge enhancements required	8	Awarding Body – International Specialised Skills Institute (ISS Institute)	24
		Fellowship Sponsor - The Higher Education and Skills Group	25
6. The International Experience	9		
King's College	9		
London South Bank University	10		
Winchester University	13		
Wolverhampton University	15		
University of Birmingham	16		
City, University of London	18		
London Borough of Hammersmith and Fulham	19		

1. Executive Summary

Through the International Fellowship Anthony Graham and Renee Costa developed an active engagement strategy with identified United Kingdom (UK) providers of service delivery and vocational programs in Social Care.

Through this strategy, a broad understanding of the issues and challenges for a Social Care agenda via the development of the Future Social Services Institute (FSSI), which is a VCOSS/RMIT/Victorian Government initiative has been achieved.

For the past ten years the United Kingdom has developed a strategic approach to Social Care in respect to service delivery concepts and workshop engagement processes. The International Fellowship gave Anthony and Renee the opportunity to engage with identified UK providers of service delivery and vocational education programs in Social Care.

The discussions with these providers offered Anthony and Renee a unique opportunity to gain a broader understanding of the issues, challenges and successes that the UK social care sector have encountered over the past ten years.

It was through these discussions that both Anthony and Renee developed a thorough understanding of how the Victorian Vocational Education sector may apply these learning's within the context of a Social Care agenda in Victoria, and through both the RMIT University and VCOSS sector partners and the not for profit and Disability and Aged-care sectors.

A number of key outcomes have been achieved from the engagement strategy developed for the International fellowship.

The key driver of the strategy is to build a knowledge and engagement framework that will enable RMIT University Social Care vocational program development and service provision to be considered best practice approach to learning and teaching in this space.

A range of outcomes have been achieved through a multi-disciplined approach to sector engagement and sector VE product development applicable to vocational practise needs in a changing environment.

The fellowship's international engagement opportunity provided the fellows with a broad understanding of the strategic change issues that learning and teaching have undergone in the United Kingdom and how these may be applied in a Victorian context.

While a number of the local contextualised strategies are a work-in progress, Anthony and Renee are both confident that strategically and operationally, there are a number of key outcomes that link to the original aims of the International Fellowship. This report will demonstrate these strategic linkages.

2. About the Fellows

Anthony Graham (Interim Deputy Dean VE, School of Global, Urban and Social Studies, RMIT) and **Renee Costa** (Senior Educator- Curriculum designer of Social Support and Care programs, VE. are both currently part of a strategic team approach to social care and support via an initiative between RMIT University and Victorian Council of Social Services (VCOSS) to develop the Future Social Services Institute (FSSI).

Over the past twelve months Anthony and Renee have been actively engaged in identifying key strategic factors that influence an emerging social care industry in Australia which in itself has downstream challenges and opportunities for training providers nationally.

Since returning from the international engagement aspect of the fellowship, both Anthony and Renee's roles have evolved and they have engaged in further professional opportunities across the University. This is consistent with the original aims of engagement and development of the International Fellowship.

Given the recently funded VCOSS and RMIT Future for Social Services Institute and their roles working within the institute, the Fellowship has been a unique opportunity for both to have explored new and emerging international trends in co-design and delivery of social care vocational programs.

This in turn has promoted the opportunity for Anthony and Renee to showcase best practise delivery that has been developed in design and delivery in Victoria.

Anthony and Renee both have extensive service delivery backgrounds in social services in a Victorian context. They have also, through their work with RMIT University, developed exemplar learning and teaching skills which has supported a very successful industry engagement strategy in VE.

Since undertaking the Fellowship, Anthony and Renee have continued to progress in their professional roles. Anthony has now been appointed as Associate Dean VE in the School of Global, Urban and Social Studies at RMIT, and Renee has completed a strategic project on the development of a blended model of Individual Support which will be operational in May 2018.

Additionally, Renee was seconded to work on a project for six months following the Fellowship as a Senior Educator- Curriculum Designer. Renee's role throughout this project was to work alongside the project team to build an innovative blended workplace based training model for the Certificate III in Individual Support. Renee engaged with Industry to ensure the model is fit for purpose and to address the significant workforce issues across the sector.

