MY AGED CARE QUALITY LEARNING FRAMEWORK

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In consultation with	My Aged Care Training Reference Group
Owner	Navigation and Access Branch

Foreword

My Aged Care is the main access point to the aged care system in Australia. My Aged Care aims to make it easier for older people, their families, and carers to access information on ageing and aged care, have their needs assessed, eligibility for services identified and be supported to find and access services.

The Department of Health and Aged Care (the Department) is responsible for My Aged Care. The Department engages Services Australia, Healthdirect Australia, state and territory governments and assessment organisations to deliver My Aged Care.

As such, the Department is responsible for ensuring this workforce (as defined in the My Aged Care Learning Strategy 2023) has appropriate capabilities to undertake their role within the My Aged Care operational environment. This includes the provision of initial and ongoing quality and up-to-date training and the continual development and verification of the capabilities of the workforce.

The My Aged Care Quality Learning Framework (the Framework – this document) supports quality outcomes for My Aged Care screening and assessment by defining workforce capabilities required for each role.

In developing the Framework, the Department acknowledges the significant consultation undertaken through development of previous Training Strategies and further acknowledges consultation undertaken with the workforce on the 2017 My Aged Care Personal Capability Report, the 2022 review of My Aged Care Learning and Training and re-establishment of the My Aged Care Training Reference Group in 2022.

This document should be read in conjunction with the My Aged Care Workforce Learning Strategy 2023 (Learning Strategy 2023).

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1 Introduction to the Framework

The vision of this Framework is that the My Aged Care workforce is acquiring and maintaining the knowledge and skills to deliver consistent, reliable, high-quality My Aged Care services.

This Framework underpins the My Aged Care Learning Strategy 2023 which defines the My Aged Care workforce and outlines the links between program and legislative requirements, workforce capabilities and learning contents and pathways.

It establishes processes by which the My Aged Care workforce can attain and maintain the capabilities they require, including the mechanisms by which capabilities are verified through on-line learning, on-the-job training, and learner appraisals.

Building and maintaining a client-centric, high-performance, and continuous improvement culture requires investment and collaboration across the Department, the Department's appointed Training Partner, and the My Aged Care workforce.

2 Purpose of the Framework

The purpose of this Framework is to achieve consistency across dispersed workforces delivering different but connected My Aged Care services. It does this by defining the quality standards and guidelines that govern the implementation of the minimum training requirements through a blended model of learning and training.

As such, the Framework:

- Supports the capabilities outlined in the Learning Strategy 2023 with indicators that articulate how the capabilities are applied in the workplace.
- Details how the capabilities and indicators are mapped to aged care policy and program intent, including relevant legislative requirements.
- Links the capabilities and indicators to the MAClearning elements.
- Details the recommended learning pathways for implementing minimum training requirements as outlined in the Learning Strategy 2023.
- Details guiding principles for the development of the on-line learning content and appraisal tools.
- Details how the role of lead educators and workplace trainers will be supported by the Department in delivering a blended model of learning and training; and
- Identifies how the Department will promote continuous improvement and feedback through ongoing collaboration with the workforce.

2.1 Linkages to legislation and other inputs

There are significant changes underway that impact the aged care policy and My Aged Care operational environment. This Framework has been developed with consideration to ongoing aged care reforms and updates will be made when reforms impact the My Aged Care workforce.

To ensure training and learner material remains relevant and of high quality, any changes to legislation or aged care policy and programs will require updates and refinements to learning content.

The Framework outlines a process for how changes to learning and training content will be incorporated and shared with My Aged Care workforce organisations.

The diagram below outlines how this Framework responds to a number of external 'inputs', including legislation, aged care policy and program intent.

Figure 1 Inputs for the Quality Learning Framework

Aged Care policy and program intent

Legislation and policy set by the Australian Government.
Implemented through the Department of Health and Aged Care

My Aged Care Workforce Learning Strategy 2023

My Aged Care Workforce Learning Strategy 2023 outlines and defines the capabilities and the minimum training requirements for the workforce

Quality Learning Framework

Underpins implementation approach of the My Aged Care Workforce Learning Strategy 2023. The Framework links to legislation, aged care policy and program intent, workforce quality assurance processes, identified workforce capabilities, blended learning delivery (online and through on-the-job learner appraisals) and continuous improvement

My Aged Care Capabilities

Workforce capabilities + learning outcomes + pathways mapped to each role
Online learning (Goals and Elements) = knowledge building
On-the-job activities + learner appraisals = application of knowledge and skills

MAClearning Management System

| Content:

Goals + Element | System Functionality & Roles | Data/audit & Reporting | Feedback & Continuous Improvement |

2.2   Quality Linkages that support the Framework

This Framework has been developed to ensure the workforce roles align with their respective quality measures including consumer-focused principles of the Aged Care Quality Standards, as set out in the Aged Care Assessment Quality Framework and the Contact Centre and ACSO quality score cards.

Consistent with the My Aged Care Assessment Manual and the Aged Care Assessment Quality Framework, where required, ACAT and RAS learners will undertake self-audits and reflections to support the development of skills and capabilities to deliver a high-quality assessment experience for every client.

3 My Aged Care Capabilities

My Aged Care Capability is defined as 'the unique combination of respectful behaviours, attitudes and values, qualifications, experience and professional knowledge (know-how) and networks (know-who) of an individual to achieve the goals of My Aged Care'.

This definition has been distilled in Diagram 2 which provides a visual representation of personal capability.

Figure 2 High-Level Summary of Capability

Twelve capabilities have been identified for the My Aged Care workforce through significant consultation undertaken in the development of previous Training Strategies, including consultation on the 2017 My Aged Care Personal Capability Report and 2022 Review of My Aged Care learning and training. The capabilities are supported by indicators which outline the practical application of the capabilities in the workplace. These indicators are included in Table 1 Mapping for My Aged Care Capabilities to demonstrate how the components of the QLF are linked.

3.1 My Aged Care Capabilities

The 12 My Aged Care Capabilities are:

1. **Managing the client journey** – contribute to the continuity of an older Australian's aged care journey.
2. **Navigating My Aged Care** - help older Australians and their families/ representatives to navigate the My Aged Care system.
3. **Using technology** - competently use technology within the My Aged Care system to support the registration, screening, assessment, and referral process.
4. **Working ethically and legally** - apply an understanding of legislative frameworks and guidelines that inform your role for My Aged Care.
5. **Communicating** - communicate effectively with older people and their families/representatives to build and maintain positive relationships.
6. **Supporting wellness and reablement** - take a wellness and reablement approach to assessment, planning and service delivery*.
7. **Recording information** - accurately record clear and complete client information within the My Aged Care system, including during the screening and assessment process.
8. **Providing quality assessments** - apply knowledge, use judgement and decision making in relation to client needs, goals and recommendations or approvals for subsidised services*.
9. **Responding to vulnerability** - identity and respond to vulnerability, traumatic experiences, and complex needs- including memory and cognition issues- in a trauma informed way.
10. **Providing client-centred care** - provide and deliver a client-centred approach that is responsive to diversity consistent with the Aged Care Diversity Framework.
11. **Displaying resilience** - practise self-care and know where to get support to stay positive and overcome challenges.
12. **Managing and leading** - actively engage in own and/or others' performance and development.

* Capability six and eight only apply to the RAS and ACAT assessment workforce.

3.2 Capabilities linked to program requirements

To validate the capabilities meet all of the requirements of the My Aged Care program, the Department has created a mapping document. The Mapping Document, describes and identifies key links between the 12 My Aged Care capabilities to:

- Legislative requirements as detailed in the My Aged Care Assessment Manual 2023;
- Consumer driven assessments as detailed in the Aged Care Assessment Quality Framework;
- Consumer Experience objectives detailed in the My Aged Care Contact Centre Score Card and performance indicators in contractual requirements;
- Consumer Experience objectives detailed in the Aged Care Specialist Officer Score Card and performance indicators in the program agreement;
- MAClearning Goals and learning Elements; and
- Appraisal tools for application on-the-job with workplace trainers and supervisors.

All roles within the screening and assessment workforce are expected to obtain the 12 My Aged Care capabilities except for Capability 6 Supporting wellness and reablement and Capability 8, Provision of Quality Assessments, which will only be relevant for RAS and ACATs. Capability 12 will continue to be refined in consultation with the My Aged Care Training Reference Group.

Each capability will be applied and measured differently depending on the learner's role. This is reflected in the different appraisal activities which will be used to determine a learner has demonstrated the capabilities.

A high-level overview of the Mapping Document is provided in Table 1 Mapping for My Aged Care Capabilities.

