

# MY AGED CARE WORKFORCE LEARNING STRATEGY v1.5



# My Aged Care Workforce Learning Strategy

## Document Version Control

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# My Aged Care Workforce Learning Strategy

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### Executive Summary

Australia's aged care system provides government-subsidised support for older people needing assistance with daily living, ranging from in-home care to residential aged care. The My Aged Care and Single Assessment System organisations play an integral role in providing older people and their supporters information on and access to government-funded aged care services. As a result, a skilled and capable workforce is required to deliver these specialised services.

The My Aged Care Learning Strategy (Strategy) outlines the required My Aged Care capabilities, qualifications and minimum mandatory training requirements for the My Aged Care workforce, which are set and supported by the Department of Health Disability and Ageing (the department). The expected outcome of this training is that the My Aged Care workforce delivers consistent, reliable and high-quality information and assessment services for older people.

The My Aged Care workforce consists of:

- Screening workforce:
  - Customer Solutions Specialists (CSS) in the My Aged Care Contact Centre.
  - Aged Care Specialist Officers (ACSO) in selected Services Australia service centres.

Single Assessment System workforce:

- Non-clinical aged care needs assessors undertaking home support assessments (non-clinical assessor).
- Clinical aged care needs assessors undertaking home support and/or comprehensive assessments (clinical assessor).
- Team leaders, workplace trainers, triage delegates and clinical assessment delegates supporting the triage, delivery and approval of assessments in assessment organisations.
- Residential Aged Care funding assessors undertaking residential aged care funding assessments (RAC funding assessors).

Models and delivery of training are tailored to specific groups within the My Aged Care workforce. This workforce strategy has been divided into two parts to provide specific advice:

- Part 1 and [Attachment A](#), [B](#), and [C](#) provides training requirements for all My Aged Care workforce except for Residential Aged Care funding assessors.
- Part 2 provides training requirements for Residential Aged Care funding assessors.

Training for the My Aged Care workforce is delivered through a blended model comprising:

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- completion of minimum learning either delivered in face-to-face workshops or provided through the MAClearning Learning Management System
- training delivered in the workplace, and
- successful completion of appraisal activities to validate learner capabilities.

The successful development and delivery of quality learning to achieve workforce capability, is dependent upon the involvement and collaboration between the department and the organisations that employ the My Aged Care workforce.

This document and the My Aged Care Quality Learning Framework detail the national training requirements and standards for all required training for the My Aged Care workforce. All organisations should refer to these documents for details of national consistent training requirements for each job position.

The Department is committed to engaging closely with all organisations and key stakeholders including the Lead Educator Network to inform continuous improvement to the training requirements and processes.

Training for the My Aged Care workforce changed significantly during 2024 and 2025. These changes supported:

- the My Aged Care workforce to understand the changes linked to the implementation of the *Aged Care Act 2024* (Cth) and the Support at Home program, and
- a review of the appraisal process to simplify and streamline training requirements.

Details of these changes are provided in the following attachments:

- [Attachment D](#) Time limited training - Bridging training for Assessors – Oct 24 - Apr 25.
- [Attachment E](#) Time limited training - Mandatory Transition Training – May 24 - Oct 25.
- [Attachment F](#) Changes to Appraisal Activities for Assessors – Sep 25 – Nov 25.
- [Attachment G](#) Update to online learning following implementation of the *Aged Care Act 2024* (Cth) and Support at Home from November 2025.

Inclusion of RAC Funding Assessors as part of the My Aged Care workforce occurred from December 2024 with the implementation of the Single Assessment System workforce. Training processes and records for RAC Funding Assessors will remain separate from MAClearning.

Aboriginal and Torres Strait Islander Assessment Organisations and Assessors pilot program commenced in August 2025. More detailed advice about training requirements will be provided in future editions of the Strategy, following consideration of the outcomes of the pilot.

# Part 1 – Training requirements for My Aged Care workforce except RAC Funding Assessors.

## Context, objective and scope

This part details minimum mandatory training requirements for the My Aged Care workforce except for RAC funding assessors. Training requirements for RAC funding assessors is provided in [Part 2 of this Strategy](#)

Together, Part 1 of the Strategy and the My Aged Care Quality Learning Framework (QLF) inform and guide provision of quality learning and training for the My Aged Care workforce. This training ensures that the My Aged Care workforce delivers consistent, reliable and high-quality information and services for older people.

## Context

The Australian Government is improving the wellbeing of older Australians through targeted support, access to appropriate high-quality care, and related information services.

My Aged Care is the entry point to the aged care system in Australia. Older people, their families and supporters can access My Aged Care information through the website, by phone or in person. The My Aged Care workforce assists people to understand the information provided through the My Aged Care channels and support they need to understand, access and navigate the aged care system.

My Aged Care is also the entry point for older people to request an assessment for eligibility and access to aged care services. Everyone must register and have their needs assessed through My Aged Care if they want to access Government-funded aged care services.

My Aged Care is delivered nationally via a geographically dispersed workforce across multiple organisations. These include Healthdirect Australia, Services Australia and independent assessment organisations, comprising a mix of not for profit, private and state and territory government organisations. Older people, the My Aged Care workforce and health workforce can also access digital channels to access Government-funded aged care services.

Different parts of the My Aged Care workforce undertake different roles at different points in an older person's journey different points in an older person's aged care journey. The department is responsible for ensuring the My Aged Care workforce is appropriately trained and skilled to deliver consistent, reliable and high-quality My Aged Care screening and assessment services to older people and their supporters throughout Australia.

To ensure consistency of information and processes, the department maintains policy oversight and program management of My Aged Care. The department sets the training requirements, approach and content for the My Aged Care workforce to ensure that the My Aged Care workforce has the capabilities to provide accurate and up to date advice and assessment services.

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Training requirements in Part 1 were developed through consultation and collaboration with lead educators via the formal Lead Educator Network (LEN) whose members are the lead education/training staff within each assessment organisation nationally.

### Objective

This section of the Strategy (Part 1 covers the My Aged Care workforce except for RAC funding assessors) defines:

- the minimum mandatory training requirements for the My Aged Care workforce except for RAC funding assessors
- the training responsibilities of assessment and other workforce organisations and the department, and
- the capabilities required by the workforce to undertake their role in My Aged Care.

Training provided by the department is unique and regularly updated to reflect ongoing reform to the aged care system. The department does not recognise any other training (through the tertiary education system or vocational education and training system) as equivalent and so does not provide any recognition of prior learning for mandatory training requirements.

The training requirements in Part 1 are underpinned by the QLF which details the required training standards to achieve effective learning outcomes for the My Aged Care workforce.

Access to learning is available to all workers within assessment organisations to support professional development. Details of mandatory training requirements are specified in [Attachment A](#), [B](#) and [C](#).

### Scope

The scope of training requirements in this Part of the Strategy encompasses the My Aged Care workforce which consists of:

<b>Screening workforce</b>	<ul style="list-style-type: none"><li>• <b>Customer Solutions Specialists (CSS) in the My Aged Care Contact Centre.</b></li><li>• <b>Aged Care Specialist Officers (ACSO) in selected Services Australia service centres.</b></li></ul>
<b>Single Assessment System workforce</b>	<ul style="list-style-type: none"><li>• Non-clinical assessors undertaking home support assessments who work for assessment organisations .</li><li>• Clinical assessors undertaking comprehensive assessments who work for assessment organisations.</li><li>• Team leaders, triage delegates and clinical assessment delegates supporting the triage, delivery and approval of assessments, and workplace trainers in assessment organisations.</li></ul> <p>Note: Organisation managers and administration staff do not have any mandatory training requirements.</p>

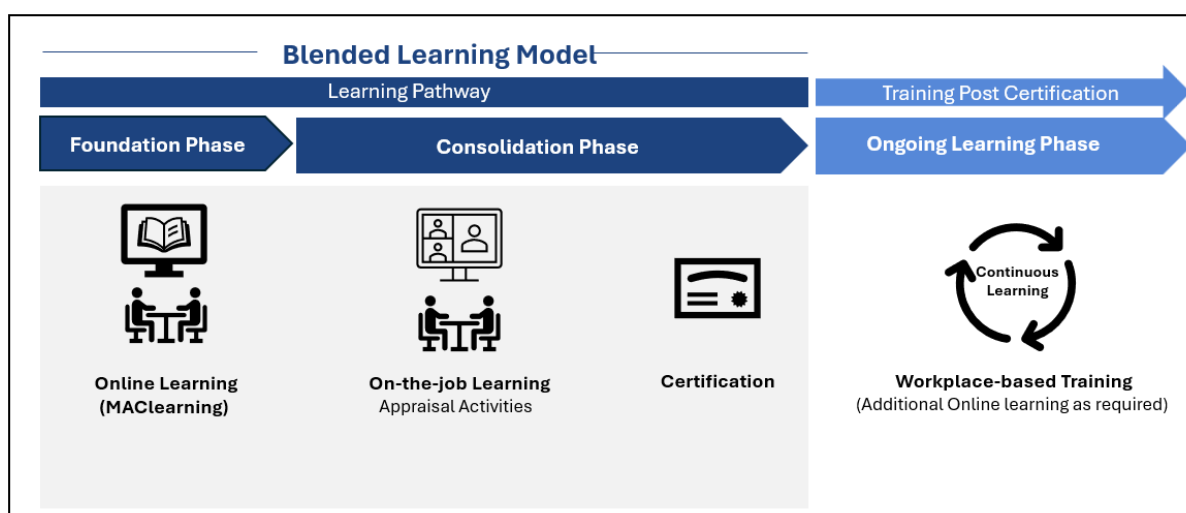
## My Aged Care Workforce Learning Strategy

The Strategy does not address management of non-compliance with mandatory training requirements. Non-compliance is managed through contract management with each organisation.

### Training Roles and Responsibilities under this Strategy

The successful development and delivery of quality learning to achieve workforce capability, is dependent upon the involvement and collaboration between the department and the organisations that employ the My Aged Care workforce. Training is delivered through a blended learning model – see Figure 1 below.

**Figure 1: Blended Learning Model**



An overview of the training roles and responsibilities is outlined in Table 1.