Both professional movements have had some key linkages to their fellowship roles and investigations while in England.

3. Acronyms

ABS	Australian Bureau of Statistics
ASQA	Australian Skills Quality Authority
FSSI	Future Social Services Institute
HE	Higher Education
NDIS	National Disability Insurance Scheme
RMIT	Royal Melbourne Institute of Technology
UK	United Kingdom
VCOSS	Victorian Council for Social Services
VE	Vocational Education

4. Aim of the Fellowship

For the past ten years, the United Kingdom has developed a strategic approach to Social Care in respect to services delivery concepts and workshop engagement processes.

The aim of the strategy was to build a knowledge base that would enable the following points with respect to a Victorian Social Care vocational program development and service provision:

- » To act as an exemplar for ways in which industry can access products (from VE to research) for a particular initiative, and associated product development and delivery premised on a deep partnership, client-driven approach.
- » To develop and deliver multidisciplinary vocational education programs to meet the needs of this high growth market and position the University as the preferred supplier.
- » To provide a mechanism to link vocational education staff from across the University in simplified, low cost ways with a focus on finding industry solutions.
- » To act as a front entrance business development function and context specific team that facilitates the development of strong relationships with key industry partners.

There are a number of critical social care strategic indicators that formed the basis to research and actively engage with providers across the United Kingdom through the International Fellowship.

Critical Australian Social Care Strategic indicators: Macro context

- » Aged care and disability will be the fastest growing industry segments over the next 20 years. Their growth will make possible a transformation of a cottage industry to one that is world class.
- » The number of people aged 65+ is projected to increase from 3.2 million at 30 June 2012 to between 5.7 million and 5.8 million in 2031, and to between 9.0 million and 11.1 million in 2061.
- » As a proportion of the population, those aged 65 years and over are projected to increase from 14% at 30 June 2012 to between 18.3% and 19.4% in 2031, 22.4% and 24.5% in 2061, and 24.6% and 27.1% in 2101 (ABS, *Population projections*, Australia, 3222.0 2012 (Base) to 2101, p.42).
- » The Treasury's 2015 Intergenerational Report estimates that Government spending alone on aged care will need to increase from 0.9% of GDP to 1.7% by 2055, which is around \$80b in today's dollars (p. 71).
- » Social care and support will be the fastest growing employment sector nationally over the next five years, with numbers projected to grow by 230,000 or 16.3%, compared to 7.2% for all industries. The latest estimates are for significant shortages of skilled staff across most of the sector. (Source: DoE., (2014). *Industry Employment Projections: 2014 Report*)
- » There is a 2.5% projected growth of disability and aged-care workers every year until 2050. According to a peak provider body, when all future changes are taken into account 'the figures might actually be more scary' (R. Morton,

The Australian, 2.4.15). Between now and 2019, federal funding of the National Disability Insurance Scheme will increase by \$12b, with government spending in total reaching \$22b (The Treasury, 2013, p. 2).

- » Training in disability and aged care has been severely compromised by the practices of private providers over the last five years, rendering most employers in the industry with little confidence in the education and training system (ASQA, 2014). A federal regulator survey found 87% of providers to be non-compliant, with the critical issue being assessment.
- » What we are about to see in the aged care and disability services area represents an industry transformation on the scale of the recent mining boom, but with no end in sight. Whereas the mining boom brought with it massive physical investment but little direct employment, this time the opposite will be true.

Critical Australian Social Care Strategic indicators: Local context

There has been considerable feedback from the sector that some VE products are not fit for purpose. This raises some question in respect to:

- » Training packages and their intent to meet industry needs in a rapidly changing environment.
- » Challenges for industry in attracting and developing a workforce that is sustainable and forward viewing.
- » VE providers managing a balance of learning and teaching requirements meeting both industry and regulators needs.
- » A natural tension in respect to the value proposition of building new products and their cost.