Table 1 Mapping for My Aged Care Capabilities

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
Managing the client journey - contribute to the continuity of an older Australians aged care journey.	1. 1.1. Source on-line resources and information about aged care services in Australia. 1.2. Manage consumer records and disseminate timely information and knowledge about aged care services in Australia. 1.3. Manage client expectations about what 'choice' means in relation to aged care 1.4. Identify eligibility criteria for aged care assessment and subsidised aged care services, including: 1.4.1. Identify Commonwealth Home Support Programme and eligibility criteria. 1.4.2. Identify eligibility for the Home Care Packages Program, including purpose of the national queue. 1.4.3. Understand how allocated aged care funding can be used. 1.4.4. Identify residential care service options and eligibility criteria. 1.4.5. Identify flexible care service	PART A – INTRODUCTION, Section 3. Client Entry into My Aged Care PART H – OPERATIONAL PROCEDURES (for Managers) PART E – TYPES OF COMMONWEALTH-SUBSIDISED AGED CARE (for Assessors and Delegates). Section 23. Aged Care Resources for Consumers Aged Care Act 1997, Part 2.3—Approval of care recipients Division 21 Aged Care Act 1997 Chapter 3—Subsidies	P4. Where the assessed person is a younger person, the delegate clearly demonstrates consideration of all relevant sections of the Approval of Care Recipients Principles 2014. E1. The assessor supports the client to make informed decisions about support or care options to meet their needs and achieve their goals by providing clear information including any available formal and informal services and supports in their region, and what the client can do to assist themselves (if appropriate). E2. Assessments are delivered in a timely manner appropriate to client needs. E3. The assessor understands and takes a holistic view of the client's situation (i.e., health, cultural, social, and personal). The assessor acknowledges the client as the decision-maker. E4. The assessor appropriately time- limits formal home support services so more clients benefit in the community.	CX3 - Discovery CX5 – Support and Resources CX6 – Wrap Up D2 – Profile Client Data D3 – Notes (Siebel / HEAT) O1 – Find a user Record O2 – Submit Items in Siebel O3 – Information Provided	A1, A2, A3, A4, MAC 8, MAC 9, MAC 11	• Aged care in Australia • Aged care funded programs • Commonwealth Home Support Programme • Flexible Care • Home Care Packages • National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFACP) • Residential Care

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
	options and eligibility criteria. 1.4.6. Understand the difference between private and subsidised aged care services.					
Navigating My Aged Care - help older Australians and their families/ representatives to navigate the My Aged Care system.	2. 2.1. Understand the purpose and operating model of My Aged Care and the importance of own role. 2.2. Identify each part of the My Aged Care process, from initial contact to service commencement. 2.3. Identify different My Aged Care access channels, including on the phone via the contact centre, in person at Services Australia and on–line through the My Aged Care website. 2.4. Help an older person to navigate the My Aged Care journey. 2.5. Transition clients between different parts of the My Aged Care journey or My Aged Care system. 2.6. Present a positive image of My Aged Care. 2.7. Identify different communication modes involved with My Aged Care, including phone calls and letters. 2.8. Identify problems promptly and make	Part A – Section 2, Overview of My Aged Care Assessment Services – older people's support needs and eligibility for Commonwealth subsidised aged care services under the Commonwealth Home Support Programme (CHSP) and or types of care under the Aged Care Act 1997 (Cth) (the Act) PART B – Team Leader, Assessor and Delegate Activities, Section 4 Referral Activities. Section 4.2.1 Consider the client's eligibility for aged care (CHSP and care types under the Act) including checking age requirements for various aged care programs (see section 7.3. Younger People seeking Aged Care Services, and Part E – Types of Commonwealth-Subsidised Aged Care). PART H – OPERATIONAL PROCEDURES (for Managers)	E3. The assessor understands and takes a holistic view of the client's situation (i.e., health, cultural, social, and personal). The assessor acknowledges the client as the decision–maker. E4. The assessor appropriately time– limits formal home support services so more clients benefit in the community. C2. The client understands the steps in the assessment and referral process (to services and supports) and the likely waiting times for each step.	CX5 – Support and Resources D1 – Critical Client Data D2 – Profile Client Data D3 – Notes (Siebel / HEAT) O2 – Submit Items in Siebel O3 – Information Provided	A1, A2, A4, MAC 11	• My Aged Care • The My Aged Care Workforce • Aged Care Support Networks • Working with Carers

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	adjustments to meet client needs.					
	2.9. Understand how roles work together as a single 'My Aged Care Workforce' to deliver outcomes for older people.					
	2.10. Manage the expectations of an older person and their carer/family, including timeframes and funding arrangements.					
	2.11. Understand new and expanded roles and responsibilities in the My Aged Care system.					
	2.12. Apply a practical understanding of My Aged Care roles and responsibilities.					
	2.13. Work with the client to achieve sustainable service delivery in relation to costs, access, and availability.					
	2.14. Work effectively to adapt to new and expanded roles and responsibilities in the My Aged Care system.					
	2.15. Explain own role, responsibilities, and place in the overarching My Aged Care journey.					
	2.16. Facilitate the involvement of clients, carers, informal supports, and family in the My Aged Care journey.					
	2.17. Create and sustain networks and relationships across the community and My Aged Care workforce.					

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
Using technology- competently use technology within the My Aged Care system to support the screening, assessment, and referral process.	3. 3.1. Use technology within the My Aged Care journey. 3.2. Navigate the My Aged Care portal / Siebel. 3.3. Complete moderate to complex forms using on-line /digital tools. 3.4. Understand where and how to access on-line resources and information about the My Aged Care portal / Siebel.	PART A – INTRODUCTION, Section 2.3. Aims and Key Features of Assessment PART B –Team Leader, Assessor and Delegate Activities Section 5.5. Conducting the Assessment PART H – OPERATIONAL PROCEDURES (for Managers)	C1. Assessors accurately record and make available assessment information, so clients do not have to provide the same information to multiple assessors.	D1 – Critical Client Data D2 – Profile Client Data D3 – Notes (Siebel / HEAT) O2 – Submit Items in Siebel O3 – Information Provided	A1, MAC1, MAC 2, MAC3, MAC4, MAC5, MAC6, MAC7, MAC8, MAC9, MAC10	
Work ethically and legally - apply an understanding of legislative frameworks and guidelines that inform your role for My Aged Care.	4. 4.1. Understand the legal considerations of working with older people in relation to own role and the roles of others. 4.2. Maintain confidentiality and privacy in line with legislation and organisation policy. 4.3. Gain informed, specific, and voluntary consent to share information with appropriate members of the My Aged Care workforce and organisations involved with the client and/or carer. 4.4. Confirm an older person has understood the information provided. 4.5. Understand aged care complaints and quality mechanisms 4.6. Assist the client to understand their rights and the available complaints mechanisms	PART H – OPERATIONAL PROCEDURES (for Managers) Section 18, 18.1 Privacy Act 1988 (Cth) The Privacy Act includes 13 Australian Privacy Principles (APPs) in Schedule 1 that apply to the handling of personal information by most Australian and Norfolk Island Government agencies and some private sector organisations. Use and disclosure of personal information is covered by APP 6. Part F complaints and review, Section 15 Complaints Under section 85.5 of the Act, a person whose interests are affected by a reviewable decision may request the Secretary to reconsider the decision.		L1 – Legal Requirements L2 – Legal Advice	A2, MAC 2	• Introduction to legal and ethical responsibilities • Extension: Legal and Ethical Responsibilities • Abuse of an older person • Handling Complaints and Escalations

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	4.7. Identify and respond appropriately when client rights are infringed or not being met. 4.8. Recognise the signs of emotional, physical, or financial abuse, harm, or neglect. 4.9. Follow relevant legislation, organisation policy and duty of-care obligations to respond to indicators of actual or potential abuse, harm, or neglect.					
Communication - communicate effectively with older people and their families/representatives to build and maintain positive relationships.	5. 5.1. Communicate effectively to build and maintain positive relationships. 5.2. Build rapport and trust quickly by adjusting own communication style and type of language. 5.3. Use empathy and questioning skills to identify areas of concern and obtain personal and/or sensitive information. 5.4. Maintain and promote collaborative relationships with clients, carers, their informal supports, and others in the My Aged Care workforce. 5.5. Access and consider complex information to provide simple, targeted responses to questions. 5.6. Apply appropriate conflict resolution strategies to manage client frustration.	Part B, Section 5 Assessment Activities PART C - People with Special Needs (for Assessors and delegates) PART H – OPERATIONAL PROCEDURES (for Managers) Section 18. Information Management, 18.1 Privacy Act 1988 (Cth) PART H – OPERATIONAL PROCEDURES (for Managers) Section 18. Information Management, 18.2 Aged Care Act 1997 (Cth)	P3. The assessor clarifies, acknowledges, and respects the role of the carer, family, or representative in the assessment process. E3. The assessor understands and takes a holistic view of the client's situation (i.e., health, cultural, social, and personal). The assessor acknowledges the client as the decision-maker. C2. The client understands the steps in the assessment and referral process (to services and supports) and the likely waiting times for each step.	CX1 – Phone Manner – Inbound and Outbound CX2 – Phone Interaction – Inbound and Outbound CX4 – Delivery of Information CX6 – Wrap Up	A2, A4, MAC 1, MAC 4, MAC11	• Active Listening and Motivational Interviewing • Mastering Interactions

