



Australian Government

Department of Health, Disability and Ageing

Guide to creating a workforce training plan

Building workforce capability for the
Aged Care Act 2024.



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Introduction

Context

Australia's aged care reforms will require a shift in workforce practices, behaviours, and capability to deliver care that upholds the rights of older people.

The introduction of the *Aged Care Act 2024* (the Act) is designed to deliver care that upholds the rights, dignity, and choices of older people. Aged care providers will need to shift how they operate to meet the requirements of the Act and build a capable and confident workforce that can deliver care in line with the new legislative requirements and expectations.

The new Act places older people's rights at the centre of care, and delivers changes across aged care services, standards, funding, regulation and oversight. This will require changes across the way aged care services are delivered – the behaviours, processes, operations, data and systems. Workers will need to understand rights-based care and how this is situated in person-centred care, supported decision-making, and culturally safe practices. Leaders will need to support teams through change and ensure the organisation is ready to meet new responsibilities and regulatory expectations.

Workers are at the front line of delivering care and at the heart of embedding a rights-based Act. Supporting workers to be prepared and confident to deliver is central to successful implementation. Registered providers have an ongoing requirement to tailor the education and training they provide to the needs of their individual workers and to their service context. This also ensures training is effective. Each provider operates in a unique context, with different service offerings, obligations, workforce profiles, geographic locations, and resource levels.

Registered providers must consider their responsibilities and obligations under the legislation in respect to the training they provide.

- Requirement 7 (3)(d) under the current Aged Care Quality Standards requires approved providers to regularly review the training, learning and development needs of their workforce and requirement 7(3)(c) requires approved providers to ensure that their workforce is competent and has the qualifications and knowledge to undertake their role.
- Under the Act, from 1 November 2025, all registered providers have an obligation to ensure their workforce meets the Code of Conduct, deliver care and have processes in place consistent with Statement of Rights, understand specific requirements for complaints and incident management, demonstrate continuous improvement and have a commitment towards delivery of high-quality care. Registered providers will also need to ensure older people have the right to have their aged care services delivered by aged care workers who have appropriate qualifications, skills and experience.
- Providers registered in categories 4, 5 and 6 will need to consider the requirements within the strengthened Aged Care Quality Standards. For example, Outcome 2.9 suggests that registered providers deliver training and supervision to aged care workers

to enable them to effectively perform their roles, including regular competency-based training in relation to specified core matters, including:

- the delivery of person-centred rights-based care
- culturally safe, trauma aware and healing informed care
- caring for individuals living with dementia
- responding to medical emergencies, and
- the requirements of the Code of Conduct, Serious Incident Response Scheme, the Quality Standards and other requirements relevant to the aged care workers role.

Purpose

This guide supports providers to create a tailored training plan that builds the workforce capability needed to implement the Aged Care Act 2024.

This guide provides a step-by-step approach to identifying training needs, prioritising learning areas, and structuring a training plan that aligns with your workforce segments, operating environment, and available resources. Providers will need to tailor their training plan to the needs of their individual workers and to their service context.

It also includes a customisable training plan template that you can adapt to suit your organisation's structure and planning processes.

Scope

The guide focuses on training related to the Aged Care Act 2024, and the process and template can be adapted to plan workforce development needs.

This guide focuses specifically on training and education related to the *Aged Care Act 2024*. It is designed to help providers plan for the knowledge, skills and behaviours required to implement the reforms introduced under the Act.

This guide does not address the full range of training and compliance requirements for the aged care workforce (such as mandatory clinical competencies, WHS training, or continuing professional development). Providers will need to tailor their plans accordingly.

How to use this guide

This guide offers a practical, step-by-step process to help you design a training plan tailored to your workforce and operating environment for the Aged Care Act 2024.

This guide is structured to support aged care providers to develop a workforce training plan that aligns with the requirements of the *Aged Care Act 2024*.