5. Identify the skills and knowledge enhancements required

The work our teaching and support teams have been doing in the Social Care space is multi-faceted. Certainly, they are focused on designing and delivering relevant and fit for purpose educational products that produce a well skilled, high quality workforce. Additionally, there is a focus on creating networks to build the capabilities of a local workforce, and develop opportunities for people at a range of different educational levels.

The development of these key areas, we trust, ensures graduates will attain the skills to:

- » Operate effectively in the workplace.
- » Communicate sensitively and professionally with clients and colleagues.
- » Ensure staff exemplify the values and principles central to the unique and complex community services work environment.

Discussions to date:

- » Preliminary meetings with the Australian Council for Educational Research (ACER) to discuss a research project. The project will be a case study involving ACER collecting data on our student group and industry partner. Findings from the project will inform the Australian Government of the required changes to current training packages and address the significant gaps amongst graduates reported by industry.
- » The development of the Individual support blended project will see the first unit piloted with industry and a commitment from the University to complete the remaining 12 units over the next six months. This project has been developed

with industry partners to focus on upskilling the current workforce and has been very well received.

- » Promoting our RMIT Social Care programs internationally in partnership with industry. Considerable work has been achieved with industry to identify processes and systems to support a customised development of the Individual Support program to be offered in different international jurisdictions.
- » Reviewing existing RMIT VE Social Care products – two meetings have occurred in respect to 2017 review, and a 2018 planning meeting to ensure we are well resourced and have the capacity to expand and be flexible to meet the needs of our industry partners.

6. The International Experience

In preparing for the international engagement aspect of their fellowship, through the University, Anthony and Renee developed and arranged a number of key opportunities to engage UK based Universities and service providers.

Below is a snapshot of their experiences whilst in the UK

King's College

Contact: Gillian Manthorpe - Professor of Social Work, Director of the Social Care Workforce Research Unit

King's College London is one of England's oldest and most prestigious university institutions: a multi-faculty research-led university college based in the heart of London. Ranked as one of the world's top 20 universities (QS World Rankings 2013),

Discussions centred on the following:

A range of issues experienced in England with respect to social care include:

» **Adults and children are now separated in service responses with social care organisations**

Historically service provision was focused on disciplines across a community of interest such as disability support users. Recent government changes has seen this evolve into children's services and adult services. This has placed some challenges with training providers to separate the two main service delivery areas.

» **No minimum qualifications required in the social care space which brings a range of challenges and risks**

The common themes that presented through our discussion with Gillian highlighted the concerns and risks around having no minimum qualification to enter the social care industry. This was presenting as a significant issue as there were a number of people working in the sector whom are unqualified and therefore didn't have the skills and knowledge to support some of their most vulnerable people.

» **80% of providers in social care are for profit organisations**

The issue here is the lack of funding that supports training and professional development for staff working in the social care sector. Feedback from industry partners has indicated there is an increasing pressures to ensure all available income is spent on frontline services, therefore training and professional development for staff diminish with updated and tighter budgets. This is a significant risk as many staff working in the sector are unqualified and often their employers are not prepared to bear the cost of providing further training. There is no mandatory training required, therefore, there are a number of risks to the person receiving the service, the support worker and the organisation.

» **Social care services are means tested ratios in social care residential care facilities**

Currently the Social care environment is focused on ratios for service support and delivery. This has placed a burden on base grade staff and makes it difficult for facilities to meet the requirements (knowledge and skills) of having a qualified and capable staffing mix. Training providers are now starting to re-think the

development and delivery of full qualifications or skills set. This same challenge is being considered with higher education on how graduates are provided with relevant work ready skills.

» **The need for further training highlights areas regarding technology**

As many organisations move away from paper based reporting systems the need for staff to have a reasonable level of digital literacy has become crucial. Staff will require some experience with documentation software packages.

This significant issue has been highlighted throughout Australia as many organisations are reporting that current staff and potential employees do not have the required digital literacy skills to fulfill their roles.

This is partly due to the average age of the workforce, as well as a high percentage of workers and applicants whom do not speak english as a first language.