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	5.7. Confirm own understanding of an older person's details/situation. 5.8. Manage complex, difficult and/or life-changing conversations in a calm manner.					
Supporting wellness and reablement - take a wellness and reablement approach to assessment, planning and service delivery.	6. 6.1. Understand concepts of positive, active, and healthy ageing. 6.2. Discuss with an older person (or their carer/family) situation of risk associated with ageing. 6.3. Understand the effects of stereotypical attitudes and unconscious bias in relation to ageing. 6.4. Understand reablement and examples of effective reablement strategies. 6.5. Identify an older person's strengths and abilities to address needs. 6.6. Encourage a shared responsibility for an older person's own support.	Part B - section 5.7. Developing the Support Plan APPENDIX 3 – SUPPORTING INDEPENDENCE (REABLEMENT) Section 5.1 Consent, Clients must be made aware that once consent for assessment is gained for the use and disclosure of personal information as authorised by the Privacy Act 1988 (Cth) (Privacy Act), and when the Application for Care approval is finalised, these records need to be retained in accordance with the Archives Act 1983.	P3. The assessor clarifies, acknowledges, and respects the role of the carer, family, or representative in the assessment process. P4. Where the assessed person is a younger person, the delegate clearly demonstrates consideration of all relevant sections of the Approval of Care Recipients Principles 2014. E1. The assessor supports the client to make informed decisions about support or care options to meet their needs and achieve their goals by providing clear information including any available formal and informal services and supports in their region, and what the client can do to assist themselves (if appropriate). E2. Assessments are delivered in a timely manner appropriate to client needs. E4. The assessor appropriately time- limits formal home support services so more clients benefit in the community.	Not applicable to CSS role	Not applicable to ACSO role	• Positive Ageing, wellness and reablement

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Recording information - accurately record clear and complete client information within the My Aged Care system, including during the screening and assessment process.	7. 7.1. Use the digital National Screening and Assessment Form (NSAF) at the time of screening / assessment. 7.2. Record client information accurately, without jargon or acronyms, and where possible to capture the client story. 7.3. Follow procedures to avoid duplication of data collection experienced by the client. 7.4. Update the client file with current, relevant notes that can be used by others to understand client needs- including any cognitive or memory issues- including but not limited to a formal dementia diagnosis. 7.5. Apply knowledge of health, medical, social, and psychological considerations to conduct a holistic assessment. 7.6. Use appropriate assessment tools and processes to identify, clarify and prioritise complex or multiple needs.	PART A – INTRODUCTION, 2. Overview of My Aged Care Assessment Services. PART B –Team Leader, Assessor and Delegate Activities, Section 5. Assessment activities Aged Care Act 1997 (Cth) (Part 6.2 Protection of Information) PART B –Team Leader, Assessor and Delegate Activities Section 4. Referral activities	C1. Assessors accurately record and make available assessment information, so clients do not have to provide the same information to multiple assessors.	D1 – Critical Client Data D2 – Profile Client Data D3 – Notes (Siebel / HEAT) O1 – Find a user Record	A1, A2, A4, MAC8, MAC9	• National Screening and Assessment Form (NSAF) • Introduction to Siebel • Supporting Initial Engagement in Siebel • Navigating Enquiries in Siebel
Provision of quality assessments - apply knowledge, use judgement and decision making in relation to client needs, goals and recommendations or	8. 8.1. Work with an older person to conduct an effective assessment. 8.2. Describe the types of My Aged Care assessments, processes, and potential outcomes	PART A – INTRODUCTION Aged Care Assessment Quality Framework Part A - Section 2, Overview of My Aged Care Assessment Services - older people's support needs and eligibility for	P1. The assessment is conducted as a respectful conversation with the client. The conversation focuses on the client's perspective, strengths, goals, needs and preferences.	CX3 – Discovery CX5 – Support and Resources	Not applicable to ACSO role	• Prepare and Conduct Assessments • Goal setting • Develop and Review Client Plans

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
approvals for subsidised services.	8.3. Explain how personal information collected for assessment is used. 8.4. Identify eligibility criteria and how it relates to an individual. 8.5. Involve carers/family in a way that empowers the client and strengthens the relationship with carers/family 8.6. Use judgement and decision making in relation to client needs and cognition abilities. 8.7. Inform carers/family about their role and rights in relation to assessment. 8.8. Facilitate goal-directed planning to enhance independence and quality of life. 8.9. Work with an older person to identify social and physical enablers and disablers affecting health outcomes and quality of life. 8.10. Recognise the need for secondary consultation or specialist assessment. 8.11. Support the client to reassess their current situation and needs. 8.12. Undertake support plan review according to the client plan or as required by changes in client or carer circumstances. 8.13. Use reviews to monitor progress against client-identified	Commonwealth subsidised aged care services under the Commonwealth Home Support Programme (CHSP) and or types of care under the Aged Care Act 1997 (Cth) (the Act) PART B –Team Leader, Assessor and Delegate Activities, Section 4 Referral Activities. Section 4.2.1 Consider the client's eligibility for aged care (CHSP and care types under the Act) including checking age requirements for various aged care programs (see section 7.3. Younger People seeking Aged Care Services, and Part E – Types of Commonwealth-Subsidised Aged Care). Section 5. Assessment activities PART H – OPERATIONAL PROCEDURES (for Managers) Section 18.1 Privacy Act,	P2. The assessment and support plan accurately reflect the client's perspective, a holistic view of their circumstances (i.e., health, cultural, social, and personal, and how these may change) and their specific goals and aspirations. E2. Assessments are delivered in a timely manner appropriate to client needs. E4. The assessor appropriately time- limits formal home support services so more clients benefit in the community. C2. The client understands the steps in the assessment and referral process (to services and supports) and the likely waiting times for each step.			

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
	goals and/or to re-prioritise client needs.					
	8.14. Consider an older person's individual needs to make an appropriate referral.					
	8.15. Understand which services need to be referred through the Contact Centre.					
	8.16. Access and consult all information from the previous referring party.					
	8.17. Outline the referral process, including referral codes and how to use them.					
	8.18. Identify urgency and nature of need and refer accordingly.					
	8.19. Identify programs, eligibility, and guidelines to determine the correct type, level, and priority of referral.					
	8.20. Identify service types, including the services available in the client's area.					
	8.21. Take a wellness and reablement approach to assessment, planning and referring.					
	8.22. Identify strategies for an older person to adapt to functional loss or to regain confidence and capacity.					
	8.23. Facilitate optimal independence by working to reduce the need for ongoing and/or higher levels of service.					
	8.24. Work with an older person to establish					

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	and maintain healthy lifestyle practices;					
Respond to vulnerability - identity and response to vulnerability, traumatic experiences, and complex needs- including memory and cognition issues- in a trauma informed way	9. 9.1. Understand the main types of psychological trauma and how they manifest in people. 9.2. Understand the impact of trauma in care services and the concept of trauma informed care. 9.3. Identify behaviours in an older person that could be caused by trauma and respond appropriately. 9.4. Reflect on own practice and strategies of trauma-informed care. 9.5. Identify indicators that an older person may have complex needs. 9.6. Identify vulnerability and/or complex needs and respond appropriately. 9.7. Know when and how to escalate an issue of vulnerability and/or complex needs. 9.8. Apply an understanding of different models of care, including dementia care, mental health care, disability care, chronic care, and palliative care. 9.9. Participate in case conferences and/or professional discussions to consult on complex situations related to the short- and/or long-term needs of a client.	PART C - People with Special Needs (for Assessors and delegates) Section 6. People with Special Needs under the Aged Care Act 1997 (Cth) Section 11-3 Section 14 of Part E – Types of Commonwealth Subsidised Aged Care; and section 5.7.4. Delivering Linking Support/Care Coordination to Vulnerable Clients	C1. Assessors accurately record and make available assessment information, so clients do not have to provide the same information to multiple assessors.	CX1 – Phone Manner – Inbound and Outbound CX2 – Phone Interaction – Inbound and Outbound CX4 – Delivery of Information	MAC11	• Trauma informed person-centred practice • Identify and Respond to Vulnerable Clients with Complex Needs • Dementia • Mental Health • Palliative Care • Hoarding and Squalor • Older people in rural and remote areas