**Table 1: Roles and Responsibilities of Key Stakeholders**

Role	Responsibility
The department	<ul style="list-style-type: none"> <li>Develop and maintain the Strategy.</li> <li>Set training requirements including training standards specified within the Strategy.</li> <li>Facilitate consultation with the My Aged Care workforce through the LEN, Healthdirect Australia and Services Australia.</li> <li>Maintain a current suite of training for aged care needs assessors on MAClearning.</li> <li>Review appraisal activities and provide evidence of completion of training through training completion certificates / or transcripts.</li> <li>Develop and disseminate additional transition training to upskill the My Aged Care workforce on changes to aged care programs, legislation, and My Aged Care systems.</li> </ul>
Screening Organisations (Healthdirect and Services Australia)	<ul style="list-style-type: none"> <li>Ensure staff undertake relevant minimum training requirements, consistent with their contractual requirements.</li> <li>Ensure their staff maintain sound knowledge of aged care reforms and changes to the My Aged Care Assessor Portal.</li> <li>Ensure workplace trainers and managers are appropriately skilled to support a blended model of online training, on-the-job training and face-to-face learning,</li> </ul>

## My Aged Care Workforce Learning Strategy

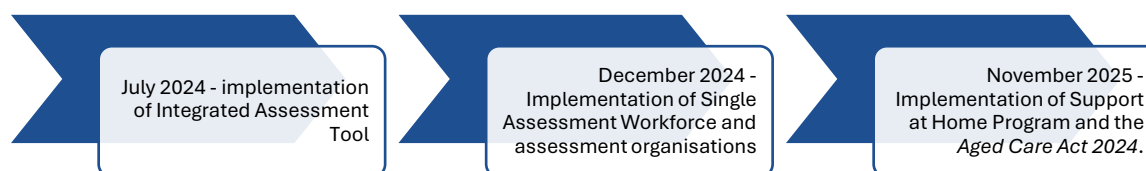
Role	Responsibility
	<p>including assessment of learner appraisal activities to standards set by the department.</p> <ul style="list-style-type: none"> <li>Ensure that learners in their organisations have completed their role-specific learning pathway within the specified timeframe. Ensure staff have support to complete any refresher training.</li> </ul>
Single Assessment System Organisations	<ul style="list-style-type: none"> <li>Ensure staff undertake relevant minimum training requirements, consistent with their contractual requirements.</li> <li>Employ staff with appropriate skills and qualifications (in line with program and contractual requirements).</li> <li>Ensure their staff maintain sound knowledge of aged care reforms and jurisdictional issues.</li> <li>Ensure workplace trainers and managers are appropriately skilled to support a blended model of online training, on-the-job training and face-to-face learning, including assessment of learner appraisal activities to standards set by the department.</li> <li>Ensure that learners in their organisation's have completed their role-specific learning pathway within the specified timeframe. Ensure staff have access to ongoing training and development opportunities to maintain, refresh and enhance professional and clinical skills.</li> </ul>

### Summary and Impact of reform

Implementation of reforms to improve the aged care system is ongoing, informed by recommendations of the Royal Commission into Aged Care Quality and Safety, the government's response to those recommendations and the implementation of the *Aged Care Act 2024* (Cth).

Training for the My Aged Care workforce has evolved to reflect changes to the single assessment process, the needs of older people and the roles of the My Aged Care workforce. Training pathways, training content and resources will be adapted to ensure the workforce can successfully undertake their roles to continue to support older Australians.

Updates to training occurs in line with the implementation of reforms:



On 9 December 2024, the Single Assessment System workforce replaced the previous aged care assessment workforces. The Single Assessment System workforce brought together and replaced: Regional Assessment Service (RAS), Aged Care Assessment Teams (ACATs) and independent Australian National Aged Care Classification (AN-ACC) assessors.

This provides a single assessment pathway for older people to enter aged care and access different services as their needs change. Under the Single Assessment System workforce, all organisations conducting aged care needs assessments can do both: home support

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assessments and comprehensive assessments. Some assessment organisations conduct residential aged care funding assessments to determine an older person's AN-ACC classification after they have settled into residential aged care.

To support the implementation of the assessment workforce, the department introduced temporary training arrangements (bridging training) between October 2024 and April 2025. Details of these training arrangements is provided at [Attachment D](#).

To further support the My Aged Care workforce, the department released mandatory transition training during 2024 and 2025 to educate the My Aged Care workforce on the Integrated Assessment Tool (IAT), the Single Assessment System (SAS) workforce and the implementation of the Support at Home program and the *Aged Care Act 2024* (Cth). Details of this transition training is provided at [Attachment E](#).

### Document currency

This Strategy replaces previous versions of the [My Aged Care Workforce Learning Strategy 2025](#) (Strategy).

The Strategy will be reviewed as needed, or annually by the department to ensure alignment with the needs of the My Aged Care workforce. Where material changes are expected, key stakeholders including the LEN will be consulted ahead of finalisation and implementation of any future version of the Strategy.

# 2. My Aged Care Workforce Roles: training requirements

## Overview

The My Aged Care workforce engages in a range of distinct but interdependent roles. These include:

- providing information on the different types of aged care services available.
- screening and assessment of needs to identify eligibility and the right type of care.
- undertaking aged care needs assessment to determine client needs and make appropriate service recommendations.
- with the consent of the older person, appointing supporters to support decision making within My Aged Care.
- providing referrals and support to find service providers that can best meet the client's needs.
- providing high-level information about aged care fees and charges and pointing to available resources on the department's website for further information.

To deliver these services, the My Aged Care workforce must successfully complete mandatory minimum training requirements.

The My Aged Care workforce minimum training requirements have been designed to:

- ensure the My Aged Care workforce can develop and maintain the knowledge and skills to undertake their role within the My Aged Care operational environment
- ensure all CSSs, ACSOs, and Aged Care needs assessors can demonstrate the capabilities necessary to undertake their role in My Aged Care and
- support the delivery of consistent, reliable, and high-quality My Aged Care services for older Australians, their carers/families, and supporters and support networks.

This approach reflects that the My Aged Care workforce undertakes functions broader than just screening and assessment. This approach also acknowledges the existing qualifications, knowledge and skills of the workforce, and that learning is ongoing.

Full details of the My Aged Care workforce learning pathways and training requirements are in:

- [Attachment A](#) - CSS and ACSO.
- [Attachment B](#) - clinical and non-clinical needs assessors including modified pathway.

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- [Attachment C](#) - team leader, triage delegate, workplace trainer and clinical assessment delegates.

The learning modules provide unique training appropriate to the aged care sector. As such, the department does not recognise any existing skills or qualifications (through the tertiary education system or vocational education and training system) as being transferrable to meet the minimum training requirements for the My Aged Care screening and assessment workforce.

Healthdirect Australia (for CSS), Services Australia (for ACSO) and each assessor's Single Assessment System organisation is explicitly responsible for ensuring staff have completed all mandatory training requirements and can competently meet all operational standards within the organisation.

Changes to the mandatory minimum training requirements may occur as aged care reforms and revisions to the *Aged Care Act 2024* (Cth) are implemented. My Aged Care organisations must ensure that their workforce complete all additional mandatory training as required.

### Learning Management System - MAClearning

Online learning is made available to the My Aged Care workforce through the Learning Management System (LMS) called MAClearning. The use of MAClearning is complementary to on-the-job training and provides the My Aged Care workforce with a single source of resources to build knowledge and strengthen skills related to their role for My Aged Care.

MAClearning was launched in 2023 and replaced the previous MACLE learning management system. Using MAClearning, registered workforce members can access up-to-date and additional learning content in an interactive online experience.

Costs associated with participant time to undertake online learning using MAClearning are the responsibility of the participant's My Aged Care workforce organisation. Access to the MAClearning system and the appraisal process is free of charge for the My Aged Care workforce. Should there be any additional cost implications to access training, workforce organisations will be advised through consultation.

Each My Aged Care workforce organisation is responsible for registering their new staff on MAClearning through the department. The department's MAClearning systems support team will ensure new staff are registered into the appropriate job position/s and registered for the required mandatory training linked to their assigned job positions. All Registration requests and enquires for the MAClearning platform are supported through email to [MAClearninghelp@health.gov.au](mailto:MAClearninghelp@health.gov.au).

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### Training approach for each role

#### Training approach for the Screening Workforce

The Screening workforce consists of:

- Customer Solutions Specialists (CSS) in the My Aged Care Contact Centre.
- Team Leader Customer Solutions Specialists (TL CSS) in the My Aged Care Contact Centre.
- Aged Care Specialist Officers (ACSO) in selected Service Australia service centres.

Minimum training requirements for the Screening workforce are delivered through a blended learning model comprising:

- On-the-job training through workplace trainers and/or supervisors including:
  - Organisation specific induction training e.g. WHS training
  - oversight and monitoring of completion of mandatory learning pathway set the department and
  - on the job shadowing and/or mentoring including My Aged Care Systems training.
- Completion of mandatory online learning (specified in [Attachment A](#)) on the My Aged Care Learning Management System (MAClearning).
- Successful completion of appraisal activities (specified in [Attachment A](#)) in the workplace to validate learner capabilities for endorsement by workplace manager in the learner's organisation.

This approach to training provides the Screening workforce with standardised skills and knowledge necessary to complete their roles.

CSS and ACSO have different induction training requirements reflecting their different roles in the older person's access journey, the different volume of staff requiring training and the training provided by their organisations (refer to Table 2 below).

**Table 2: CSS and ACSO**

Workforce Role	Training Duration	Training
My Aged Care Contact Centre Specialists (CSS)	65 days	Mandatory: detailed in Attachment A
Team Leader Customer Solutions Specialists (TL CSS)	65 days	Mandatory: detailed in Attachment A
My Aged Care Aged Care Service Officers (ACSO)	90 days	Mandatory: detailed in Attachment A

After completion of all learning requirements, each learner will receive an aged care sector recognised certificate or transcript. All Screening workforce members are required to obtain certification to perform their role.

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### Appraisal Activities

Completion of induction training for CSS and ACSOs require the completion of appraisal activities. Appraisal activities allow learners to demonstrate whether they have achieved the expected capabilities and validate that they can continue to undertake My Aged Care screening role.

Appraisal Activities for CSS and ACSOs consist of an assessment of their engagement with clients through completion of a Quality Scorecard. Appraisal activity checklists are submitted to MAClearning for review. Appraisal Activities must be approved by a Team Leader Customer Solutions Specialists in Healthdirect Australia (for CSS) or an appropriate supervisor Services Australia (for ACSO).

### Training approach for the Single Assessment System workforce

Minimum training requirements for the Single Assessment System (SAS) workforce provides standardised skills and knowledge necessary for assessors to complete their roles and are delivered through a blended learning model comprising:

- Completion of mandatory online learning on MAClearning.
- Training delivered in the workplace by workplace trainers and/or supervisors including: induction training provided by the organisation and on the job shadowing and/or mentoring.
- Delivery of any mandatory training set by the department which is specified in [Attachments B](#) and [C](#).
- Successful completion of appraisal activities (specified in [Attachment B](#)) in the workplace to validate learner capabilities for endorsement by the learner's organisation.

All aged care needs assessors (clinical and non-clinical), team leaders, and workplace trainers are required to successfully complete all mandatory training applicable to their position within 20 weeks of commencement. Table 3 below summarises training duration.

**Table 3: Single Assessment System workforce**

Workforce Role	Training Duration	Training
Non-Clinical Aged Care Needs Assessor	Up to 20 weeks	Mandatory: detailed in <a href="#">Attachment B</a>
Clinical Aged Care Needs Assessor	Up to 20 weeks	Mandatory: detailed in <a href="#">Attachment B</a>
Team Leader (Clinical)	Up to 20 weeks	Mandatory: detailed in <a href="#">Attachment C</a>
Workplace Trainer	Up to 20 weeks	Mandatory: detailed in <a href="#">Attachment C</a>
Clinical Assessment Delegate	Prior to occupying position	Mandatory: detailed in <a href="#">Attachment C</a>

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Workforce Role	Training Duration	Training
Triage Delegate	Prior to occupying position	Mandatory: detailed in <a href="#">Attachment C</a>

These roles also have minimum qualification requirements which are detailed in Appendix G – Aged care assessment workforce credentials in the [Aged Care Assessment Manual](#). They must meet both minimum training and qualification requirements to hold the role.