Here is how to get the most out of it:

- **Work through it step-by-step:** each section builds on the last, taking you from identifying your training needs to creating a practical plan for implementation.
- **Use the Workforce Training Plan Template:** a customisable template is included. You can complete this as you progress or after you have worked through the full guide.
- **Tailor it to your organisation:** the approach is flexible and can be scaled to fit your size, workforce groups, and existing systems.
- **Involve your team:** engage leaders, supervisors, and workers in the planning process to ensure the plan is practical, relevant, and supported.
- **Revisit and update regularly:** revisit your plan as your workforce or requirements change, so it stays relevant and effective.

Supporting resources

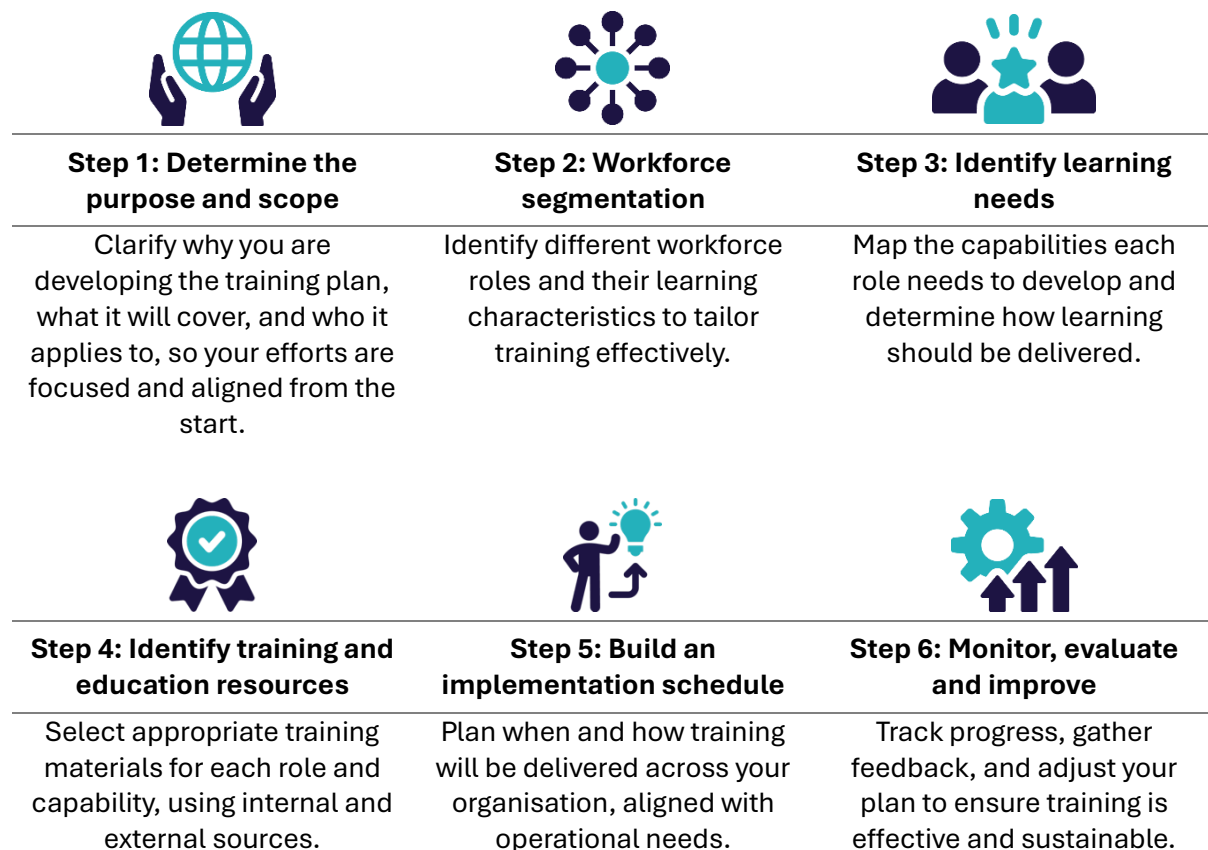
This guide refers to two key supporting resources that will assist you in the development of a workforce training plan:

1. **Workforce Training Plan Template** – use this template as the basis for your workforce training plan and to complete the steps outlined in this guide.
2. **Aged Care Act 2024 Education and Training Catalogue** – the catalogue includes a list of the core learning areas related to the Act. This can be used as a starting point noting that consideration should be given to whether additional core learning areas need to be added relevant to your workforce and service setting.