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
Providing client-centred care - provide and deliver a client-centred approach that is responsive to diversity consistent with the Aged Care Diversity Framework.	10. 10.1. Respond appropriately to cultural, linguistic, and other diversity. 10.2. Understand the complexities of geographical diversity and the impact of rural and remote issues. 10.3. Recognise the effects of stereotypical attitudes and unconscious bias in relation to others' differences. 10.4. Build and maintain relationships with diversity groups within the community 10.5. Support the client to express their own identity and preferences without imposing own values and attitudes. 10.6. Apply an understanding of the historical context and potential health, wellbeing and service access issues related to cultural and linguistic diversity. 10.7. Access cultural / linguistic support services according to organisation policy and processes. 10.8. Apply an understanding of the historical context and potential health, wellbeing and service access issues related to sexuality and gender identity.	PART C – People with Special Needs (for Assessors and delegates) Section 6, People with Special Needs under the Aged Care Act 1997 (Cth) Section 6 – Assessors should also be aware of the Aged Care Diversity Framework	P3. The assessor clarifies, acknowledges, and respects the role of the carer, family, or representative in the assessment process. P4. Where the assessed person is a younger person, the delegate clearly demonstrates consideration of all relevant sections of the Approval of Care Recipients Principles 2014. E2. Assessments are delivered in a timely manner appropriate to client needs. E3. The assessor understands and takes a holistic view of the client's situation (i.e., health, cultural, social, and personal). The assessor acknowledges the client as the decision-maker. E4. The assessor appropriately time- limits formal home support services so more clients benefit in the community. C2. The client understands the steps in the assessment and referral process (to services and supports) and the likely waiting times for each step.	CX2 – Phone Interaction – Inbound and Outbound CX3 – Discovery CX5 – Support and Resources	A2, MAC11	• Diversity in aged care • An introduction to cultural safety • Building a culturally safe aged care workforce • Working with Culturally and Linguistically Diverse (CALD) people • Working with people who identify as Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI) • Working with forgotten Australians and Care Leavers • Older People Living in Rural and Remote Areas

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
Displaying resilience - practise self-care and know where to get support to stay positive and overcome challenges.	11. 11.1. dentify and reflect on own emotional responses and emotional welfare. 11.2. Know when and how to ask for help from colleagues, supervisors, and others. 11.3. Practise self-care and stress management strategies to overcome challenges and manage work-related stress 11.4. Build and sustain supportive relationships and networks. 11.5. Use lateral thinking in challenging situations	PART H – OPERATIONAL PROCEDURES (for Managers) Section 24 Training		CX1 – Phone Manner – Inbound and Outbound O3 – Information Provided	A1	• Displaying Resilience in the workplace • Resilience in Professional Practice
Managing and leading - actively engage in own and/or others' performance and development	12. 12.1. Manage own and/or others' performance according to role level and organisational structure. 12.2. Engage with own professional development by identifying opportunities for growth and continuous improvement. 12.3. Give and receive feedback in an appropriate manner. 12.4. Participate in quality management and continuous improvement activities. 12.5. Contribute to collaborative problem-solving and knowledge-sharing activities.	PART H – OPERATIONAL PROCEDURES (for Managers) Section 18. Information Management Section 24 Training			Not applicable to ACSO role	

My Aged Care Capability	Capability Indicators	Assessment Manual and Legislation Links	Assessment Quality Framework - Measuring Quality	Contact Centre Quality Score Card	ACSO Quality Score Card	MAClearning Elements Role specific (mandatory elements identified in Tables 3 to 7)
	12.6. Identify strategies to respond to changes in policy, process, or technology 12.7. Understand how to work in cross-functional teams or work groups that have changing membership					

4 Learning pathways

4.1 The blended learning model

The blended model of learning includes on-line, on the job and any additional formal training. Organisations delivering My Aged Care are responsible for providing time for employees to undertake the online learning in MAClearning; delivering learning through on-the job training; and supporting the learner through their learning journey, including on the job shadowing and mentoring. Learners will also have access to user guides and manuals which are located on the Departments website.

This approach to learning ensures all workforce members are engaged and well equipped to do their work and provide ongoing quality advice, registration, screening and assessments to the older Australians.

4.2 Minimum training requirements

The minimum training requirements below are in the Learning Strategy 2023. All members of the My Aged Care workforces are required to successfully undertake:

- Completion of mandatory online learning (Section 4.4), developed by the Department, on the My Aged Care Learning Management System (called MAClearning);
- Learning delivered in the workplace through workplace trainers and/or supervisors including:
    - o induction training;
    - o training to use the online National Screening and Assessment Form (NSAF) and My Aged Care online systems; and
    - o on the job shadowing and/or mentoring.
- Successful completion of appraisal activities in the workplace to validate learner capabilities endorsed by Workplace Supervisors or Managers or Senior Clinicians' in the learner's organisation.
- This training provides the My Aged Care workforce with standardised skills and knowledge to complete their roles. It is acknowledged that people working in My Aged Care may have existing skills and qualifications. ACAT assessors must have at least a bachelor degree qualification in a health-related discipline directly related to health, aged care or related specialist area. They must also have current unrestricted registration, or be eligible to hold registration, with the Australian Health Practitioners Regulation Agency (AHPRA) or part of, or eligible to be part of a relevant professional association.

4.3 Learning structure

Learning pathways within MAClearning are made up of a series of learning elements to be completed over the course of the learner's journey. The pathway has been developed to build the skills and knowledge required to undertake each role in My Aged Care.

To ensure learners are equipped with the knowledge and skills required in their roles, learners will be required to complete a series of mandatory online learning elements within two phases.

The foundation phase (within the first four weeks following commencing) provides the learner with access to mandatory online training in conjunction with workplace learning (including shadowing and supervisor observation). This training provides the learner with basic knowledge about aged care and My Aged Care to equip them to operate independently.

The consolidation phase (within the first twenty weeks following commencement) builds from the foundation learning and on existing knowledge and skills of the learner. Ongoing learning will be provided through MAClearning, and the organisations as required to keep the workforce updated on changes to the aged care system.

Table 2 Foundation and Consolidation Phase Requirements

Level	Foundation Phase Goals	Consolidation Phase Goals	Ongoing learning Phase
Description	Everyone working in My Aged Care is expected to develop and demonstrate a foundation level of capability. MAClearning Goals at this level provide foundation knowledge for the Workforce and are assigned as mandatory for completion. At the foundation phase level, learners are asked to define, understand, explain, and describe basic information.	Consolidation Phase Goals build upon the foundational capabilities. MAClearning Goals at this level are assigned as mandatory for completion. At the consolidation phase level, learners are required to demonstrate application of skill and knowledge on-the-job and through learner appraisal.	Refresher training based on issues identified in continuous improvement activities. Training on changes to the My Aged Care IT systems Training on reforms to aged care policy or programs.
Estimate learning effort	Online learning on MAClearning will take an approximate 15 hours.	Online learning on MAClearning will take an approximate 25 hours.	As required
Timeframes	Due for completion within four (4) weeks of role commencement.	Due for completion within twenty (20) weeks of role commencement.	As required

4.4 Role-specific learning pathways and mandatory training

Recommended role-specific learning pathways have been created for each workforce role. Roles will have a specific learning pathway which will include mandatory on-line elements to be completed, on-the-job training and learner appraisals.

Learning has been sequenced to give learners the best opportunity to build the necessary skills and knowledge required for their roles and build capability.

MAClearning will automatically provide learners their pathways based on their role and is assigned when they register in the learning management system. Learning content will be supplemented with a range of on-line and offline appraisal tasks based on workforce roles. These are described in detail within the Appraisal Strategies section of this document.

Table 3, 4, 5, 6 and 7 and Diagrams 3,4 and 5 provide an overview of what each of the learning and training pathways are for new starters in My Aged Care workforce roles.

Assessment organisations may also want staff that do not fit within the My Aged Care roles to complete MAClearning learning. These learners will have access to all Learning Goals and Elements however there will not be mandatory appraisals for them to complete and they will not receive a sector recognised certificate of completion.

Table 3 RAS and ACAT Learning Pathway and Mandatory training

Learners will complete the below three mandatory learning goals within the first 4 weeks			
Learning Goals	GOAL 1 Working effectively in My Aged Care	GOAL 2 Supporting client centred aged care	GOAL 3 Provision of quality screening and assessments
Learning Elements	- Aged Care in Australia - Aged care funded programs - My Aged Care - The My Aged Care workforce - Aged care support setworks - Introduction to legal and ethical responsibilities Goal 1 Quiz	- Positive ageing, wellness and reablement - Working with carers - Diversity in aged care - An introduction to cultural safety Goal 2 Quiz	- National Screening and Assessment Form - Prepare and Conduct Assessments - Goal setting - Develop and review client support plan Goal 3 Quiz

Learners will complete the below three mandatory learning goals within the first 20 weeks			
Learning Goals	GOAL 4 Work with aged care programs	GOAL 5 Understanding Diversity	GOAL 6 Responding to individual needs

Learners will complete the below three mandatory learning goals within the first 20 weeks			
Learning Elements	• Residential Care • National Aboriginal and Torres Strait Islander Flexible Aged Care Program • Home Care Packages • Flexible Care • Commonwealth Home Support Programme • extension: legal and Ethical responsibilities Goal 4 Quiz	• Building a culturally safe aged care workforce • Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people • Working with Culturally and Linguistically Diverse (CALD) people • Working with Forgotten Australians / Care Leavers Goal 5 Quiz	• Trauma informed person-centred practice. • Mental health • Dementia • Abuse of an older person • Hoarding and squalor • Identify and respond to vulnerable Clients with complex needs • Older people in rural and remote areas Goal 6 Quiz