Triage Delegates must complete the mandatory training detailed in Attachment C before they occupy a delegate position. Triage Delegates do not need to be certified as assessors prior to undertaking this role. They must hold clinical qualifications in line with [Appendix G](#) – Aged care assessment workforce credentials in the [Aged Care Assessment Manual](#).

Clinical Assessment Delegates must complete the mandatory training detailed in [Attachment C](#) before they occupy a delegate position. A clinical assessment delegate must be a certified Clinical Assessor. There are currently no additional training requirements for non-clinical assessment delegates.

After completing mandatory learning requirements, each learner will receive evidence of completion: an aged care sector recognised certificate / or access to MAClearning transcripts for a comprehensive list of all completed MAClearning training.

### *Appraisal activities*

Completion of induction training for clinical and non-clinical assessors includes the need to complete appraisal activities. Appraisal activities allow learners to demonstrate whether they have achieved the expected capabilities and validate that they can continue to undertake My Aged Care needs assessments independently as a certified assessor.

Learners are required to complete three appraisal activities prior to completing the induction pathway and gaining a certificate / or transcript as an industry recognised My Aged Care assessor.

- Appraisal Activity 1 consists of completing all required online learning (Goals 1-6) and end of goal quizzes on MAClearning.
- Appraisal Activity 2 require the learner to complete an assessment under the supervision of an experienced certified assessor matching the learning pathway of the learner i.e. clinical assessor learner must be supervised by a certified experienced clinical assessor.
- Appraisal Activity 3 requires the learner to submit two delegate approved support plans to the department for review against the standards in the Aged Care Assessment Manual and Aged Care Assessment Quality Framework.

The learner must submit all appraisal activities that have been approved by an eligible person who has an active profile on MAClearning.

Instructions for how learners complete and submit appraisal activities are provided in the checklists available within the Induction Training Learner and Supervisor Guide and the

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Approval of Appraisal Activity Matrix available in Goal 0 - Learner and Trainer resources on MAClearning.

Appraisal activity 2 and 3 are reviewed by departmental officers for quality and compliance. Non-compliant appraisal activities are returned to the learner for resubmission. Resubmitted appraisal activities must be approved by an eligible person prior to resubmission. The department may contact the eligible approving person if the learner submits multiple resubmissions.

### Learning Pathway for Non-Clinical Assessors and Enrolled Nurses to upskill to Clinical Assessors.

In May 2025, the department implemented a new learning pathway for existing non-clinical assessors to upskill to become Clinical Assessors. This pathway formalised the time limited Bridging Training requirements implemented between October 2024 to April 2025 (see [Attachment D](#) for details). Bridging training recognised the existing assessment experience of non-clinical assessors and provided targeted online training to expand their knowledge of comprehensive aged care assessments and associated aged care programs including residential care, transition care and respite care.

It also reflected the decision by the department Single Assessment System Branch to recognise Enrolled Nurse qualifications as an eligible qualification for clinical assessors. More information about this decision is available in Appendix G – Aged care assessment workforce credentials in the [Aged Care Assessment Manual](#).

Existing non-clinical assessors with eligible clinical qualifications can complete a modified training pathway to obtain clinical assessor certification. In this instance, the learner completes Appraisal Activity 3 only and submits two comprehensive delegate approved support plans. Assessment organisations are expected to provide each learner with workplace training, mentoring by an experienced clinical assessor and access to comprehensive assessments on the My Aged Care assessor portal. Learners do not need to be directly supervised to complete assessments but should have access to coaching and feedback from experienced clinical assessors and / or clinical assessment delegates.

Enrolled nurses (EN) completing the modified or full induction training pathway must be under direct or indirect Registered Nurse (RN) supervision within the same organisation (as detailed in Chapter 5 of the [Aged Care Assessment Manual](#)). During and after training, the EN who completes a comprehensive assessment must include a statement in the support plan that the assessment has been conducted under direct or indirect RN supervision within the same organisation (as noted in Chapter 5 the [Aged Care Assessment Manual](#)).

Additional information about limitations on the role of assessors who are ENs is provided in the Chapter 5 of the [Aged Care Assessment Manual](#). ENs who hold the clinical assessor role cannot supervise training for clinical assessors including supervising or approving Appraisal Activity 2.

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### Learning Pathway for previously trained MAC workforce

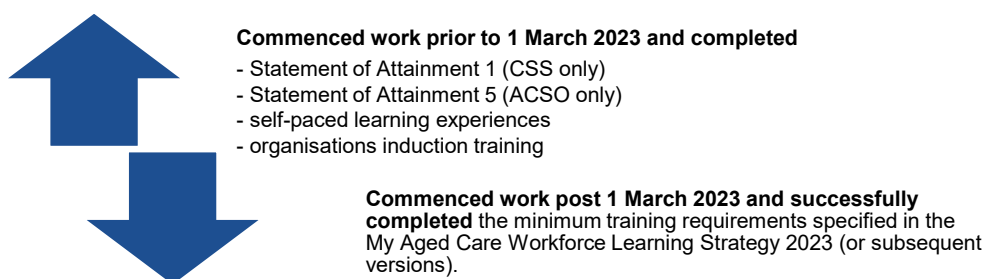
On 1 March 2023, the department resumed responsibility for providing training for the My Aged Care workforce.

The department recognises evidence of prior certification for My Aged Care workforce training completed prior to 1 March 2023 in the MAClearning system following validation by the assessment organisation.

Details of all pre-1 March 2023 recognised training is provided below. No other training is recognised as being transferable to meet the minimum training requirements for the My Aged Care workforce.

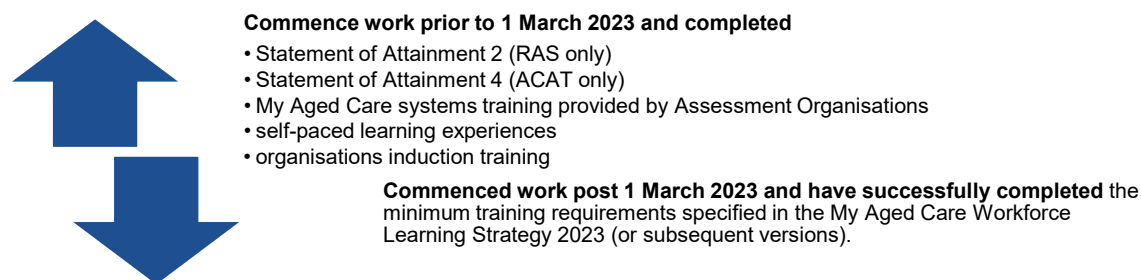
### CSS and ACSO – existing training for workforce

Post implementation of MAClearning on 1 March 2023, CSS and ACSO are considered to have met their minimum training requirements if they:



### Aged Care Needs Assessors – existing training for workforce

Post implementation of MAClearning on 1 March 2023, My Aged Care assessors are considered to have met their minimum training requirements if they:



### Additional training requirements for existing MAC workforce

The department may require the My Aged Care workforce to undertake additional mandatory training. Instances for issuing additional mandatory training include, but are not limited to:

- Implementation of reforms to the aged care sector that directly impact the assessment process.
- Changes to the My Aged Care assessment system, including changes to the My Aged Care assessor portal, mobile applications and/or the IAT.

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- Completion of refresher training at specified intervals or after periods of absences from conducting assessments.

In most instances, any additional mandatory training delivered to the existing My Aged Care workforce will be incorporated into future versions of induction training. For example, training on the operation of the IAT was incorporated into MAC assessor induction training from 1 July 2024.

The department will support the delivery of any additional mandatory training to the My Aged Care workforce and may include:

- Engagement with the LEN, Healthdirect Australia and Services Australia on the development and delivery of training.
- Provision of learning content through MAClearning.
- Provision of training resources to support assessment organisations (if required).

Additional mandatory training is also required for staff who are nominated to be a triage delegate or clinical assessment delegate on the MAC Assessor Portal. All additional mandatory training must be completed prior to the organisation requesting registration for additional roles within the organisations. Further information on the training requirements is provided in [Attachment C](#).

### Mandatory refresher training

From 1 March 2026, any person holding the job positions of clinical assessors, non-clinical assessors, team leaders and workplace trainer and who takes leave from their role for over 12 months will be required to complete mandatory refresher training. This training will consist of completion of online learning through MAClearning specifically:

- Goal 1 – single element: Introduction to the *Aged Care Act 2024* (Cth).
- Goal 3 – Provision of quality screening and assessments.
- Goal 4 – working with Aged Care Programs.

Access to this goal (Goal 9 – Refresher Training – return from leave) is controlled by the Department. The Assessment Organisation must request registration for their staff by completing the registration form and submitting to [MAClearninghelp@health.gov.au](mailto:MAClearninghelp@health.gov.au). Evidence of completion of this refresher training will be available in the assessor's transcript on MAClearning. Assessment organisations may also require their staff to complete refresher training specific to their organisation.

People occupying the position of Clinical Assessment Delegate and Triage Delegate on the My Aged Care Assessor Portal are required to complete the Clinical Assessment Delegate or Triage Delegate online training every two years. People applying for appointment as a clinical assessment delegate or triage delegate must ensure the currency of their delegate training.

## My Aged Care Workforce Learning Strategy

### Evidence of training completion: certificates and transcripts

After completion of all induction learning requirements, each learner will receive an aged care sector recognised certificate / or transcript linked to their job role. All members of the My Aged Care workforce are required to achieve certification to undertake their job role.

Certificates for the following training courses are issued by MAClearning:

- Non-clinical Aged Care Needs Assessors.
- Clinical Aged Care Needs Assessors.
- Clinical Assessment Delegates and Triage Delegates.
- IAT and Single Assessment System transition training.

\* There are no certificates issued for Workplace Trainer and Team Leader induction training. Learners must access transcripts and CPD (Continuing Professional Development) as evidence.

All people registered on MAClearning can access and download a transcript of their completed training. Evidence of completion of additional mandatory training will be provided through transcripts available from MAClearning. The transcript will specify each goal and element completed by each learner.

MAClearning is the central repository for training information and training record for the My Aged Care Workforce. Once learners are registered (including registration of a manager), the manager will have access to the learners training records including any training completed at other organisations. Assessment Organisations can also ask the department to provide information about a learners training history with other organisations. Learners can download copies of their MAClearning training records and certificates / or transcripts directly from MAClearning.

### 3. Learning foundations

#### Foundations of learning approach

Information about the training and learning requirements for MAC workforce are contained in this document (the Strategy) and the Quality Learning Framework (QLF). The Strategy provides details of the required training for each job position and the QLF details the training standards required to achieve effective learning outcomes for the My Aged Care screening and assessment workforce. Training for the My Aged Care workforce is based on attainment of the My Aged Care Capabilities.

#### My Aged Care Capability

There are three domains that inform capability in My Aged Care screening and assessment and attainment of the 12 My Aged Care capabilities for the screening and assessment workforce:

1. Personal capability.
2. Contextualised knowledge.
3. On-the-job training.

The capabilities highlight the specific and contextualised knowledge and skills required to work within this workforce and inform the minimum learning and training requirements for each role in the workforce. Through their role-specific learning pathway, learners demonstrate their ability to undertake their role effectively, in a way that upholds the integrity of the My Aged Care system and meets the required capabilities.