Overview of the planning process

This guide walks you through a practical, six-step process to help you design a workforce training plan that is tailored, achievable and aligned with the needs of your organisation. This process can be scaled and adapted to suit your context.

The process takes you from identifying who needs training and what they need to learn, through to selecting training resources, scheduling delivery, and evaluating impact.





Step 1: Determine the purpose and scope

Clarifying the purpose and scope of your plan sets the direction for your training and ensures alignment across your organisation.

Before identifying who needs training or what capabilities to focus in on, it is important to define the purpose and scope of your workforce training plan. This creates a clear foundation for decision-making in implementing your training plan.

How to complete this step

Use the first section of your **Workforce Training Plan Template** to document the purpose and scope of your plan. This should frame your organisation's requirements, be implementable, and can be measured against your intended changes to uplift capability.

a. Define the purpose

Describe why this training plan has been developed and what it aims to achieve. A clear purpose helps create alignment across your organisation and provides a shared understanding of the goals of your workforce capability-building efforts.

Example:

The purpose of this training plan is to support our organisation to implement the Aged Care Act 2024 by building the knowledge, skills and confidence of our workforce. It aims to ensure that all staff understand their responsibilities under the new legislation and are equipped to deliver care that is rights-based, person-centred, and aligned with our organisational values. This plan provides a structured approach to identifying training needs, selecting appropriate resources, and scheduling delivery across all relevant roles.

Or -

- Support the organisation's implementation of the *Aged Care Act 2024*.
- Build the knowledge, skills, and confidence of the workforce.

Ensure all staff:

- Understand their responsibilities under the new legislation.
- Deliver rights-based, person-centred care.
- Work in alignment with organisational values.

Provide a structured approach to:

- Identify training needs.
- Select appropriate resources.
- Schedule delivery for all relevant roles.

b. Define the scope

The scope of your plan sets out what the plan will cover to achieve your purpose. Defining the scope helps clarify the focus, priorities, boundaries and timeline of your workforce training efforts. It ensures your planning remains targeted, practical and relevant, especially if you are operating with limited time or resources.

Example:

This training plan focuses specifically on building workforce capability to support implementation of the Aged Care Act 2024. It covers training and education activities related to the rights-based framework, supported decision-making, culturally safe care, the new Code of Conduct, and other key reform areas. The plan applies to all workers across our organisation, including direct care workers, team leaders, administrative staff, and managers.

Footnote - The plan does not include mandatory clinical training or continuing professional development requirements, which are addressed through separate organisational processes.



Step 2: Workforce segmentation

Segmenting your workforce helps you identify who needs what training and how best to deliver it

It is important to understand the different types of roles within your workforce and what each group may need to learn under the *Aged Care Act 2024*. Segmenting your workforce allows you to tailor training approaches based on the characteristics, responsibilities and learning needs of different roles.

This step will help you:

- Identify all roles that should be covered in your training plan
- Consider the characteristics of workers in each role that may influence learning needs and delivery methods
- Begin to anticipate how learning can be best delivered for different roles

How to complete this step

Use the table provided in the **Workforce Training Plan Template** to document your workforce segmentation. You can do this as a team exercise, drawing on workforce data, rosters, and operational knowledge.

Role	Learner considerations	Design and delivery considerations
[Type here]	• [Type here]	• [Type here]
[Type here]	• [Type here]	• [Type here]
[Type here]	• [Type here]	• [Type here]
[Type here]	• [Type here]	• [Type here]

For each workforce segment identify the following:

- Role type:** list the workforce role type (e.g. personal care worker, clinical lead, lifestyle worker, cleaner, team leader, rostering staff, service manager).
- Learner considerations – Key Considerations:**

When designing training for this workforce, consider the following:

- Language Literacy Numeracy (LLN) levels: ensure materials are clear and accessible. Use plain language and offer support for varying literacy and numeracy skills.
- Digital literacy: provide guidance for learners with limited experience using digital tools. Include low-tech or blended options where needed.
- Technology access: account for limited access to devices or internet, especially for mobile or shift-based staff. Offer offline or mobile-friendly formats.