Table 4 RAS / ACAT Non-Mandatory training

Learners may also complete the following optional learning goals (no time limit) To be discussed with Workplace Managers/Supervisors		
Learning Goals	GOAL 0 MAClearning	GOAL 8 Optional Learning (available to all learners for professional development)
Learning Elements	• Welcome to MAClearning	• Active Listening and Motivational interviewing • Resilience in Professional Practice • Supplementary Assessment Tools in Practice • Supporting older Australians, people with disability and Veterans

Table 5 ACAT Non-Mandatory training

ACAT Delegate Mandatory Learning To be discussed with Workplace Managers/Supervisors		
Learning Goals	GOAL 7 ACAT Delegate Note: This training is mandatory for proposed new delegates and as 2 yearly refresher training for existing delegates.	
Learning Elements	• Goal 7 Quiz.	• ACAT Delegate Training

Figure 3 RAS and ACAT Learning Pathway

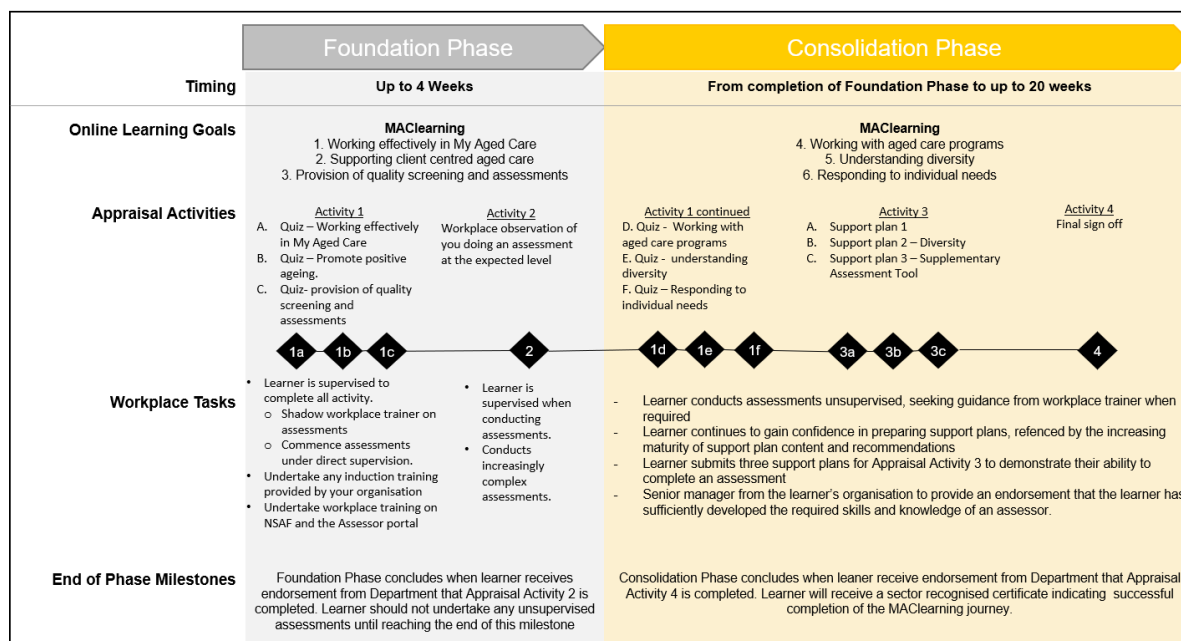**Table 6 ACSO Learning Pathway and Mandatory training**

Learners will complete the below four mandatory learning goals within Day 1 to 6		
Learning Goal	GOAL 0 MAClearning	
Learning Element	Welcome to MAClearning	
Learning Goals	GOAL 1 Work effectively in My Aged Care	GOAL 2 Supporting client centred aged care	GOAL 3 Provision of quality screening and referral for assessment
Learning Elements	• Aged Care in Australia • Aged Care Funded Programs • My Aged Care • The My Aged Care Workforce • Aged Care Support Networks • Introduction to Legal and Ethical Responsibilities Goal 1 Quiz	• Positive Ageing, Wellness and Reablement • Working with Carers • Diversity in Aged Care • An Introduction to Cultural Safety Goal 2 Quiz	• Your Learning Journey • Knowledge Base • Introduction to Siebel • Supporting Initial Engagement in Siebel • Navigating Enquiries in Siebel • Handling Complaints and Escalations • Mastering Interactions

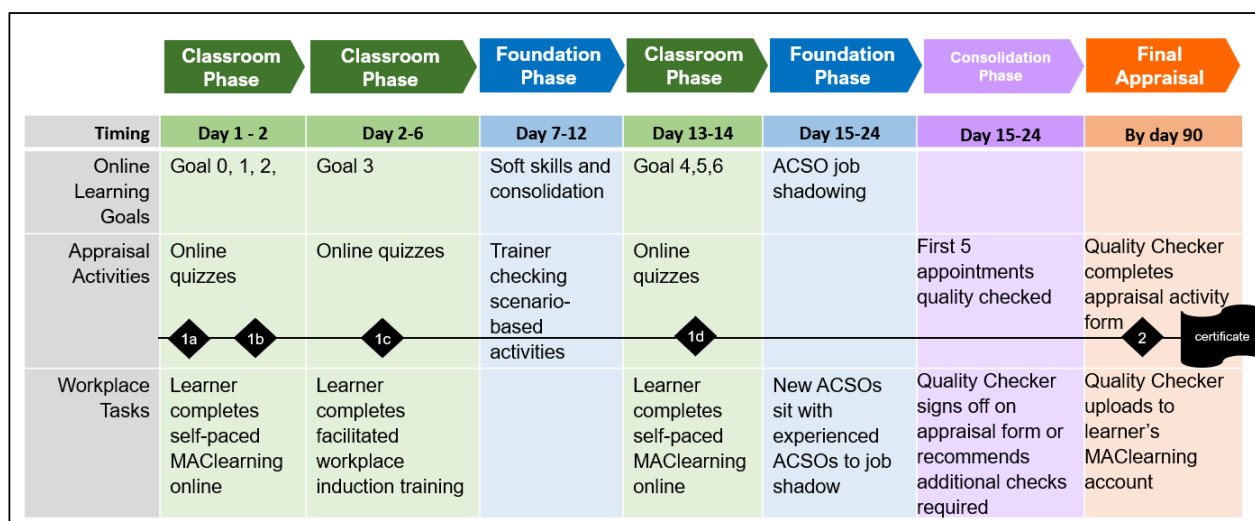| Learners will complete the below four mandatory learning goals within Day 1 to 6			
			• Displaying resilience in the Workplace Goal 3 Quiz
Learners may also complete the following learning goals for professional development (no time limit) – from Day 13			
Learning Goals	GOAL 4 Work with aged care programs	GOAL 5 Understanding Diversity	GOAL 6 Responding to individual needs
Learning Elements	• Residential Care (including respite) • National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFACP) • Home Care Packages • Flexible Care • Commonwealth Home Support Programme • Extension: legal and Ethical responsibilities • Goal 4 Quiz	• Building a culturally safe aged care workforce • Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people • Working with Culturally and Linguistically Diverse (CALD) people • Working with Forgotten Australians / Care Leavers Goal 5 Quiz	• Trauma informed person-centred practice • Mental health • Dementia • Abuse of an older person • Hoarding and squalor • Identify and respond to vulnerable Clients with complex needs • Older people in rural and remote areas Goal 6 Quiz

Figure 4 ACSO Learning Pathway

Timing	Classroom Phase Day 1 - 2	Classroom Phase Day 2-6	Foundation Phase Day 7-12	Classroom Phase Day 13-14	Foundation Phase Day 15-24	Consolidation Phase Day 15-24	Final Appraisal By day 90
Online Learning Goals	Goal 0, 1, 2,	Goal 3	Soft skills and consolidation	Goal 4,5,6	ACSO job shadowing		
Appraisal Activities	Online quizzes	Online quizzes	Trainer checking scenario-based activities	Online quizzes		First 5 appointments quality checked	Quality Checker completes appraisal activity form
Workplace Tasks	Learner completes self-paced MAClearning online	Learner completes facilitated workplace induction training		Learner completes self-paced MAClearning online	New ACSOs sit with experienced ACSOs to job shadow	Quality Checker signs off on appraisal form or recommends additional checks required	Quality Checker uploads to learner's MAClearning account