There are 12 My Aged Care capabilities that apply to the My Aged Care workforce. Under each capability, indicators have been developed to articulate the practical application for the My Aged Care workforce.

The 12 My Aged Care capabilities for the screening and assessment workforce are:

1. **Manage the client journey** - contribute to the continuity of the client's aged care journey.
2. **Navigate My Aged Care** - help the client and their support network to navigate My Aged Care.
3. **Use technology** - competently use technology to support the client through their My Aged Care journey.
4. **Work ethically and legally** - apply an understanding of legislative frameworks and guidelines that inform actions and decisions in relation to My Aged Care.
5. **Communicate** - communicate effectively with the client and their support network.
6. **Support wellness and reablement** - use a wellness and reablement approach in assessment, planning and service recommendations. \*
7. **Record information** - record accurate client information within the relevant My Aged Care portals.

## My Aged Care Workforce Learning Strategy

1. **Conduct quality assessments** - apply knowledge, assess, use judgement and make decisions in relation to client needs, goals and recommendations. \*
2. **Respond to vulnerability** - identify and respond to vulnerability in a trauma-informed way.
3. **Provide client-centred care** - provide and deliver a client-centred approach that is respectful of diversity.
4. **Display resilience** - practise self-care and know where to get support if needed.
5. **Lead by example** - actively engage in own and/or others' performance and development. \*\*

\* Capabilities 6 and 8 apply only to the aged care assessment workforce.

\*\* Capability 12 reflects the skill sets of those managing and training staff in screening and assessment organisations.

Under each of the 12 capabilities sit multiple capability indicators that further define the knowledge and skills required to undertake a screening or assessment role in My Aged Care.

### My Aged Care Workforce Quality Learning Framework

The My Aged Care Quality Learning Framework for the screening and assessment workforce (QLF) details the training standards required to achieve effective learning outcomes for the My Aged Care screening and assessment workforce. It guides effective learning outcomes for the workforce and sets the overall expectations for training so that consistent, reliable, and high-quality screening and assessment services are provided nationally for older people.

The QLF sets out the 12 capabilities expected of the My Aged Care screening and assessment workforce to effectively undertake their roles. It demonstrates the breadth of learning and training required of each role and outlines how the capabilities are integrated with the many My Aged Care resources that guide the workforce in their daily work.

The QLF underpins the My Aged Care [Workforce Learning Strategy](#) which defines the My Aged Care screening and assessment workforce and outlines the required capabilities, qualifications and minimum training requirements for the workforce, set and supported by the Department of Health, Disability and Ageing (the department).

The strategy and the QLF, together, inform and guide the provision of quality learning and training for the My Aged Care screening and assessment workforce. They establish processes by which the workforce can attain and maintain the capabilities they require, including the mechanisms for how capabilities are verified through online learning, on-the-job training, and learner appraisal activities.

### Links to continuous improvement and quality assurance

The department continues to improve learner training and the My Aged Care workforce overarching governance. The department seeks feedback from learners on their experience of training and regularly seeks feedback from key stakeholders on all aspects of the training approach.

## My Aged Care Workforce Learning Strategy

The department supports assessment organisations to build training skills by regularly engaging on their training experience. In addition, once a member of the My Aged Care workforce is registered on MAClearning, they have continuous unlimited access to training including additional and updated training when programs, policies or IT systems change.

Regular and timely engagement with the Lead Educator Network is critical to informing continuous improvement and validating proposed changes. Feedback on training content, process and pathway is essential to making effective improvements.

To support continuous improvement and provide quality assurance, the department will undertake periodic audits of aged care needs and RAC funding assessments and provide feedback to Single Assessment System organisations.

To support the quality assurance of the My Aged Care Assessment Program, as detailed in the Aged Care Assessment Assurance Plan, the My Aged Care Capability team will engage regularly with the Assessments Assurance section (within Single Assessment System Branch) to provide feedback on any issues raised during the training process or with key stakeholders.

## Engagement

### My Aged Care Lead Educator Network (LEN) - 2023 to current

The department convened the LEN as a forum for staff responsible for workplace training for the Assessment Workforce to engage with the department on the development and delivery of training.

The department engaged regularly with the LEN on the development and delivery of IAT training. This engagement continues as training for future reforms is developed.

### Engagement with Healthdirect Australia and Services Australia - 2023 to current

Bilateral engagement with Healthdirect Australia and Services Australia regarding training requirements for CSS and ACSO's occurs regularly. This reflects the more centralised management of each workforce.

### My Aged Care Training Reference Group - Aug 2022 to Jun 2024

The My Aged Care Training Reference Group (MACTRG) was the initial forum for consultation and collaboration on learning and training needs across the My Aged Care workforce.

The MACTRG comprised of representatives from:

<b>Healthdirect (responsible for the My Aged Care Contact Centre)</b>	<b>Services Australia (responsible for My Aged Care face to face services)</b>
State and territory government's Aged Care Assessment Teams (ACATs)	Regional Assessment Services (RAS) organisations
Consumer group and peak bodies	The department

## **My Aged Care Workforce Learning Strategy**

The MACTRG provided input and feedback to the department on the strategic direction of the Strategy into the future, including training issues impacting the My Aged Care workforce and any new or revised training resources that were developed.

The MACTRG played an important role in the development of the Strategy and the transition of training responsibility back to the department.

Engagement with the MACTRG in 2024 was limited due to probity requirements linked to the procurement of organisations to deliver the Single Assessment System workforce.

In June 2024, a decision was made to not renew the appointment of the MACTRG but instead use different forums to engage with key My Aged Care workforce stakeholders.

# Part 2 – Training requirements for Residential Aged Care funding assessors

## Summary

The AN-ACC funding model provides equitable funding to approved aged care providers to deliver care to residents living in residential aged care services.

Residential Aged Care (RAC) funding assessors use the [AN-ACC Assessment Tool](#) to assess residents' care needs for funding purposes. Information from the assessment is used to assign residents an AN-ACC classification. The amount of variable [funding](#) given to providers is based on a resident's AN-ACC classification.

Since commencement of the AN-ACC funding model in October 2022, the department has provided mandatory training for RAC funding assessors. This has continued with the commencement of the Single Assessment System.

## Training requirements

### Eligibility and Qualifications

To be eligible to attend the RAC funding assessment training, participants must be employed by a RAC funding assessment organisation for the purposes of undertaking RAC funding assessments or be a Senior RAC funding assessor or a Clinical Advisor. Minimum eligibility and qualification requirements for RAC funding assessors, Senior RAC funding assessors and Clinical Advisors are listed below.

**Table 4: Minimum eligibility and qualifications required for RAC funding assessors, Senior RAC funding assessors and Clinical Advisors**

Role	Minimum Eligibility and Qualification Requirements
<b>RAC funding assessors</b>	<ul style="list-style-type: none"><li>• Tertiary – must be a qualified Registered Nurse, Occupational Therapist or Physiotherapist with a minimum of five years fully qualified.</li><li>• A minimum of five years demonstrated experience in Australia or overseas, as a fully qualified registered nurse, occupational therapist or physiotherapist, directly delivering services in aged care settings and/or to aged persons. This includes areas such as geriatric evaluation, rehabilitation, palliative care, community nursing and supporting people living with dementia.</li><li>• Retain current unrestricted registration with the Australian Health Practitioner Regulation Agency (AHPRA).</li></ul>
<b>Senior RAC funding assessors</b>	<ul style="list-style-type: none"><li>• The first three requirements are the same as for RAC funding assessors PLUS</li><li>• The assessment organisation should reserve the role for those of its RAC Assessors who have the most exceptional and experienced clinical expertise and professional judgment in the assessment organisation's opinion.</li></ul>
<b>Clinical Advisor</b>	<ul style="list-style-type: none"><li>• The first three requirements are the same as for RAC funding assessors PLUS</li><li>• The assessment organisation should reserve the role for those who have the most exceptional and experienced clinical expertise and professional judgment in the assessment organisation's opinion.</li></ul>

## My Aged Care Workforce Learning Strategy

Role	Minimum Eligibility and Qualification Requirements
	<ul style="list-style-type: none"> <li>Relevant experience to support and manage the Clinical Support Framework for the assessment organisation.</li> </ul>

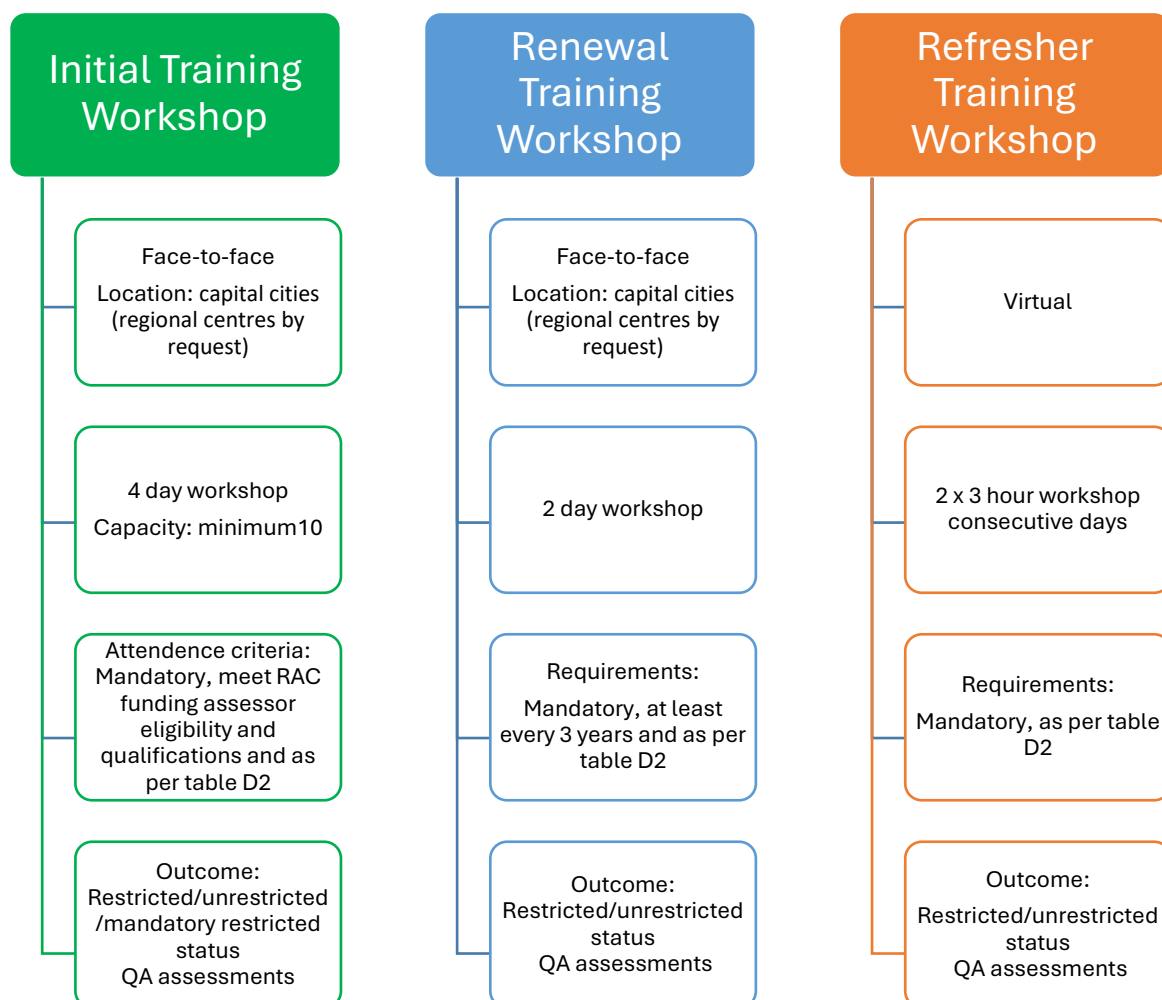
### Minimum training requirements

To be considered to be an active assessor, each RAC funding assessor, Senior RAC funding assessor and Clinical Advisor needs to complete the following:

- Initial training workshop.
- Renewal training workshops.
- Refresher training workshops as required.