» **Hospital and social care systems do not coexist with any regulated data collection or matching**

Data collection processes across both health and social care do not currently interface. This presents a challenge when considering a holistic approach to both health and social care. It also presents an issue for families having to navigate two different systems and can become extremely frustrating for all stakeholders involved. Further to this, training providers are challenged in maintaining a core focus on skills and knowledge while supporting individuals across both systems. This would certainly justify change in the nursing and social work qualifications currently on offer. A more generic social care and support qualification may be required at the higher education level or a vocational education qualification that pathways into higher education.

London South Bank University

Contact: Barry Toulchard, Associate Professor, School of Health & Social Care

London South Bank University is known as a UK leader in education and business expertise to improve productivity and performance through knowledge transfer.

Working with major partner institutions in London and the South East, the university provide one-day workshops through to full-time undergraduate and postgraduate degrees.

School of Health and Social Care

The School prepares students to work in key health and social care professions, enabling them to become competent and confident practitioners.

Barry Toulchard has worked as a learning disability and mental health nurse since 1984. He began his career as a qualified nurse in the role of Community House



Renee Costa with Manyara Mushore (Senior Lecturer, Mental Health Nursing, London South Bank University)

Manager in Durham, UK before moving to London to begin mental health nursing.

Discussions centred on the following:

» **Lack of social care staff entering the system due to a lack of training opportunities, workforce conditions, and support and wages**

This is a significant issue globally and one that cannot be fixed quickly. Unfortunately there is a negative stigma attached to working across

the aged care and disability sector, one that will likely take many years to breakdown. There are numerous documented reports detailing the mistreatment of staff throughout the aged and disability care sector both professionally and publically. (Aged Care Workforce taskforce-Strategy report 2018) One of the biggest issues here in Australia is the lack of career opportunities particularly in disability services. In aged care many people will start working as a personal care worker and then go onto complete their diploma of nursing and then a Bachelor of Nursing.

This is a great career progression into the sector and often whilst completing further studies, staff will continue to work in aged care. The hours are casual and can be flexible. This however is not stable for those with family and financial commitments.

» **The recent intent to develop a mental health practice certificate as a foundation study pathway**

This is based on current data that shows a growth in mental health service provision. Current providers have indicated a need for base grade staff to have developed foundation skills in mental health training as part of a broader skill set. This enhancement should ultimately produce a broad based social care practitioner.

» **A focus on specializations in disability and mental health**

This applies to higher education qualifications. Many students completing their undergraduate will preference mental health care over disability care. This presents an issue as there are very few qualified staff currently working in the disability sector. There is a push at London South Bank University to promote and encourage students to move into the disability specialization, however, it is proving difficult to attract a reasonable number of students.

» **Engagement with people with live experiences**

The university has a number of staff developing and delivering its courses. There are various roles such as teaching, mentor roles for students and advisory/advocacy positions.

» **Need for a growth strategy in residential and day care supported by a qualified workforce**

Very much in line with the issues that we face here in Australia. The profession will require greater numbers to support our ageing populations and the ageing workforce that we currently have.

Skills for Care

Contact: Sue Johnson, Project Manager - Standards Learning Qualifications Apprenticeships

Skills for Care provide practical tools and support to help adult social care organisations and individual employers in England recruit, develop and lead their workforce.

As the sector leader in workforce development, Skills for Care offer a wide range of support and practical resources.

These include:

- » Extensive seminar programs covering the things that matter most -
 - » preparing for Care Quality Commission (CQC) inspections
 - » positive workplace cultures
 - » dignity
 - » dementia awareness

- » recruitment and retention
- » people performance management
- » leadership management standards and qualifications
- » care certificate assessor
- » workforce planning
- » Bespoke support – an extension of our seminar program, tailored to the needs of the business and delivered in the workplace
- » Publications and resources – guides, workbooks, toolkits, training packs
- » Other specialist services, including workforce intelligence reports, leadership programmes and business services.