Table 7 CSS Learning Pathway and Mandatory training

Learners will complete the below four mandatory learning goals within Day 1 to 10		
Learning Goal	GOAL 0 MAClearning	
Learning Element	• Welcome to MAClearning	
Learning Goals	GOAL 1 Work effectively in My Aged Care	GOAL 2 Supporting client centred aged care	GOAL 3 Provision of quality screening and referral for assessment
Learning Elements	• Aged Care in Australia • Aged Care Funded Programs • My Aged Care • The My Aged Care Workforce • Aged Care Support Networks • Introduction to Legal and Ethical Responsibilities Goal 1 Quiz	• Positive Ageing, Wellness and Reablement • Working with Carers • Diversity in Aged Care • An Introduction to Cultural Safety Goal 2 Quiz	• Your Learning Journey • Knowledge Base • Introduction to Siebel • Supporting Initial Engagement in Siebel • Navigating Enquiries in Siebel • Handling Complaints and Escalations • Mastering Interactions • Displaying resilience in the Workplace Goal 3 Quiz
Learners may also complete the following learning goals for professional development (no time limit) – from Day 11		
Learning Goals	GOAL 4 Work with aged care programs	GOAL 5 Understanding Diversity	GOAL 6 Responding to individual needs
Learning Elements	• Residential Care (including respite) • National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFACP) • Home Care Packages • Flexible Care	• Building a culturally safe aged care workforce • Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people	• Trauma informed person-centred practice • Mental health • Dementia • Abuse of an older person • Hoarding and squalor

Learners will complete the below four mandatory learning goals within Day 1 to 10		
• Commonwealth Home Support Programme • Extension: legal and Ethical responsibilities Goal 4 Quiz	• Working with Culturally and Linguistically Diverse (CALD) people • Working with Forgotten Australians / Care Leavers Goal 5 Quiz	• Identify and respond to vulnerable Clients with complex needs • Older people in rural and remote areas Goal 6 Quiz

Figure 5: CSS Learning Pathway

	Classroom Phase	Supported Phase	Classroom Phase	Consolidation Phase	Completion
Timing	Day 1 - 10	Day 11 - 26	Day 27 - 28	Up to day 29 - 62	By Day 62
Online learning goals	mandatory Goal 0, 1, 2, 3	Optional Goal 4, 5, 6	Optional Goal 4, 5, 6		
Appraisal Activities	Activity 1 – online quizzes	Activity 2 – Quality Scorecard		Activity 3 – Quality Scorecard and Manager Assessment	
Workplace tasks	• Learner completes MACLearning online training • Learner attends classroom to undertake workplace induction training	• Learner responds to calls with supervision. • Quality Associate or Team Leader completes Activity 2	• Learner completes MAClearning online training • Learner attends classroom training	• Learner responds to calls without supervision. • Team Leader completes Activity 3.	

5 Train the trainer approach

Train the trainer sessions will focus on upskilling the workplace trainers to deliver a blended model of mandatory training requirements under the Learning Strategy 2023.

Ongoing train the trainer sessions will equip My Aged Care workforce trainers with the skills necessary to deliver updates to the organisation's workforce on learning content such as new assessment tools or changes that may impact specific roles.

As part of the continuous improvement process, the Department will explore the potential for these training sessions to be professional development offerings that teach training and facilitation skills to those who are new to the training field or are subject matter experts (SMEs) who have been tasked to train others on content in their areas of expertise.

To build the train the trainer program, the Department will work with the MACTRG to design the program to ensure training considers what the learners at the time need to know to perform well on-the-job both the technical expertise and the soft skills.

6 MAClearning Platform

MAClearning, is the learning platform being utilised to deliver online training to the My Aged Care workforce. It is a Learning Management System that delivers online training as well as capturing data and reporting to allow for monitoring of training completion.

MAClearning provides an opportunity to:

- manage and update all learning and training resources that have been developed for the My Aged Care workforce;
- establish a continuous improvement approach to all learning materials;
- administer the My Aged Care workforce learning pathways;
- monitor adherence to mandatory training requirements; and
- publish and evaluate learner data as required.

MAClearning will provide the workforce:

- **learning pathways for each role within the workforce –** tailored learning to meet the specific needs of the different roles in the My Aged Care workforce;
- **interactive learning experiences** – enabling learners to access various learning and appraisal content and tools depending on their learning pathway;
- **enhanced appraisal of the skills and knowledge of the workforce** – including the use of technology to appraise learner capability; and
- **centralised location to receive learner and trainer feedback** – supporting the Department in continuously improving the learning content and appraisal tools.

The Department is responsible for managing the operations and administration of MAClearning. To ensure the integrity of the system, a number of user types have been established within the system, ensuring appropriate access controls. Table 5 MAClearning User Types and Functionality is a summary of the functionality that key stakeholders will have within MAClearning.

Table 8 MAClearning User Types and Functionality

MAClearning Name	Stakeholder	MAClearning Functionality
System Administration	Department Of Health and Aged Care	- This profile has access to all aspects of MAClearning. - It covers core areas of configuration, such as email, community setup, connections and tags. - Access to create learners and update learner information - Access to Create and modify Elements - Access to Registration Management on Elements - Access to create the On-The-Job Assessment forms - Access to Create Goals - Access to Auditing of the following;

MAClearning Name	Stakeholder	MAClearning Functionality

		○ Element – Completions. Registrations and renewals.
		  ○ Event Elements – instance registrations and marked attended/not attended/Exempt
		  ○ Learner – Approval Requests, Element registrations, Instance registrations, Profile changes

Training Administrator	Training Partner	• The Training Partner can conduct appraisals of uploaded learning content submitted by learners. • The Training Partner can see progress of Learners • Training Partner is able to provide feedback to the learner

Manager	My Aged Care Workforce	• If a user is identified as a manager, they will have access to the following pages. No security access will be required, and functionality below will be implied by having users who report to them.
		  ○ Access to team member's profile
		  ○ Register team members into a goal
		  ○ Access to Standard and Custom Reports for users who report to them.
		  ○ Shared Reports (view)
		  ○ Access to Learner context menu, on reports, instances, and profile
		  ○ View upcoming Renewals for users who report to them
		  ○ Send notifications to users who report to them
		  ○ Access to Team View to quick view users who are failing compliance or compliance expiry is near

Learner Role	My Aged Care Workforce	• All users of MAClearning are learners. • The learners have access to the dashboard, goals catalogue, goal centre, ability to add external achievements, CPD Points. • Access to currently registered Goals • Goal Registration (search, catalogue) • Certificates • Calendar • Profile: Update available fields and upload photo/avatar • Document Review (File upload, completion date, Trainer/Sys admin manager signoff)
Communities	Learners will fall within a community	• A community is the top-level category for grouping learners within MAClearning. • Each learner in MAClearning is assigned to a community.

MAClearning Name	Stakeholder	MAClearning Functionality
		• A learner can only be assigned to one community at any time. • MAClearning supports multiple communities. • Communities will be created by the Department

MAClearning enables multiple levels of administration access and reporting, where workforce managers will be able to view the progress of their workforce at an individual and team level.

6.1 Learning content creation

Learning content is mapped directly to each My Aged Care core capability. Within MAClearning, learning pathways will have specific Goals and Elements that have been mapped to the 12 capabilities for assessors and ten for contact centre and ACSOs, detailed in the previous section.

MAClearning Goals include a collection of individual learning Elements which comprise of on-line learning (content), learning activities (quizzes or scenarios) and appraisal tools (workplace evidence or observations) for application on-the-job with workplace trainers and supervisors. In the development of all learning content, four design principles are used:

- **Scaffolded Learning** – the learning journey is structured to build on prior knowledge and understanding, gained through on-the-job experience as well as the My Aged Care Foundation learning.

- **Application of Knowledge** – learning experiences are based on the needs of the My Aged Care workforce, and activities are centred around real work experiences.

- **Active Learning** – learners are challenged to consider scenarios that will require them to engage with information to determine the best outcomes.

- **Problem Based Learning** – the learner completes activities where they can apply their knowledge and new information to solve these problems.

6.2 MAClearning data assurance measures

MAClearning is the Department's single source of truth and repository for on-line learning content, learning pathways, learner data such as completions, and appraisal results.

The MAClearning System Administrator is responsible for ensuring data integrity and measures are in place to maintain complete, accurate and up-to-date information. While the workforce will receive a certificate of completion, all organisations can check the currency of these certificates with the System Administrator when employing new staff.

6.3 Version control

All content maintained in MAClearning will be version controlled, meaning all learning content-related files stored within the Department's record management system which has a tracking mechanism that records any changes to the files and builds an archive of previous material.

One key benefit of version control is that it provides a means to associate a learner or group of learners with a specific version of a particular piece of learning content or assessment tool.

This becomes important over time in instances where the Department needs to update material due to legislative changes or other inputs are maintained in and can be reported.

7 Learner appraisal system and strategies

Key to a transparent and consistent system for verifying capability attainment is the need for defining what 'good' or 'acceptable' looks like. The process for doing this includes developing a comprehensive understanding of what skills and knowledge for a particular role is required and developing appraisal activities to support them.

Appraisal refers to the process of providing opportunities for learners to display the application of knowledge and skills. Appraisals involve a series of activities for learners which provides evidence of the attainment of required capability, knowledge, and skills.

The appraisal system is the coordinated set of documented practices (including appraisal materials and tools) that ensures appraisals are:

- Fit for purpose;
- Consistently and fairly applied; and
- Based on key, foundational learning principles.