All RAC funding assessors must also participate in Combined Clinical Communities of Practice (CCCoP) sessions, which are held up to 4 times a year.

Figure 2: Training workshops



If a RAC funding assessor, Senior RAC funding assessor or Clinical Advisor has an extended absence from assessing in the field, or not undertaken regular assessments, the following additional training will be required (Table 5).

## My Aged Care Workforce Learning Strategy

**Table 5: Mandatory training requirements**

Time period & requirements	Training and Quality Assurance assessments	Test	Restricted status
<b>&gt;12 months for break in assessments, or less than an average of 6 assessments per fortnight*</b>	AN-ACC Initial training workshop – Face-to-face AND Minimum of 2 Quality Assurance assessments with Senior RAC funding assessor or Clinical Advisor post training	Yes	At department discretion
<b>6 - 12 months for break in assessments, or less than an average of 6 assessments per fortnight*</b>	Option 1; AN-ACC 4-day Initial training workshop – Face-to-face AND Minimum of 2 Quality Assurance assessments with Senior RAC funding assessor or Clinical Advisor post training.	Yes	At department discretion
	Option 2: AN-ACC Renewal training workshop – Face-to-face for 2 days AND Minimum of 2 Quality Assurance assessments with Senior RAC funding assessor or Clinical Advisor post training.	Yes	At department discretion
<b>3 - 6 months for break in assessments, or less than an average of 6 assessments per fortnight*</b>	AN-ACC Refresher workshop - 2 x 3-hour virtual sessions over 2 consecutive days AND Minimum of 2 Quality Assurance assessments with Senior RAC funding assessor or Clinical Advisor post training	At department discretion	At department discretion
<b>1 - 3 months for break in assessments, or less than an average of 6 assessments per fortnight*</b>	Extra Senior RAC funding Assessor or Clinical Advisor support in the field week 1 of return AND Minimum of 2 Quality Assurance assessments with Senior RAC funding assessor or Clinical Advisor on recommencement	No	At assessment organisation discretion

\*Note: An average of 6 assessments per fortnight refers to:

- At least six permanent RAC funding assessments per fortnight (not prorated) on average over a month.
- While six assessments per fortnight are required, these cannot all be quality assurance assessments. Individual assessments must be completed to ensure assessors apply their own clinical judgment and assessment skills, supporting consistency and accuracy.
- If Clinical Advisors or Senior RAC funding assessors do not complete the minimum assessment number requirements, they must not provide clinical advice or review assessments, as they may not have the up-to-date clinical knowledge required for these tasks.

For more information on how a Quality Assurance assessment is undertaken please refer to the [Aged Care Assessor Application User Guide](#)

### Initial training workshop

#### Training requirements



To be eligible to be a RAC funding assessor, Senior RAC funding assessor or Clinical Advisor, assessment organisation staff must undertake the Initial training workshop and pass a subsequent written test.

The Initial training workshop is delivered by the department and is mandatory for all new potential RAC funding assessors, Senior RAC funding assessors and Clinical Advisors.

The Initial training workshop may also be mandatory for RAC funding assessors, Senior RAC funding assessor and Clinical Advisors who are returning to the workforce following an extended period of leave. RAC funding assessors, Senior RAC funding assessor and Clinical Advisors who undertake RAC funding assessments on an irregular basis may also be required to attend an Initial training workshop and pass a written test (see Table 5).

Initial training workshops may also be offered to RAC funding assessors, Senior RAC funding assessors and Clinical Advisors who have been identified as requiring additional support through Quality Assurance activities.

#### Responsibilities

The department will provide initial training to nominated assessors, at no cost to the assessment organisation. This includes providing training personnel, venue, catering and training resources.

The assessment organisation must ensure all new potential RAC funding assessors, Senior RAC funding assessors and Clinical Advisors:

- comply with eligibility and qualification requirements before attending an Initial training workshop
- complete pre-reading and a short survey about prior relevant experience before attending an Initial training workshop
- attend the mandatory Initial training workshop
- complete a short post workshop survey after the completion of the training and
- follow the assessment organisation's dedicated RAC funding assessor onboarding process which includes Quality Assurance visits for all new assessors.

Assessment organisations are responsible for all other costs associated with attending an Initial training workshop, including staff transport and accommodation.

## My Aged Care Workforce Learning Strategy

### Training Approach

The Initial training workshop for new potential RAC funding assessors, Senior RAC funding assessors and Clinical Advisors consists of a 4-day face-to-face workshop and written test.

The Initial training workshop combines large group led sessions with interactive small group activities, scenario-based exercises, and practical application of the tools.

At the end of the workshop, participants are required to complete and pass a written test to demonstrate their understanding and application of the AN-ACC Assessment Tool. The written test includes multiple choice questions and a hypothetical RAC funding assessment.

### Outcomes

The department evaluates the learner's training outcome based on performance in the following activities:

- the learner's practical application of the AN-ACC tools during the four days of training and
- the learner's demonstrated knowledge and application to complete a RAC funding assessments and
- the learner's result from completing the written test.

The learner's outcome will result in restricted or unrestricted status.

### Assessor Status following completion of Initial workshop

Based on the learner's outcome, the learner will be awarded a specific status type. Table 6 details the different outcomes and the status.

**Table 6 – Initial workshop Outcomes and Status**

Learner outcome		Status
<b>Full pass</b>	The learner achieves a score of 80% or higher in the test and displays accurate, consistent and timely application of the AN-ACC Assessment tool within the training environment.	Unrestricted
<b>Restricted pass</b>	The learner achieves a score of 80% or higher in the test however does not demonstrate proficiency in the accurate, consistent and or timeliness in the application of the AN-ACC Assessment tool within the training environment.	Restricted Undertakes Trainee RAC funding assessments
<b>Caveat pass</b>	The learner achieves a score of between 75 – 79.9% in the test.	Mandatory Restricted Undertakes Trainee RAC funding assessments
<b>Fail</b>	The learner achieves a score of less than 75%.	N/A At the discretion of the Assessment Organisation, the

## My Aged Care Workforce Learning Strategy

Learner outcome	Status
	learner can repeat the Initial training workshop

**Table 7 –Assessor Status description**

Unrestricted status	Restricted status	Mandatory restricted status
<b>Can complete RAC funding assessments independently after AOs dedicated onboarding process is completed.</b>	Can only perform Trainee RAC funding assessments* under the supervision of another experienced RAC funding assessor.	Can only perform Trainee RAC funding assessments* under the supervision of another experienced RAC funding assessor.
	Minimum 6 assessments to advance to unrestricted.	Minimum 3 weeks and 25 assessments to advance to unrestricted.

\*Note: A Trainee RAC funding assessment is when a restricted assessor completes a RAC funding assessment alongside an experienced unrestricted RAC funding assessor. Please see the [Aged Care Assessor Application User Guide](#) for more information.

### Unrestricted status

All new unrestricted RAC funding assessors must follow the assessment organisation’s dedicated RAC funding assessor onboarding process which includes Quality Assurance visits.

A RAC funding assessor with unrestricted status is able to perform RAC funding assessments independently and can complete Quality Assurance Assessments with another RAC funding assessor with unrestricted status.

Once experienced, RAC funding assessors with unrestricted status may also perform a trainee RAC funding assessment with a RAC funding assessor with restricted status.

### Restricted Status – Process to change status

A RAC funding assessor with restricted status can gain unrestricted status when a Senior RAC funding assessor within their organisation is satisfied that their knowledge and skills meet the following process.

The process to make this determination requires evidence of:

- a. Trainee RAC funding assessments**
- b. Professional behaviour and**
- c. RAC funding assessment methodology and ratings.**

The evidence to inform a change in restricted status must include the following detail.

#### **a. Trainee RAC funding assessments:**

- Satisfactory performance of a minimum of six Trainee RAC funding assessments, as confirmed by RAC funding assessors who have directly undertaken the assessments with the restricted RAC funding assessor.

## My Aged Care Workforce Learning Strategy

- The trainee assessments are conducted in the following order. Progression to the next stage occurs only once the restricted assessor shows competence with collecting and interpreting information sources, and demonstrates clinical consistency in each step:
  - The unrestricted RAC funding assessor undertakes at least two RAC funding assessments with the restricted assessor observing the tasks undertaken, then both can submit the ratings.
  - The unrestricted RAC funding assessor undertakes at least two RAC funding assessments with the restricted assessor jointly and in discussion, then both submit the ratings.
  - The unrestricted RAC funding assessor undertakes at least two RAC funding assessments by completing the assessment but having the restricted assessor lead the assessment; following the guidelines of an Inter-Rater Reliability (IRR) assessment where ratings are entered independently, then submitted and ratings can be discussed after uploading.
  - Evidence must include the Aged Care Identification Number (ACiD) for all assessments, completion dates, the RAC funding assessor who conducted the assessment alongside the restricted assessor, any differences in ratings, records of discussions and learning conversations for each assessment, and consideration of the post training feedback provided by the department.

### **b. Professional behaviour:**

- Consistent demonstration of professional behaviour

### **c. RAC funding assessment methodology and ratings:**

- Demonstrate effective methodologies for assessing the resident using the AN-ACC Assessment Tool and assigning ratings. This includes the appropriate collection and interpretation of relevant information sources to ensure ratings are clinically consistent and accurate. The restricted assessor needs to demonstrate they can complete this independently under the supervision of a RAC funding assessor or a Senior RAC funding assessor.

Before an assessor can be considered for unrestricted status:

1. The above evidence needs to be provided by the senior RAC funding assessor and submitted to the Clinical Advisor. The department recommends that the summary of evidence is reviewed by the Clinical Advisor to determine if any inconsistencies are identified and engage in strategies for further support for the assessor/s and the workforce.
2. The assessment organisation provides the above evidence in writing, to formally advise the department of the outcome.
3. A written response will be issued by the department, either supporting the decision or offering further recommendations.

## My Aged Care Workforce Learning Strategy

4. The Clinical Advisor can then co-ordinate with the assessment organisation's IT Administrator(s) to change the registration status of the RAC funding assessor in the system to unrestricted status.

The department at any time may, at its sole and absolute discretion, can ask the AO to change a RAC funding assessor's status from unrestricted to restricted. If this occurs, the department requires the RAC funding assessor to be supervised by a Senior RAC funding assessor or Clinical Advisor, and the supervision arrangement will be negotiated with the department in accordance with the above restricted to unrestricted guidance.

### Mandatory Restricted Status – Process to change status

The process for a RAC funding assessor with a mandatory restricted status to be considered for unrestricted status is outlined below.