- Work patterns: design flexible learning that is inclusive of workers' shift patterns and mobile roles. Self-paced and modular content is recommended.
 - Learning culture: recognise that prior training may be minimal. Build confidence through supportive, practical, and peer-based learning approaches.
- c. **Design and delivery considerations:** Identify any delivery needs or preferences relevant to the role. For example:
- do workers have access to devices?
 - are they regularly attending meetings where group learning can occur?
 - would printed resources or visual aids be helpful?
 - will learning need to be available in different languages?

Example – Personal Care Worker

Role	Learner considerations	Design and delivery considerations
Personal care worker	<ul style="list-style-type: none">• Varied levels of language and literacy• Low digital literacy• Works with the Care Plan• Mobile learning• Attends regular team meetings• Rostered work pattern	<ul style="list-style-type: none">• Multi-modal options for learning• Flexible learning that can be completed within rostered hours• Leverage team meetings and handovers as an opportunity for learning



Step 3: Identify learning needs

Identifying what each role needs to learn is a critical step in building a targeted and effective training plan.

The *Aged Care Act 2024* introduces a range of new responsibilities, expectations and rights. To support implementation, providers need to assess what capabilities are required across their workforce, and which roles need training in which areas.

This step will help you:

- identify the priority learning areas (capabilities) introduced by the new Act
- map which workforce segments need training and in which learning areas

How to complete this step

Use the **learning needs analysis table** in the **Workforce Training Plan Template** to document workforce learning needs and delivery preferences. This step is best completed collaboratively, drawing on workforce data, operational insights, and consultation with supervisors or team leaders. There are two components to this step:

a. List required learning areas

Start the learning needs analysis by identifying the learning outcomes your workforce needs to achieve under the new Act and listing these in the first column of the table.

A useful resource for this is the *Aged Care Act 2024 Training and Education Catalogue*. It includes a list of the core learning areas related to the Act. Identify which of these capabilities relate to your organisation and add them into the table.

Learning areas	[role name]	[role name]	[role name]	[role name]	[role name]	[role name]	[role name]	[role name]	[role name]
[Type here]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Type here]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Type here]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Type here]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Type here]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Type here]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Map roles to learning areas

Next, determine which roles in your organisation need to build which capabilities.

List the workforce roles identified in *Step 2: Workforce segmentation* across the top row of the table. Then, for each learning area, assess which roles require training related the capability. You may find that some learning areas apply broadly across all roles, while others are more specific (e.g. managers may need training on regulatory responsibilities, while care workers may need practical tools for supported decision-making).

Tip: you can add these to the table in the workforce segmentation component of your training plan.



Step 4: Identify training and education resources

Create a tailored training and resource plan for each workforce role to support capability building under the Aged Care Act 2024.

Now that you have segmented your workforce and completed your learning needs analysis, this step helps you build a clear picture of what training and education resources will be used to build capability in each role. You will create a training resource map per role, documenting what each role needs to learn, how learning will be delivered, and what resources will support this.

How to complete this step

Create one table for each role type. Use the headings below to document the learning areas that apply to the role and match each one with appropriate training and education resources.

You can use the *Aged Care Act 2024 Training and Education Catalogue* to identify materials developed by the department and the Aged Care Quality and Safety Commission. You should also include any in-house or locally developed resources you plan to use. These resources are necessary to ensure your workforce is supported with tailored information specific to your service.

For each role identify the following:

a. Learning area

Record what the worker in this role needs to learn. You can copy the output from *Step 3: Identify learning needs*.

b. Preferred learning mode

Identify how learning should be delivered or tailored to suite the characteristics of the role, work environment, and learning preference (as identified in *Step 2: Workforce Segmentation*). For example:

- eLearning module
- Facilitated (e.g. by supervisor or team lead)
- Communication (e.g. newsletter, videos, teams chats or posts)
- Learning resources (e.g. guides, checklists, manuals or templates)

Tip: you can also note multiple modes if appropriate or use this step to begin identifying blended learning strategies.

c. Training/education resource

This component involves matching each learning area for the role with appropriate training materials or resources.