Appraisal strategies are developed based on the nature of the capability and the core tasks or activities underpinning each capability. Appraisals will be carried out in a number of ways and cover both knowledge and skills domains: theory and practical and so are aligned directly to capability indicators for each capability.

In this appraisal system, 'Workplace Supervisors or Managers or Senior Clinicians' are those suitably qualified and experienced to appraise an individual's knowledge or skill and support the learner with on-the-job learning.

7.1 Types of Appraisal strategies

Appraisal strategies were developed to verify and validate learners have met the identified capability indicators for their role and are validated in consultation with relevant My Aged Care subject matter experts.

The appraisal strategies were designed by taking in to account the following:

- the needs of learners;
- the requirements and practices of their workplace;
- the specifications for each capability; and
- legislative regulations and requirements.

The following appraisal strategies have been deemed as appropriate for the Framework, and will be utilised for the My Aged Care workforce:

- **Formative appraisals** – knowledge checks in the form of on-line quizzes and activities that are not included in determining knowledge retention. These guide the learner and informally get learners to think more deeply about a particular topic.
- **Summative appraisals** – on-line quizzes that contribute to assessment judgements. Results of these will be recorded in MAClearning.

- **Workplace appraisals** – tasks, activities, practical application, conversations, workplace observations, and workplace evidence. These provide the learner and the appraiser with indicators as to progress towards, and attainment of capabilities.

These appraisal strategies lead to the selection of specific appraisal tools that are mapped to the core capabilities. A combination of one or more of the appraisal strategies will be applied to ensure capability attainment is evidenced in a number of ways. This ensures knowledge and skills domains are covered that ultimately lead to a determination of the learner having attained a particular capability.

7.2 Types of appraisal tools

The detailed mapping of appraisal tools to each of the core capabilities is documented in the Mapping Document (outlined in section 3 above) and maintained by the Department.

A summary of which appraisal tools will be used for the various roles are shown in Table 9 and Table 10 .

Table 9 RAS and ACAT Appraisal Tools

AA	Appraisal Activities	Learner Requirement	Workplace Supervisors or Managers or Senior Clinicians'	Submission Requirements
AA1	**On-line quizzes for Mandatory Goals** Through the quizzes, the learner will demonstrate a comprehensive understanding of the relevant learning Goals undertaken.	Learner must complete the on-line goal in MAClearning and then complete the quiz questions.	Non-Applicable. MAClearning will automatically score responses.	Learner must complete all on-line quizzes on MAClearning, and score 95% on quizzes to complete the Goal
AA2	**Observed appraisal and discussion checklist** Demonstrates the practice of the skills and knowledge required to independently complete an assessment for an older person	Inform your workplace manager/supervisor that you are ready to complete workplace observations. Once completed and signed-off by Workplace manager/supervisor, upload into MAClearning	Observe the learner in workplace and complete the checklist. Provide feedback and support where required. Once checklist is	Upload completed checklist into MAClearning, signed and dated by a workplace manager/supervisor or clinician.

AA	Appraisal Activities	Learner Requirement	Workplace Supervisors or Managers or Senior Clinicians'	Submission Requirements
			completed, provide sign-off.	
AA3 a	**De-Identify Client Support Plans** Demonstrate the practice of the skills and knowledge required to complete the assessment for older person	Completed and de-identified documentation for one ACAT/RAS assessment with a client Support Plan (recommendations). Upload the completed documents to MAClearning.	Review the completed Support Plan prior to submission. Provide feedback and support where required.	Upload completed client support plan on MAClearning,
AA3 b	**De-Identify Client Support Plan** Demonstrate the practice of the skills and knowledge required to complete the assessment for older person with complexity in line with the complexity indicators.	Completed and de-identified documentation for one ACAT/RAS assessment with a client Support Plan. Client must meet at least one of the groups in the Aged Care Diversity Framework. Upload the completed documents to MAClearning.	Review the completed Support Plan prior to submission. Provide feedback and support where required.	Upload completed client support plan on MAClearning.
AA3 c	De-Identify Client Support Plan Demonstrate the practice of the skills and knowledge required to complete the	Completed and de-identified documentation for one ACAT/RAS assessment with a client where an	Review the completed Support Plan prior to submission. Provide	Upload completed client support plan on MAClearning,

AA	Appraisal Activities	Learner Requirement	Workplace Supervisors or Managers or Senior Clinicians'	Submission Requirements
	assessment for older person requiring the use of a Supplementary Assessment Tool.	appropriate Supplementary Assessment Tool was used to support the assessment Support Plan. Upload the completed documents to MAClearning. A list of the available Supplementary Assessment Tools is provided within the Learner Guide for this activity.	feedback and support where required.	
AA4	**Final Sign-Off Checklist** The final sign-off Checklist is completed by the manager/supervisor/senior clinician to confirm that the learner has demonstrated the required skills and knowledge to fulfill their role.	Inform your workplace supervisor or trainer that you are ready to complete workplace checklist. Once completed and signed-off by a senior workplace manager/supervisor, upload into MAClearning.	Complete the checklist with the learner. Please note: the final sign off needs to be completed by a different person to the observed appraisal checklist (above). This person should be a senior clinician.	Upload completed form into MAClearning, signed and dated by workplace supervisor/manager or senior clinician

Table 10 ACSO Appraisal Tools

AA	Appraisal Activities	Learner Requirement	Workplace Manager/Supervisor Requirement	Submission Requirements
AA1	**On-line quizzes for Mandatory Goals** Through the quizzes, the learner will demonstrate a comprehensive understanding of the relevant learning Goals undertaken.	Learner must complete the on-line goals in MAClearning and then complete the quiz questions.	Not Applicable	Learner must complete all on-line quizzes on MAClearning, and score 95% on quizzes to complete the Goal
AA2	**Final Appraisal Sign-Off** Approves the learner to perform the role of Aged Care Specialist Officer through consistent demonstration of the required depth of capabilities, skills and knowledge to perform the role and meet workplace standards and the requirements of the My Aged Care Training Strategy 2023.	Completed and passed all mandatory online learning and end-of-Goal quizzes. AND Completed five MAC Quality Assurance checks.	Quality Checker confirms the learner has completed and passed Appraisal Activity 1. AND Assesses the learner demonstrates their capability following completion of five MAC Quality Assurance checks. AND Recommends the learner is approved to perform the role of ACSO.	Quality Checker uploads completed Final Appraisal Sign-Off to MAClearning.

Table 11 CSS Appraisal Tools

AA	Appraisal Activities	Learner Requirement	Workplace Manager/Supervisor Requirement	Submission Requirements
AA1	**On-line quizzes for Mandatory Goals** Through the quizzes, the learner will demonstrate a	Learner must complete the on-line goals in MAClearning and then complete the quiz questions.	Not Applicable	Learner must complete all goals and on-line quizzes on MAClearning, and score 95% on quizzes to

AA	Appraisal Activities	Learner Requirement	Workplace Manager/Supervisor Requirement	Submission Requirements
	comprehensive understanding of the relevant learning Goals undertaken.			complete the Goal
AA2	**Workplace Observation and Capability Report**. Provides evidence the learner has the capability to commence the CSS role and perform in the delivery of high quality aged care information and screening assessments of older people.	Learner must respond to calls with supervision and provide recordings of calls. Seek feedback from workplace trainer, team leader, or quality associate as needed.	Team leader or quality associate will complete workplace observation by listening to provided call recordings and assess the learner's capability against the appraisal criteria, to confirm the learner has demonstrated the capabilities to perform the role.	Upload *Workplace observation and capability report* document to MAClearning.
AA3	**Final Appraisal Sign-Off** Confirms the learner displays the required level of knowledge and capabilities to deliver high quality aged care information and screening assessments.	Learner will check completion of MAClearning goals and quizzes and appraisal activities. AND Request team leader completion of the *Final Appraisal Sign-Off document*.	The team leader completes the appraisal activity checklist based on the learner's quality score cards, workplace observation and assessment of capabilities against the indicators to confirm the learner has demonstrated the capabilities to perform the role.	Upload *Final Appraisal Sign-Off* document and to MAClearning.

Core to transferring the knowledge and skills of the learners into their workplace is the completion of on-the-job appraisal activities. The completion of these tasks will be verified by the learner's workplace supervisor and other managers within the learner's workplace.

7.3 Description of validation sources

Appraisal strategies and tools will continually be validated to ensure they are achieving the desired outcomes in measuring learner skill, knowledge, and capability. The following sources will be utilised to validate appraisal strategies, tools, and judgements:

- Feedback obtained through MAClearning by the learners;
- Feedback from relevant branches within the Department;
- Lead Educator Network;
- Learner and workplace supervisor satisfaction surveys; and
- Moderation meetings e.g., via the MACTRG.

7.4 Rubrics and appraisal measures

Each appraisal activity will have a marking sheet or rubric or 'staff solution' which determines the required standard and quality. Appraisers will use these rubrics as they consider each appraisal activity submitted by the learner. The rubrics for all appraisal activities have been developed with consultation with subject matter experts and map to existing quality standard documents to ensure workforce will gain and apply work-ready knowledge and skills (capabilities) needed for their roles.