Discussions centred on the following:

» **A need to focus on vocational skill enhancements**

Due to a focus on higher education skills and research there is a reported skills gap for staff working on the ground. These skills are usually attained through vocational education programs and as discussed throughout this report, there is a lack of interest in this area of study. Unlike Australia, there has been a significant amount of focus and funding injected into attracting staff to work across the aged care and disability sectors with the recent announcement of free TAFE courses that includes disability and individual support training.

» **Working with Universities to develop new and relevant social care programs and attract new entrants into the sector**

Workforce data indicates that there will be a workforce shortage in the social care sector growing at 7% per year. Through extensive consultation with the sector, Skills for Care have indicated the need to develop entry level workforce vocational programs to aid in reducing this figure.

» **Supporting organisations to have a strategy with respect to skills development for their workforce**

Skills for Care provide strategic supports in respect to workforce planning for service delivery organisations, this predominantly involves local government organisations. This strategic support is based around workforce audits that lead to the development of training programs that are co-designed and fit for purpose.

» **Development of a skills toolkit to support base grade staff which included induction kit focused on entry level staff.**

The skills required for base grade service delivery includes OHS, service standards, consumer directed care, social care engagement processes such as timetabling and service charges and support processes for enabling clients to engage the sector.

» **Promoting with Government the need for a national approach to a skilled workforce that delivers quality care outcomes**

In the UK, Skills for Care are rallying the government for a national approach to the development of a skilled workforce across social care. As an organization, Skills for Care are working with a number of providers across the sector that value the idea of a skilled workforce. However, they have been upfront about the high cost involved. This raises considerations for organisations that may see no benefit in training staff who will not be paid a higher remuneration for being qualified. Fortunately we have come further here in Australia, where the aged care sector has the certificate III in Individual Support as the base qualification, and all staff with this qualification are paid at a qualified rate. Unfortunately in disability services, at this stage there is no minimum requirement, therefore, there are a number of organisations willing to employ unqualified staff as they are able to pay them a lower hourly rate. The associated risks to having an unqualified workforce are beginning to emerge.

» **Supporting the concept of co design with service organisations and service users**

To date, the sector has not succeeded in this area. It is commonplace for organisations and providers sector-wide to work independently, highlighting the need for staff to work across both areas and have multidisciplinary skills. Here in Australia, co-design is playing an important role in the delivery of qualifications, and ensuring people with lived experience are involved in the design and delivery of the qualifications.

» **Benchmarking service training quality at a national and international level**

Skills for Care utilise national data sets to benchmark training quality and outcomes. This is a move away from input and out-data based on training headcounts.

» **A focus on skill sets and short courses as an immediate intervention strategy to lift the workforce capabilities**

There have been a number of discussions that have evolved in the UK and in Australia around the funding and delivery of skill sets and short courses. Due to the funding restrictions with skill sets, training providers will not deliver skill set training as there are no associated financial incentives. The cost to a student will be far too high without government funding attached, therefore, there will not be an uptake. The state governments recent funding commitment to the National Disability Insurance Scheme course is an unusual move to fund a single course, however, with the workforce issues that surround staff in the NDIS environment, this has been a very positive move for the sector.

Winchester University

Contact: David Raper, Head of Department, Department of Inter-professional studies

The University of Winchester is a public research university based in the city of Winchester, Hampshire, England. The university has origins tracing back to 1840.

The university was ranked 10th for teaching excellence in The Times and The Sunday Times 2016 Good University Guide and fourth for student satisfaction in England in the National Student Survey 2015.

Faculty of Education, Health and Social Care offer the following programs:

- » Education Studies
- » Health and Community Studies
- » Inter-Professional Studies
- » Modern Liberal Arts
- » Postgraduate Studies in Education
- » Undergraduate Initial Teacher Training



Anthony Graham - The University of Winchester

Discussions centred on the following:

- » **Managing reduced funding support from government in developing relevant social care qualifications within Universities**

This is a challenge across the board as there has been a lack of or reduced funding to support the development of these qualifications across Universities. If there is a lack of investment from the government to take the workforce issues seriously, in turn, it's difficult to attract staff to the sector.