The process to make this determination requires evidence of:

- a. Trainee RAC funding assessments over a minimum of 3 weeks**
- b. Professional behaviour and**
- c. RAC funding assessment methodology and ratings.**

The evidence to inform a change in restricted status must include the following detail.

**a. Trainee RAC funding assessments over a minimum of 3 weeks:**

- Satisfactory performance of a minimum of 25 Trainee RAC funding assessments, as confirmed by RAC funding assessors who have directly undertaken the assessments with the restricted RAC funding assessor.
- The trainee assessments are conducted in the following order. Progression to the next stage occurs only once the mandatory restricted assessor shows competence with collecting and interpreting information sources, and demonstrates clinical consistency in each step:
  - A minimum of 25 Trainee RAC funding assessments must be completed over a 3-week period (15 working days), unless otherwise agreed to by the department prior to commencement of the restriction program. The number of Trainee RAC funding assessments will not be adjusted on a pro rata basis for part time working arrangements.
  - Have had a Senior RAC funding assessor undertake a minimum of 10 working days of supporting and undertaking Trainee RAC funding assessments, providing evidence for that opinion (as detailed above).
  - Have an unrestricted RAC funding assessor undertake assessments with the mandatory restricted assessor (in addition to the above) for a minimum of 5 working days.

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- Have undertaken at least 5-10 RAC funding assessments with the mandatory restricted assessor observing the tasks undertaken, depending on the individual needs of the assessor, then submit the ratings.
- Have undertaken at least 5-10 RAC funding assessments jointly and in discussion with the mandatory restricted assessor, depending on the individual needs of the assessor, then submit the ratings.
- Have undertaken at least 5-10 RAC funding assessments by completing the assessment but having the mandatory restricted assessor lead the assessment following the guidelines of an IRR assessment where ratings are entered independently, then submitted and ratings can be discussed after uploading, depending on the individual needs of the assessor.
- Evidence must include the ACiD for all assessments, completion dates, the RAC funding assessor who conducted the assessment alongside the mandatory restricted assessor, any differences in ratings, records of discussions and learning conversations for each assessment, and consideration of the post training feedback provided by the department.

### **b. Professional behaviour:**

- Consistent demonstration of professional behaviour.

### **c. RAC funding assessment methodology and ratings:**

- Demonstrate effective methodologies for assessing the resident using the AN-ACC Assessment Tool and assigning ratings. This includes the appropriate collection and interpretation of relevant information sources to ensure ratings are clinically consistent and accurate. The mandatory restricted assessor needs to demonstrate they can complete this independently under the supervision of a RAC funding assessor or a Senior RAC funding assessor.

Before an assessor can be considered for unrestricted status:

1. The Senior RAC funding assessor must provide evidence that all steps outlined above have been completed, including evidence submitted to the Clinical Advisor. The department recommends that the summary of evidence is reviewed by the Clinical Advisor to determine if any inconsistencies are identified and engage in strategies for further support for the mandatory restricted assessor/s and the workforce.
2. The assessment organisation provides the above evidence in writing, to formally advise the department of the outcome.
3. The outcome report must be approved by the department prior to transferring the mandatory restricted assessor to unrestricted status. A written response will be issued by the department to approve the transition to unrestricted status.
4. The Clinical Advisor can then co-ordinate with the assessment organisation's IT Administrator(s) to change the registration status of the RAC funding assessor in the system to unrestricted status.

## **My Aged Care Workforce Learning Strategy**

The department at any time may, at its sole and absolute discretion, can ask the AO to change a RAC funding assessor's status from unrestricted to restricted. If this occurs, the department requires the RAC funding assessor to be supervised by a Senior RAC funding assessor or Clinical Advisor, and the supervision arrangement will be negotiated with the department in accordance with the above restricted to unrestricted guidance.

### **Certification**

The department will award each learner who is granted unrestricted status a formal certificate of completion of Initial training workshop signed by the department.

### Renewal training workshop

#### Training requirements



To maintain their active unrestricted status, RAC Funding assessors, Senior RAC funding assessors and Clinical Advisors must complete a mandatory Renewal training workshop at least once during every three years of employment, or after an extended break from the workforce or irregular assessments (see Table 5).

The purpose of renewal training is to provide a structured opportunity for assessors to apply existing and updated knowledge of the RAC funding assessment approach and tools, and to address any questions. Renewal training is intended for experienced assessors, that focuses on reinforcing current assessment requirements and validating the skills and knowledge necessary to undertake RAC assessments accurately and with clinical consistency.

Renewal training workshops are delivered by the department and are mandatory for all current RAC funding assessors, Senior RAC funding assessors and Clinical Advisors.

The Renewal training workshop may also be offered to RAC funding assessors, Senior RAC funding assessors and Clinical Advisors that have been identified as requiring additional support through Quality Assurance activities.

#### Responsibilities

The department will provide renewal training at no cost to the assessment organisation. This includes providing training personnel, venue, catering and training resources.

The Assessment Organisation must ensure all RAC funding assessors, Senior RAC funding assessors and Clinical Advisors:

- a. attend the mandatory Renewal training workshop at least every three years
- b. complete pre-reading and a short survey (if required), with these materials to be supplied by the department
- c. complete a short post workshop survey after the completion of the training and
- d. organise a Quality Assurance assessment visit with a Senior RAC funding assessor within approximately two weeks post training, focusing on specific learning areas recommended by the department.

Assessment organisations are responsible for all other costs associated with their staff attending the Renewal training workshop, including staff transport and accommodation.

## My Aged Care Workforce Learning Strategy

### Training Approach

The Renewal training workshop consists of a face-to-face workshop and written test.

It combines large group led sessions with interactive small group activities, scenario-based exercises, and practical application of the tools.

At the end of the workshop, each participant must complete a written test to demonstrate their understanding and application. The written test may include multiple choice questions and a hypothetical RAC funding assessment.

### Outcomes

The department evaluates the learner's training outcome based on performance in the following activities:

- the learner's practical application of the AN-ACC tools during the training and
- the learner's result from completing the written test.

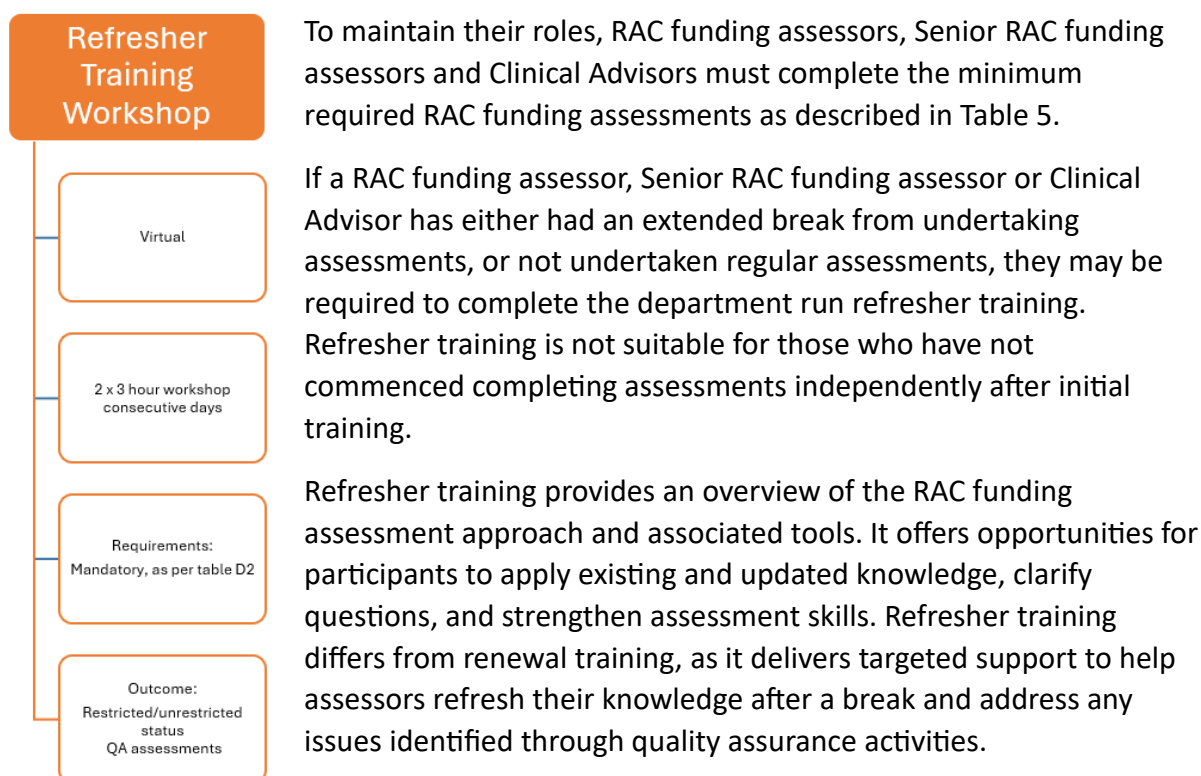
The learner's outcome is based on their demonstrated knowledge and application to complete a RAC funding assessment. The results of the test will inform their continued unrestricted status, in negotiation with the department.

If the learner does not achieve satisfactory performance in the test, the department will contact the assessment organisation to determine the appropriate support and any further actions required for the assessor.

Despite completing renewal training, the department at any time may, at its sole and absolute discretion, can ask the AO to change a RAC funding assessor's status from unrestricted to restricted. If this occurs, the department requires the RAC funding assessor to be supervised by a Senior RAC funding assessor or Clinical Advisor, and the supervision arrangement will be negotiated with the department in accordance with the above restricted to unrestricted guidance.

### Refresher training workshop

#### Training approach



To maintain their roles, RAC funding assessors, Senior RAC funding assessors and Clinical Advisors must complete the minimum required RAC funding assessments as described in Table 5.

If a RAC funding assessor, Senior RAC funding assessor or Clinical Advisor has either had an extended break from undertaking assessments, or not undertaken regular assessments, they may be required to complete the department run refresher training. Refresher training is not suitable for those who have not commenced completing assessments independently after initial training.

Refresher training provides an overview of the RAC funding assessment approach and associated tools. It offers opportunities for participants to apply existing and updated knowledge, clarify questions, and strengthen assessment skills. Refresher training differs from renewal training, as it delivers targeted support to help assessors refresh their knowledge after a break and address any issues identified through quality assurance activities.

Refresher training workshops may also be offered to RAC funding assessors, Senior RAC funding assessors and Clinical Advisors that have been identified as requiring additional support through Quality Assurance activities.

#### Responsibilities

The department will provide refresher training at no cost to the assessment organisation. This includes providing training personnel, virtual platform and training resources.

The Assessment Organisation must:

- support assessors to complete pre-reading and a post workshop survey with these materials to be supplied by the department
- support assessors to follow directions from the department to ensure timely access, attend from a suitable location and ensuring no additional work is required during their training attendance
- ensure assessors attend the Refresher training workshop as required, including in response to quality assurance findings and
- organise a Quality Assurance assessment visit with a Senior RAC funding assessor within approximately two weeks post training, focusing on specific learning areas recommended by the department.

## My Aged Care Workforce Learning Strategy

Assessment organisations are responsible for all other costs associated with their staff attending the Refresher training workshop.