Use the *Aged Care Act 2024 Training and Education Catalogue* to identify initial learning materials for each learning area. If no suitable resource exists, or resources need tailoring, document this so you can address it in your implementation planning.

Tip: use the inputs from *Step 2: Workforce segmentation* and *Step 3: Identify learning needs* to understand who needs to learn what and how they learn best.

d. Notes

Capture any important delivery considerations (e.g. literacy needs, team meeting timing, translations required).

Repeat this process for each key role in your workforce (e.g. personal care worker, supervisor, cleaner, admin officer, manager). This role-based approach makes it easier to plan staggered rollouts, prioritise learning, and align resources with real-world job requirements.

Example: Personal Care Worker

Role: Personal care worker			
Training / education resource	Learning areas	Delivery mode	Notes
<ul style="list-style-type: none"> Webinar - Supported decision-making - OPAN Supported decision-making - OPAN Module 2 A guide for the aged care workforce – Aligning to changes 	Apply the principles of supported decision-making in day-to-day practice	eLearning Webinars	Managers need to encourage carers to complete training and then pass those names to the L&D Manager.



Step 5: Build an implementation schedule

A clear, realistic implementation schedule will help you roll out training in a structured and manageable way, without overwhelming workers or operations.

Once you have identified what training is needed, for whom, and what resources will be used, the next step is to plan when and how that training will be delivered. This step helps you build a schedule that balances learning needs with operational realities, workforce availability, and other organisational priorities.

How to complete this step

Use the **implementation schedule table** in the **Workforce Training Plan Template** to plot the rollout of your training activities over a chosen timeframe (e.g. 3, 6 or 12 months).

Tip: you can adapt the structure to suit your organisation e.g. add columns for region, delivery method, or priority if needed.

a. List training activities

Refer to your learning needs analysis and resource maps. Compile a list of training activities that need to be delivered. Some activities will be specific to a role or capability area (e.g. Government Provider Management System user guide), while others will cut across multiple roles and capabilities (e.g. an all-staff eLearning module on the *Aged Care Act 2024*).

You will need to:

- Group or consolidate activities that apply to multiple roles to avoid duplication
- Identify opportunities to deliver joint sessions, combined communications, or shared resources across different workforce segments

This will help streamline delivery and ensure efficient use of time and resources.

b. List the role required to complete the training

Using the roles that you mapped from step 3, complete the role column in the implementation schedule table.

c. Set timeframes

Identify when each activity will take place. Be realistic and stagger training where possible to avoid disruption. Consider:

- Worker availability and rosters
- Organisational readiness
- Induction or supervision schedules
- Resource development time (if needed)

You can use months, calendar weeks, or quarters, depending on your planning preference.

d. Assign responsibilities

Note who is responsible for delivering or coordinating each activity (e.g. learning lead, manager, team leader).

e. Track and adjust

Capture notes or include space to monitor progress, flag issues, and adjust as needed. This turns your schedule into a living tool that supports ongoing implementation.

Example implementation schedule

Activity	Role/s	Timeframe	Lead / Responsible	Notes
Rollout eLearning: A guide for the Aged Care Workforce: Understanding and Adapting to the <i>Aged Care Act 2024</i>	Direct care workers Team Leaders & Supervisors	October 2025	Workforce Capability Lead	Promote via staff newsletter
Facilitate team information session: Supported Decision-Making	Team Leaders & Supervisors	October–November 2025	Residential Service Manager	Use discussion guide + case studies
Distribute quick guide: Cultural Safety	All staff	November 2025	Comms team	Print copies for lunchrooms
Supervisor coaching: Responding to complaints	Team Leaders	Ongoing (starting Dec 2025)	Site Manager	Include in monthly check-ins



Step 6: Monitor, measure and improve

Monitoring and regularly measuring your training plan helps you understand what is working, where improvements are needed, and how well your workforce is building capability.