- » **The reintroduction of traineeship and apprenticeship courses at a level 5 qualification.**

Based on feedback from the health sector, the University are currently in discussions pertaining to a Diploma level apprenticeship course for Nursing and Social Care. This is a move away from current education based training development and delivery toward industry supported and engaged vocational offerings.

- » **Development of pathways from social care into other health related courses**

This has been an ongoing discussion and one that does not appear to have gained any traction across the UK at this stage. Here at RMIT, we continue to have discussions with higher education about opportunities for pathways from vocational education into higher education health related courses. RMIT currently offer a pathway opportunity for students who complete the Certificate III in Individual Support, to pathway in to Diploma of Nursing, and further to the Bachelor of Nursing.

- » **Engagement with local government in respect to base grade qualifications development including skill sets and blended learning**

There is ongoing discussion here in Australia with regard to the funding of skills sets, and their ability to fill gaps in the current training packages. The

design process has created a lag time between the changes required across the sector and also the ability to be responsive to the sector's learning and development needs, however skill sets will allow the training industry to be flexible and responsive to the evolving needs.

Wolverhampton University

Contact: Stuart Connor- Reader in Social Welfare

The University of Wolverhampton's attractive offering to students from around the world includes 96% graduate employability (Destination of Leavers of Higher Education survey 2015), teaching informed by world-leading research, strong business links, and state-of-the-art facilities.

The university is noted for its success in encouraging wider participation in higher education.

A third of the places are filled by mature students.

Strongly regional in outlook, the university draws two thirds of its students from the West Midlands, although there are also 2,500 overseas students studying at the university which has offices in China, India, Poland, Malaysia and Nigeria, with affiliations in Singapore.

Institute of Community and Society have a strong focus on social care as a fulfilling career.

Working in social care will promote the needs of individuals by providing practical support to help people live their lives independently.



Renee Costa- University of Wolverhampton

Discussions centred on the following:

» **The need to consider specialisations in training in respect to dementia care**

With the increased number of people diagnosed with dementia there is a need for vocational and higher education courses to introduce a specialisation in dementia care. The certificate III in Individual Support has a unit of competency 'support people with dementia' however this is a very basic introduction to the condition. In order to support people who potentially display behaviours of concern, there needs to be an intensive skill set which addresses the tools and skills a worker requires to support someone living with dementia.

» **Improving issues around the language of care**

The language used across the sector was an issue often raised throughout our research. There is often a lack of respect associated with the work that is carried out across the sector. As well as externally, this lack of respect is often generated from within the industry. With the changes introduced around person centered care and individualised support, there are still a significant number of people who don't understand or value this support beyond simply 'just caring'. In order to change the way the sector is perceived, change needs to be generated from within. Staff should be respected for the work that they do in supporting some of the most vulnerable people in our community.

A re think in service planning with corresponding skills development for planners. This includes training in social care for local government planning teams. Design of environments applicable to social care users has been noted as a key issue in population based strategic planning processes.

» **Development of qualifications regulations**

As discussed previously throughout this report there is a need for qualifications to be mandatory and regulated throughout the UK. Here in Australia we have

the Australian Skills Quality Authority overseeing the delivery of all vocational education training packages and providers. At times, the training packages delivered in Australia can be restrictive and have limitations on how quickly we respond to sector changes, however it ensures a consistent approach in the delivery of programs nationally.

University of Birmingham

Contact: Catherine Needham, Reader in Public policy and public Management, Health Service Management Centre

The Health Services Management Centre (HSMC) at the University of Birmingham is one of the UK's foremost centres for research, evaluation, teaching and professional development for health and social care organisations. HSMC has established a unique reputation as a 'critical friend' of the healthcare community and strives constantly to bridge the gap between research and practice.

Catherine Needham is Professor of Public Policy and Public Management. She is part based at the Health Services Management Centre, developing research around social care and policy innovation. She is also part-based in the University's Public Services Academy, researching new approaches to public service workforce development.