### Training Approach

The Refresher training workshop for existing RAC funding assessors, Senior RAC funding assessors and Clinical Advisors consists of two consecutive days for 3 hrs per session on an online platform (6hrs total).

The Refresher training workshop combines reviewing of the tools, scenario-based exercises and other interactive activities.

### Outcomes

The department evaluates the learner's training outcome based on performance in the following activities:

- the learner's ability to interact within the training environment, including ability to answer questions and use appropriate rationales.

The assessment organisation must organise a QA assessment visit with a Senior RAC funding assessor within approximately two weeks post training, for each learner who has completed refresher training, focusing on specific learning areas recommended by the department.

Despite completing refresher training, the department at any time may, at its sole and absolute discretion, can ask the AO to change a RAC funding assessor's status from unrestricted to restricted. If this occurs, the department requires the RAC funding assessor to be supervised by a Senior RAC funding assessor or Clinical Advisor, and the supervision arrangement will be negotiated with the department in accordance with the above restricted to unrestricted guidance.

### Combined Clinical Communities of Practice (CCCoP)

The department develops and coordinates a CCCoP program to maintain clinical consistency among RAC funding assessors, Senior RAC funding assessors and Clinical Advisors. The CCCoP activities occur at intervals of no more than every three-to-four-months.

The CCCoP program is delivered by the department to Senior RAC funding assessors and Clinical Advisors in a train-the-trainer model, which is mandatory for all Senior RAC funding assessors and Clinical Advisors.

Senior RAC funding assessors and Clinical Advisors must then deliver the CCCoP program to all RAC funding assessors in their assessment organisations. This is a mandatory program.

The department will provide, at no cost to the assessment organisation: training personnel, virtual platform and training materials for the train-the-trainer CCCoP.

The assessment organisation must ensure all Senior RAC funding assessors and Clinical Advisors:

- a. Attend pre-meeting briefings and feedback sessions including pre-reading.

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- b. Attend the essential CCCoP activities conducted by the department.
- c. Lead the essential CCCoP activities across their organisation on behalf of the department within 4 to 8 weeks of the meeting.
- d. Invite the department clinical quality assurance team to CCCoP sessions for additional support.
- e. Collect and submit a data quality assurance program log as an outcome of the rolled-out sessions to the department, after all activities have been completed.
- f. Complete any follow up feedback meeting(s) and a short survey, with these materials to be supplied by the department.

The assessment organisation must ensure all RAC funding assessors:

- Attend the essential CCCoP program conducted with in their organisation on behalf of the department, and
- Complete the CCCoP activity tasks, with these materials to be supplied by the department.

## ATTACHMENTS

### Attachment A Mandatory training for Screening workforce: CSS, Team Leader CSS and ACSO

Diagram A1: CSS learning pathway

#### Learning Pathway for Customer Solutions Specialists (CSS)

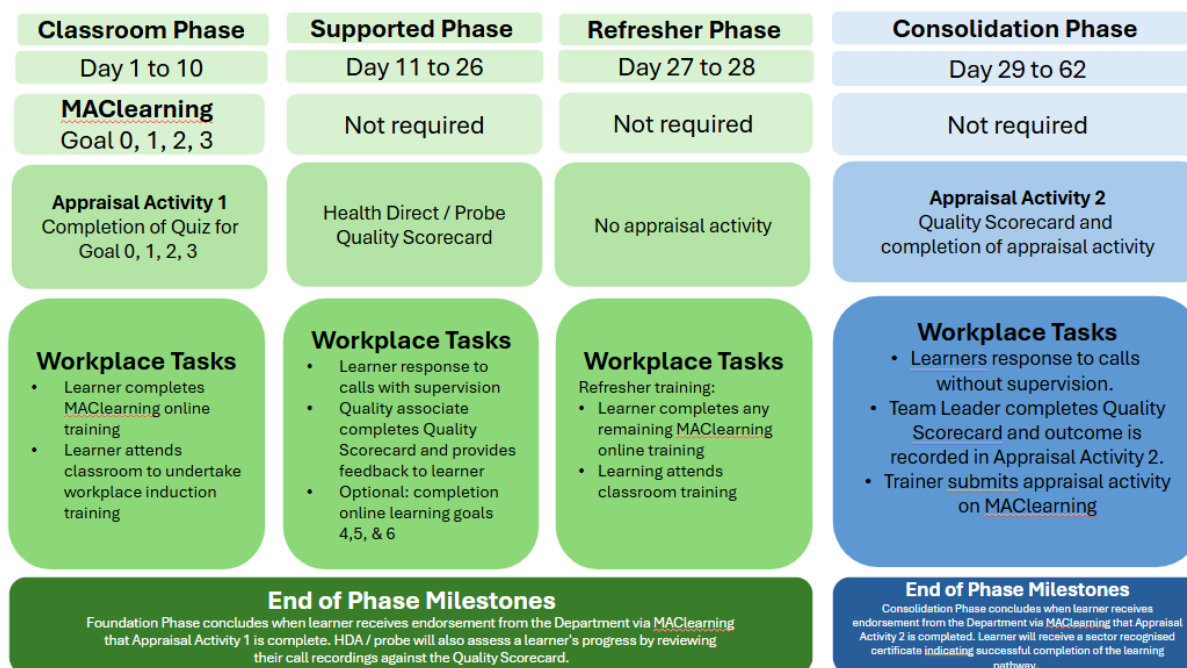


Table A1: CSS learning pathway and mandatory induction training

Learners will complete the below four mandatory learning goals within Day 1 to 10			
Learning Goal	GOAL 0 MAClearning		
Learning Element	<ul style="list-style-type: none"> <li>Welcome to MAClearning</li> <li>Confidentiality Agreement</li> </ul>		
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	<ul style="list-style-type: none"> <li>Introduction to the Aged Care Act 2024</li> <li>Aged Care in Australia</li> <li>My Aged Care</li> <li>My Aged Care Workforce</li> <li>Aged Care Funded Programs</li> <li>Aged Care Support Networks</li> </ul>	<ul style="list-style-type: none"> <li>Positive Ageing, Wellness and Reablement</li> <li>Working with Carers</li> <li>Diversity in Aged Care</li> <li>An Introduction to Cultural Safety</li> <li>Goal 2 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management System – Contact Centre</li> <li>Introduction to Siebel</li> <li>Supporting Initial Engagement in Siebel - CSS</li> <li>Navigating Enquiries in Siebel - CSS</li> <li>Handling Complaints and Escalations</li> <li>Mastering Interactions – a guide to positive relationships</li> </ul>

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Learners will complete the below four mandatory learning goals within Day 1 to 10			
	<ul style="list-style-type: none"> <li>Goal 1 Quiz</li> </ul>		<ul style="list-style-type: none"> <li>Displaying resilience in the Workplace</li> <li>Goal 3 Quiz - CSS</li> </ul>
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	<ul style="list-style-type: none"> <li>Support at Home Program</li> <li>Residential Aged Care</li> <li>National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFAC)</li> <li>Transition Care Program</li> <li>Multi-Purpose Service Program</li> <li>Commonwealth Home Support Program (CHSP)</li> </ul>	<ul style="list-style-type: none"> <li>Building a culturally safe aged care workforce</li> <li>Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people</li> <li>Working with older people from Culturally and Linguistically Diverse (CALD) backgrounds</li> <li>Working with Forgotten Australians / Care Leavers</li> </ul>	<ul style="list-style-type: none"> <li>Trauma Informed Person-Centred Practice</li> <li>Mental Health</li> <li>Dementia</li> <li>Abuse of an older Person</li> <li>Hoarding and Squalor</li> <li>Identify and Respond to Vulnerable Clients with Complex Needs</li> <li>Older People Living in Rural and Remote areas</li> <li>Supporting older people, people with disability and Veterans</li> </ul>

Induction training for staff holding the job position of Team Leader Customer Solutions Specialist is identical to CSS induction training. Probe and HDA appoint team leaders

**Table A2: CSS - mandatory transition training**

Learning Goal	Transition to the Single Assessment System RETIRED - Mandatory for all CSS staff (new learners registered prior to 13 January 2025 and existing staff)
Learning Element	Single Assessment System Workforce
Learning Goal	Part 1 Transition to the <i>Aged Care Act 2024</i> RETIRED - Mandatory for all CSS staff (new and existing) up to 3 November 2025
Learning Element	Introduction to the <i>Aged Care Act 2024</i>
Learning Goal	Part 1 Transition to the <i>Aged Care Act 2024</i> RETIRED - Mandatory for all CSS staff (new and existing) up to 3 November 2025
Learning Element	Support at Home Program
Learning Goal	Part 2 Transition to the <i>Aged Care Act 2024</i> RETIRED - Mandatory for all CSS staff (new and existing) up to 3 November 2025
Learning Element	Understanding the Key System Updates   CSS

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**Table A3: CSS non-mandatory training**

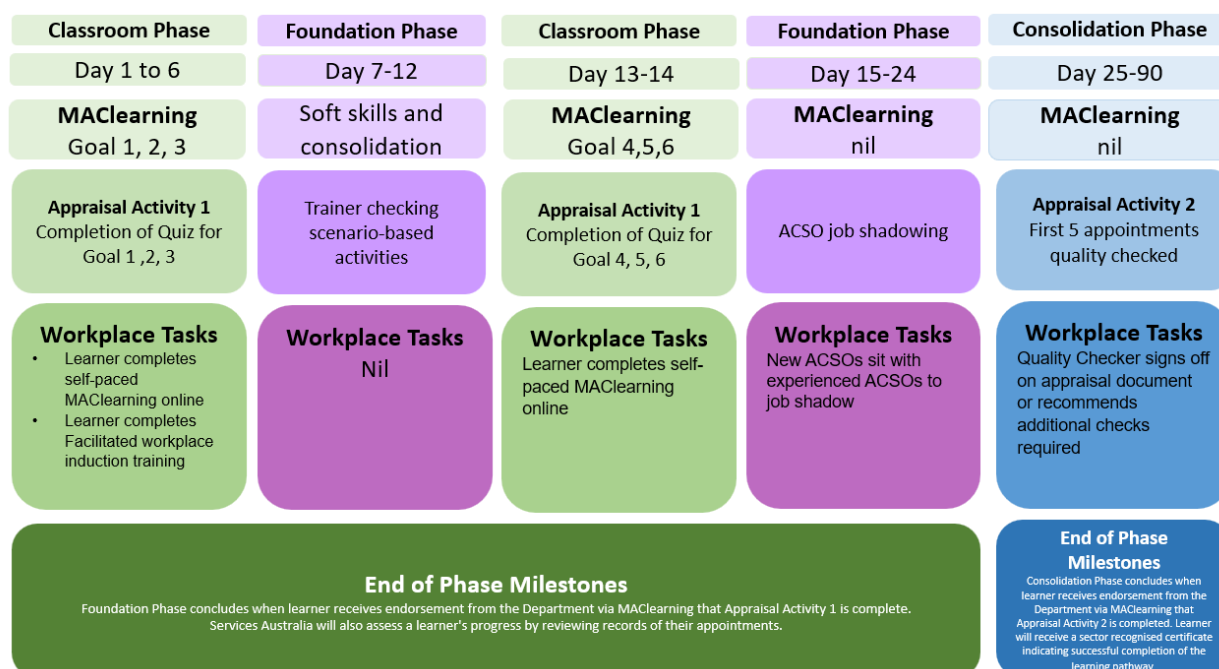
Non-mandatory training - to be discussed with workplace managers/supervisors	
Learning Goals	Release Training
Learning Elements	Release training
Learning Goals	My Aged Care Contact Centre Specialised Training' Goal
Learning Elements	My Aged Care Contact Centre Specialised Training' Goal
Learning Goals	Huddle Pack Learning
Learning Elements	Huddle [released at different times throughout the year]