The marking sheet and rubric templates will be stored on the Department's records management system site and completed templates will be stored, along with the learner assessors submitted evidence, in MAClearning.

7.5 Moderation and Quality Assurance

Moderation sessions will be held at least annually, among the learner appraisers facilitated by the Training Provider. These moderation sessions allow for appraisal decisions to be collaboratively shared and contrasted to ensure consistency of those appraisal decisions. Samples of various appraisal tools, their rubrics and examples of learner appraiser responses and assignments will be used in these moderation meetings. Outcomes and feedback from these sessions will also support the Department with continuously improving the learning program with appraisers providing insights on learners around the appraisal tools and capabilities.

To support continuous improvement and provide quality assurance, the Department, through the Training Partner, will undertake periodic audits of assessments in My Aged Care and provide feedback to My Aged Care organisations.

7.6 Recognition of current capabilities

Recognition of current learner capabilities is not currently available for learners. As feedback is provided and captured from stakeholders, the Department will develop a process which will be rolled out and this Framework updated where required.

7.7 Learning completion

As learners work through their training pathways and complete assessment activities, their progress of element completions and results for their appraisal activities will be recorded on the MAClearning platform.

The MAClearning platform recognises and informs learners as they successfully complete an element and a goal.

Learners are able to access the MAClearning platform at any time to view information about their progress and the results of their appraisal activities.

There are two key stages of completion:

- Trained – On successful submission of the MAClearning learning elements and appraisal activities within their learning pathway.

- Capable / Practitioner - completion of appraisal activities to the required standard with workplace evidence and verification by the learner's workplace manager or supervisor uploaded into MAClearning and validated by the Training Provider. All submitted workplace evidence will be required to be signed off by the learner's workplace and will then be reviewed by the Training Provider to ensure all completed MAClearning meets minimum standards.

Once the supervisor/trainer has completed the final sign off checklist thereby providing endorsement from the Organisation that the learner is fully capable and able to do their work independently, the learner will submit in MAClearning. The Training Partner will then confirm all learning and appraisal activities have been completed and update MAClearning, which will then issue an aged care sector recognised certificate of completion to the leaner.

The Department is responsible for ensuring national consistency of learning and supporting the workforce using MAClearning. The sector recognised certificate will allow mobility across the workforce.

8 Evaluation methodologies – ensuring the quality of the Framework

Evaluation refers to the systematic checking of the procedures and processes across this Framework to ensure the system is working as it should. Evaluations are used to continually improve all aspects of the Framework: from evaluating learning content, to appraisal strategies, tools, and practices, to ensuring data integrity, governance and other quality measures are established and working. Sources of evaluation information will include:

- Learners;
- Workplace trainers and education officers;
- Learning appraisers;
- MACTRG and educator networks; and
- Quality and performance indicator data.

A range of feedback mechanisms will be introduced through this Framework. All learners, workplace organisations, appraisers and other key stakeholders are encouraged to provide feedback at any time. Formal evaluation feedback will be sought via a range of methodologies:

- Learning element feedback;
- Post-appraisal feedback;
- Feedback from the MACTRG;

- Feedback internally from Department of Health and Aged Care;

- Lead Educator Network moderation meetings; and

- Internal reviews.

Each methodology will have a specific mechanism and template for obtaining that particular feedback. The templates to be used for each of these evaluation methodologies are stored within the Departments record management system.

8.1 Evaluation methodology reviews

The evaluation methodologies will be reviewed annually, and reports (frequency TBA) will provide ongoing feedback as to the health of the system and allow for decisions to be made as to any improvements to processes or changes required to content. Based on the evaluation feedback, a continuous improvement plan will be developed.

8.2 Evaluating training, learner and appraisal outcomes

An important component of the Framework is its ability to systematically and specifically evaluate the learning and assessment processes in ensuring correct alignment of these to the learning outcomes arising from the capabilities. A model the Department has chosen to adopt to do this is the Kirkpatrick model for training evaluations.

Table 12 Kirkpatrick Model for Training Evaluations

Level	Description
Level 1 Reaction	To what degree learners react favourably to the learning or appraisal activities
Level 2 Learning	To what degree participants acquire the intended knowledge, skills, and attitudes, based on their participation in the learning
Level 3 Behaviour	To what degree do learners apply the capabilities they acquire when they do their job.
Level 4 Results	To what degree targeted outcomes occur, as a result of the learning

Level 1 evaluations consist of short surveys that ensure learners have completed key tasks and to gauge their reaction to the content or the assessment process. Immediate learner feedback is critical in ensuring ongoing improvements can be made.

Level 2 evaluations ascertain the extent to which a learner can recall information or have learnt a new skill. Evaluations at this level or unit.

Level 3 evaluations determine the extent to which the learners have transferred and applied their knowledge and skills back at work. Follow up surveys and feedback from the learners and their workplace supervisors are typically used for these. Level 3 evaluations are typically conducted a number of months after initial learning and assessments take place.

Level 4 evaluations focus on whether organisation outcomes have been attained and the degree to which new behaviours and capabilities are now embedded in the workforce. More difficult to measure, Level 4 evaluations require feedback from senior stakeholders.

The Framework includes a series of appraisal and evaluation tools that cover the gamut of Kirkpatrick's 4 levels.

Table 9 below summarises the evaluation methods and tools which will be used to measure outcomes of the Framework.

Table 13 Evaluation Methods and Tools

Evaluation Level	Methods / Tools	Timing
Reaction	Feedback from learners – short surveys within MAClearning Feedback from Workplace Managers and Supervisors – short survey in MAClearning	At end of each learning Goal and each appraisal event
Learning	Pre-testing Post-test	At the end of learning
Behaviour	Appraisers' observations of and feedback to learners Workplace supervisor observations Interviews, stickability surveys	12 months after initial learning is completed. Time is dependent on learning pathway.
Results	Workplace supervisor surveys and feedback Senior organisational stakeholder interviews / surveys	12 – 24 months after initial learning is completed

Methods / Tools	Purpose	Timing
Surveys	Feedback will be requested from learners to gauge learners experience with learning content and appraisal tools	At end of each learning Goal and each appraisal event
Facilitated Feedback Sessions with MACTRG and Lead Educator Network	Sessions will be held to obtain feedback on the Learning Strategy 2023 and QLF	Every 3-6 months
Organisation feedback	Feedback from organisations to determine if the training is meeting their needs	24 months

Templates for each of these methods will be stored in the Department's record management system, as will the Register.

9 Feedback and continuous improvement

The Department will develop an evaluation process and feedback loop post-delivery and post-appraisal once the learner is on the job to determine the efficacy of its learning with the Workforce.

9.1 Continuous improvement register

A register will be established to capture, record and track improvement requests, decisions, actions and changes to any collaterals or procedures. The process includes a review of the feedback received, evaluate corrective actions to resolve any issues and prevent reoccurrence, implement appropriate actions, record results of actions undertaken and review these actions to ensure effectiveness after implementation.

9.2 Risk Management

Risk management processes within the Framework support the Department by promoting the continuous improvement process and quality service provision through:

- Managing identified risks;
- Assessing, evaluating, and advocating safe work practices;
- Educating personnel and the workforce; and
- Recommending improvements.

In this training and learning context, Framework risk management matters are governed by the Department's own overarching risk management policies and procedures.

In assessing and classifying risks, high risk areas will be identified and will require regular quarterly review points to ensure adequate strategies are in place to ensure effective performance of the system and the people working within it are maintained.

As part of the Department's Risk Management Plan all identified risks will be documented, risk ratings assigned and mitigation strategies developed, with planning reviewed on a quarterly basis as a part of Framework processes.

Glossary

Term	Definition
Blended Learning	A learning model which uses a combination various learning and appraisal methods (online, face to face training and on the job learning) to deliver required learning and training.
Capabilities	Capability is defined as 'the unique combination of respectful behaviours, attitudes and values, qualifications, experience and professional knowledge (know-how) and networks (know-who) of an individual to achieve the goals of My Aged Care'.
Evaluation Tools	Tools which assess the learning process, content and the Learning Quality Framework, Feedback received from these tools will support the Department in continually improving the Learning program
Learner	Individuals who are undertaking the learning outlined with the Learning Strategy 2023.
Appraisals, Appraisal Activities, Appraisal Tools	Learners are appraised on their understanding of the learning element content and their practical readiness to perform the required work and determine if they have achieved a specific capability.
Learning Appraisers	Training Partner appraisers who appraise learners and provide learning outcomes.
MAClearning Elements	A training activity which a Learner needs to complete to achieve a Goal within MAClearning
MAClearning Goal	Goals are made up of elements which a user is required to complete to achieve compliance/completion for the defined goal. A Goal may consist of one or more Elements
MAClearning Platform	The MAClearning platform is the Department's single source of truth and repository for on-line learning content, learning pathways, learner data such as completions, assessment results and certifications

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All information in this publication is correct as of February 2024