Catherine's areas of special interest include:

- » Personalisation and coproduction within public services
- » Social care reform
- » Workforce change in public services Interpretive approaches to public policy



Photo: Renee Costa and Anthony Graham at the University of Birmingham

Discussions centred on the following:

» **Quality care experiences for older people transitioning from Hospital to home care.**

As the health care and social care sectors work independently from each other, a number of issues for older people who are transitioning from hospital to home arise. Discussion was centered around the gaps and risks for the older person when leaving the hospital and not having suitable supports in place when returning home. There are significant risks for these people who may fall between the gaps of both systems.

» **Dementia awareness highlighting the importance of education for the support workforce**

As indicated from our visit to the University of Wolverhampton, there is a need for staff to be trained around dementia awareness. In Australia this is highlighted as an area that requires further training through discussions with our industry partners.

» **Importance of engagement with carers in co-design of education**

As discussed previously, there is a push for co-design in the design, development and delivery of Social Care qualifications. This is happening more often here in Australia. RMIT are working closely with people with lived experience to ensure the authenticity of content and accuracy of the training delivered. This will ensure staff are work ready when entering the sector.

» **Management systems that support a skilled workforce and upper level management training in social care**

Once again, there are synergies between Australia and the UK in regards to management systems and support for frontline staff. Traditionally across disability services, staff are promoted into management roles based on the length of time that they have been working within an organisation rather than

their suitability for the role. Many staff in these roles have not had management training and therefore are challenged when managing their own teams. Strong management structures must be put in place to ensure frontline staff are working effectively.

» **Acknowledgement of the importance of soft skills**

Soft skills are a major talking point across the sector in both the UK and Australia. The sector has been providing feedback to training providers that new graduates don't have the soft skills required to work in the sector after graduating. Examples of soft skills are empathy, compassion, patience and flexibility, skills that cannot be directly taught.

City, University of London

Contact: Julienne Meyer, Professor of Nursing: Care for Older People; City, University of London, Executive Director: My Home Life programme.

City Universities tradition of providing high quality education relevant to business and the professions dates back 160 years. For many graduates, time spent at City laid the groundwork for leadership, innovation and excellence that have changed the world we live in.

City, University of London is organised into five schools of which health and social care is an important University School.

Discussions centred on the following:

» **The need for the development of multi-disciplinary teams that are developed in response to a changing community of interest**

Working in collaboration is critical in the current social care climate when users of services are engaging and using a number of teams to support their needs. The Australian sector are working more collaboratively across multi-disciplinary

teams to ensure the best possible outcome for service users.

» **To provide pathway opportunities for graduates into Nursing programs from lower level certificate or foundation studies**

There has been significant work done across RMIT to provide a pathway for graduates in social care to move into Nursing. This has been very successful as we have had a number of students completing the aged care qualification pathway into the Diploma of Nursing, followed by the Bachelor of Nursing. This is giving students the opportunity to progress through education whilst being employed in the sector, thus supporting their studies. This is a positive for the industry as staff are building their skills through employment and education, creating lower attrition of staff across the organisation.

» **To evolve placement opportunities with service providers in social care**

This is an area across the UK that is not done well. Training providers are not working well with industry partners to support placement, therefore, employability outcomes are low. RMIT work closely with industry partners for placement opportunities as this is a way in which industry can future proof their workforce. We have high percentages of students gaining employment at the completion of their placement.

» **To bring together a range of providers to promote a communities of practise approach to qualifications development in the social care space**

With the issues presenting sector wide, there was discussion around the need for a united approach from organisations across the sector to lobby for social care qualifications and the issues that currently present with an unqualified workforce.

London Borough of Hammersmith and Fulham

Contacts: Lorraine Mason, Direct payments support officer, Social Care

Milli Miller- Deputy Team Manager, H & F Adults with Learning Disabilities Service

Discussions centred on the following:

- » Co design is paramount in provided best practise service outcomes
- » Utilising a skills workforce to support new entrants into training
- » Better targeted placements
- » Students that have positive experiences in training stay longer in job roles
- » A pathway process for staff to continue a learning journey
- » Evolve learning spaces to be relevant to service user needs
- » Service users are seeking a qualified workforce but are concerned with diminishing purchasing power in a consumer purchase program environment

7. Knowledge transfer: Applying the outcomes learned

Since returning to Australia, Anthony and Renee have been active in working with the Future Social Services Institute (FSSI) and other not for profit and for profit organisations to engage in strategic conversations with respect to their Fellowship learnings.