An effective training plan is dynamic and allows room for adjustments based on learner feedback or changing learning needs. Tracking, reviewing and refining it over time keeps your organisation aligned with:

- changes in regulatory guidance
- evolving workforce needs or feedback
- new or updated training resources
- organisational shifts (e.g. staffing changes, restructures, service expansion)

Monitoring and measuring effectiveness demonstrate accountability against the Commissions provider obligations and support continuous improvement in both aged care quality and workforce capability.

How to complete this step

a. Track training delivery

Ensure that your planned activities are being delivered and that workers are participating. Tracking learner engagement is core training activity.

Your training implementation schedule is a baseline for the training you expect to be completed. Confirm completion of each training activity once it is delivered, and track participation by role, location or service. If you use a Learning Management System (LMS), extract completion data for eLearning modules. If not, create a simple training register (manual or spreadsheet-based) to record attendance at sessions or confirmation of resource distribution.

You could also:

- ask supervisors to report monthly on completed team-based learning
- create a shared dashboard that lists what has been done and what is upcoming
- flag any delays or challenges so they can be addressed early

Tip: Use the **training delivery tracking register** in the **Workforce Training Plan Template**

Training Activity	Learning Area/s	Target Audience	Delivery Method	Date Completed	Attendance / Completion Rate	Notes
[Type here]	[Type here]	[Type here]	[Type here]	[Type here]	[Type here]	[Type here]
[Type here]	[Type here]	[Type here]	[Type here]	[Type here]	[Type here]	[Type here]

b. Gather feedback

Capture the insights of your workforce. This helps ensure the training is engaging, relevant and appropriate to their needs.

Feedback does not have to be lengthy, keep it short and purposeful. Consider:

- a quick 2–3 question survey after each module or session (paper, online or QR code)
- asking “what stood out to you?” and “what could be improved?” questions during team debriefs
- using team chats, noticeboards or anonymous feedback forms to gather insights

Involving workers in the feedback loop helps build trust and ownership, as well as provides valuable information on whether the training was relevant to their role. It also ensures you catch early signs of confusion or areas requiring further clarification.

Tip: Use **post-training feedback snapshot questions** in the **Workforce Training Plan Template** as a form or digital survey to collect learner feedback.

c. Evaluate outcomes

There are different levels of training evaluation, from measuring how your workforce felt about the training (e.g. via feedback forms), through to assessing what they learned, evaluating how they apply training on the job, and measuring the impact of training on outcomes and quality improvements in their work.

To move beyond learner satisfaction, look for signs that the training is improving capability, confidence and practice.

You can do this through both formal and informal strategies. Think about:

- supervisor observation: are workers finding it easy to apply what they have learned?
- team reflections: are conversations aligning with the changes? are workers more confident about the changes (e.g. talking about rights or decision-making)?
- quality data: can you align learner outcomes with improvements in documentation completion, fewer complaints, or more satisfied clients?
- learning checkpoints: use quizzes, self-assessments or scenarios to check understanding after training.

Try linking your evaluation to key capability areas in your training plan, so you can track what is improving and where more support is needed.

Tip: Use the **training evaluation summary sheet** in the **Workforce Training Plan Template** to consolidate feedback, observations and quality/performance data to assess effectiveness.

Capability Area	Delivery Completed?	Staff Feedback Summary	Observed Behaviour Change	Quality/Compliance Data	Improvement Actions
[Type here]	[Type here]	[Type here]	[Type here]	[Type here]	[Type here]

d. Review and adjust your plan

Make time to reflect on what is working—and what needs to be updated, improved, or re-sequenced.

Use your evaluation insights to refine your training plan. This might mean:

- Adding refresher training or coaching for capability areas where confidence is still low
- Updating delivery methods if learners are struggling to engage (e.g. replacing written guides with audio and or visual recordings)
- Integrating new resources released by trusted sources
- Adjusting timelines to support on-the-job learning

Consider scheduling a quarterly review session with key leaders or team representatives to review the plan, update priorities, and track continuous improvement.

Tip: Use the **continuous improvement register** in the **Workforce Training Plan Template** to support review of the plan over time and track adjustments.

Review Date	Area Reviewed	Key Insights	Action Taken	Responsible Person	Status
[Type here]	[Type here]	[Type here]	[Type here]	[Type here]	[Type here]