They have in partnership presented to the staffing groups within their School/ College, the RMIT Business Development group, and have embarked on a range of activities that include the following:

- » Designing and delivery of the FSSI for the Certificate III & IV Social Care qualifications. This has involved extensive program rewrites based on co-design principles such as engaging experts and industry partnerships. To date there has been two individual support programs that have a focus on aging and disability, as well as two disability programs contextualised for industry related practise.

Started a consultation process to consider the development of skill sets for Higher Education courses re: NDIS and person centred practice.

- » Implemented a State Government initiative of a NDIS short course for current NDIS geared workforce
- » Involvement with carers and families in program design and delivery. This has been a key feature of our co-design process in which the School and FSSI have developed relevant and current curriculum, based on service user input and evaluation processes that have allowed for effective program evolution.
- » Commenced strategic discussions with a range of providers in respect to micro credentialing/micro badging

- » Worked within the University quality systems to implement relevant Training package program design and enhancement
- » Commenced working across the sector (internally at RMIT/Externally with organisations) to implement co-designed courses
- » Renee was seconded to work on the design and development of the Certificate III in Individual Support (Ageing). This was a project funded by the state government which was initially driven by industry whom had indicated that graduates were not 'work ready' once they had completed their qualification. Renee is working with partners across the sector in building a workforce to meet their significant workforce issues.
- » Implemented a pathway approach for graduates from base grade social care programs into nursing programs as a career pathway opportunity.

Renee and Anthony have also evolved their own roles within the school in which Renee has now been appointed Program Manager - Social Care. Her role is focused on the development and delivery of a range of community service programs (accredited/ non-accredited) that are applicable to a social care environment. Anthony has been appointed the Associate Dean VE in the school and has oversight of all VE programs in this space.

8. Recommendations

- » To provide and apply the quality outcomes as identified into VE delivered training packages within a social care context
- » To provide VE staffing professional development on social care that provides opportunities for collaborative processes in co-design
- » To strategically engage the University, College, School in its VE Future strategy to highlight the potentials of VE growth in the Social Care space
- » Continue to engage with digital development opportunities such as blended workplace based learning and micro credentials with industry partners
- » The explore opportunities for Social Care program development in the Northern Territory with indigenous controlled health services
- » To continue to explore with our industry partners international opportunities such as China, Malaysia and India which the University has a strategic intent towards
- » To continue the product work with the FSSI in developing co-designed and delivery best practices, entry level certificate programs, and skill sets that have a strong focus on co-design and qualification enhancement
- » To maintain the contacts forged with UK providers to offer insights and action opportunities of partnership and shared vocational program development
- » To continue to explore within your own practise opportunities for further skills and knowledge development which could include further study, conference presentations and role evolvement.

9. References

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Australian Disability Workforce Report - First edition released

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July 6, 2017 - The first edition of the Australian Disability Workforce Report has been released. It is the first public report to analyse Workforce Wizard and carecareers data to reveal NDIS-related trends in the disability workforce

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Innovation. Maximise opportunities for innovation in practice, service delivery and workforce models to drive improved outcomes for people

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- Future of Australia's aged care sector workforce References Committee (the committee) into the future of Australia's aged care sector

Australian Government -Department of Health

A Matter of Care Australia's Aged Care Workforce Strategy, Aged Care Workforce Strategy Taskforce

<https://agedcare.health.gov.au/reform/aged-care-workforce-strategy-taskforce>

This strategy—developed with the industry, for the industry—outlines 14 areas for action to support Australia's aged care workforce in their essential role of caring for some of the frailest, most vulnerable members of our society.

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Supporters

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