**Table A4: CSS Appraisal Activity**

Team Leaders must complete the appraisal activity for the learner and submit on MAClearning	
Learning Goals	Online Learning Goals 1, 2 and 3
Learning Elements	Goal Completion Quiz for Goal 1, 2 and 3
Learning Goals	CSS Appraisal Activity 2
Learning Elements	Appraisal Activity 2 check list
Job Positions required to approve appraisal	Team Leader CSS

**Diagram A2: ACSO Learning Pathway**

### Learning Pathway for Aged Care Specialist Officers (ACSO)



## My Aged Care Workforce Learning Strategy

**Table A4: ACSO learning pathway and mandatory induction training**

Learners will complete the below four mandatory learning goals within Day 1 to 6			
Learning Goal	GOAL 0 MAClearning		
Learning Element	<ul style="list-style-type: none"> <li>Welcome to MAClearning</li> </ul>		
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	<ul style="list-style-type: none"> <li>Introduction to the Aged Care Act 2024</li> <li>Aged Care in Australia</li> <li>My Aged Care</li> <li>My Aged Care Workforce</li> <li>Aged Care Funded Programs</li> <li>Aged Care Support Networks</li> <li>Goal 1 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Positive Ageing, Wellness and Reablement</li> <li>Working with Carers</li> <li>Diversity in Aged Care</li> <li>An Introduction to Cultural Safety</li> <li>Goal 2 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Management System - ACSO</li> <li>Introduction to Siebel</li> <li>Supporting Initial Engagement in Siebel - ACSO</li> <li>Navigating Enquiries in Siebel - ACSO</li> <li>Handling Complaints and Escalations</li> <li>Goal 3 Quiz - ACSO</li> </ul>
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	<ul style="list-style-type: none"> <li>Support at Home Program</li> <li>Residential Aged Care</li> <li>National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFAC)</li> <li>Transition Care Program</li> <li>Multi-Purpose Service Program</li> <li>Commonwealth Home Support Program (CHSP)</li> </ul>	<ul style="list-style-type: none"> <li>Building a culturally safe aged care workforce</li> <li>Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people</li> <li>Working with older people from Culturally and Linguistically Diverse (CALD) backgrounds</li> <li>Working with Forgotten Australians / Care Leavers</li> </ul>	<ul style="list-style-type: none"> <li>Trauma Informed Person-Centred Practice</li> <li>Mental Health</li> <li>Dementia</li> <li>Abuse of an older Person</li> <li>Hoarding and Squalor</li> <li>Identify and Respond to Vulnerable Clients with Complex Needs</li> <li>Older People Living in Rural and Remote areas</li> <li>Supporting older people, people with disability and Veterans</li> </ul>

## My Aged Care Workforce Learning Strategy

**Table A5: ACSO - mandatory transition training**

Learning Goal	Transition to the Single Assessment System RETIRED – Mandatory for all ACSO staff (new learners registered prior to 13 January 2025 and existing staff)
Learning Element	Single Assessment System Workforce
Learning Goal	Part 1 Transition to the <i>Aged Care Act 2024</i> RETIRED – Mandatory for all ACSO staff (new and existing) up to 3 November 2025
Learning Element	Introduction to the <i>Aged Care Act 2024</i>
Learning Goal	Part 1 Transition to the <i>Aged Care Act 2024</i> RETIRED – Mandatory for all ACSO staff (new and existing) up to 3 November 2025
Learning Element	Support at Home Program
Learning Goal	Part 2 Transition to the <i>Aged Care Act 2024</i> RETIRED – Mandatory for all ACSO staff (new and existing) up to 3 November 2025
Learning Element	Understanding the Key System Updates   ACSO

**Table A6: ACSO non-mandatory training**

Non-mandatory training - to be discussed with workplace managers/supervisors	
Learning Goals	8. Optional Learning
Learning Elements	Active Listening and motivational interviewing Building a culture of professional practice Supporting older Australians, people with a disability and Veterans Homelessness and older people
Learning Goals	Release Training
Learning Elements	Release training
Learning Goals	Huddle Pack Learning
Learning Elements	Huddle [released at different times throughout the year]

**Table A7: ASCO Appraisal Activity**

Quality Associate must complete the appraisal activity for the learner and submit on MAClearning	
Learning Goals	Online Learning Goals 1, 2 and 3
Learning Elements	Goal Completion Quiz for Goal 1, 2 and 3
Learning Goals	CSS Appraisal Activity 2
Learning Elements	Appraisal Activity 2 check list
Job Positions required to approve appraisal	ACSO

# My Aged Care Workforce Learning Strategy

## Attachment B Mandatory induction training for assessor workforce

Diagram B1: Clinical and non-clinical aged care needs assessor training pathway

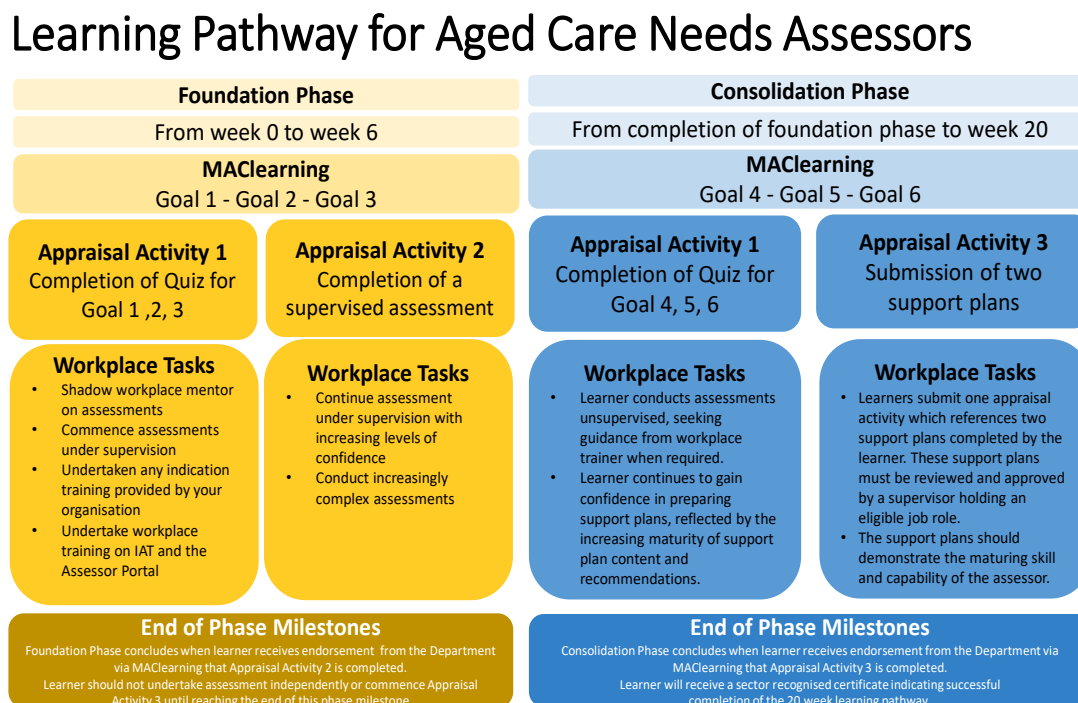


Table B1: Clinical and non-clinical aged care needs assessor - mandatory induction training

Learners will complete the below three mandatory learning goals within the first 6 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	<ul style="list-style-type: none"> <li>Introduction to the Aged Care Act 2024</li> <li>Aged Care in Australia</li> <li>My Aged Care</li> <li>My Aged Care workforce</li> <li>Aged Care Funded Programs</li> <li>Aged care support networks</li> <li>Goal 1 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Positive ageing, wellness and reablement</li> <li>Working with carers</li> <li>Diversity in aged care</li> <li>An introduction to cultural safety</li> <li>Goal 2 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Preparing for an Aged Care Needs Assessment</li> <li>Conducting an Aged Care Needs Assessment</li> <li>Navigating the IAT</li> <li>Using Validated Assessment Tools</li> <li>Develop and review client support plans</li> <li>Goal setting</li> <li>End of Life Pathway</li> <li>Goal 3 Quiz</li> </ul>
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

## My Aged Care Workforce Learning Strategy

Learners will complete the below three mandatory learning goals within the first 6 weeks			
Learning Elements	<ul style="list-style-type: none"> <li>Support at Home Program</li> <li>Residential Aged Care</li> <li>National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFAC)</li> <li>Transition Care Program</li> <li>Multi-Purpose Service Program</li> <li>Commonwealth Home Support Program (CHSP)</li> <li>Goal 4 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Building a culturally safe aged care workforce</li> <li>Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people</li> <li>Working with older people from Culturally and Linguistically Diverse (CALD) backgrounds</li> <li>Working with Forgotten Australians / Care Leavers</li> <li>Goal 5 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Trauma Informed Person-Centred Practice</li> <li>Mental Health</li> <li>Dementia</li> <li>Abuse of an older Person</li> <li>Hoarding and Squalor</li> <li>Identify and Respond to Vulnerable Clients with Complex Needs</li> <li>Older People Living in Rural and Remote areas</li> <li>Supporting older people, people with disability and Veterans</li> <li>Goal 6 Quiz</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>MAClearning Certificate</li> </ul>		

**Table B2: Clinical and non-clinical aged care needs assessor - mandatory transition training**

All assessors must complete mandatory transition training. This training will be released at specific times to support the My Aged Care Workforce to transition to the implementation of new reforms. The requirement to complete mandatory transition training is time limited. Any new assessor commencing training after the release of transition training will have the content included in their induction training.	
Learning Goal	GOAL Integrated Assessment Tool (IAT) transition learning
Timeframe	<ul style="list-style-type: none"> <li>RETIRED - Mandatory for all assessors (new and existing) up to 30 June 2024</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>Triage</li> <li>Integrated Assessment Tool (IAT)</li> <li>Validated Assessment Tools in Practice</li> <li>IAT Support Plan</li> <li>IAT Goal Quiz</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>MAClearning Certificate</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>GOAL Transition to the Single Assessment System</li> </ul>
Timeframe	<ul style="list-style-type: none"> <li>RETIRED - Mandatory for all assessors (new learners registered prior to 13 January 2025 and existing assessors)</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>Transition to the Single Assessment System</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>MAClearning Certificate</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>GOAL Part 1 – Transition to the Aged Care Act 2024</li> </ul>
Timeframe	<ul style="list-style-type: none"> <li>RETIRED - Mandatory for all assessors (new and existing) up to 3 November 2025</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>Introduction to the <i>Aged Care Act 2024</i></li> <li>Support at Home Program</li> </ul>

## My Aged Care Workforce Learning Strategy

All assessors must complete mandatory transition training. This training will be released at specific times to support the My Aged Care Workforce to transition to the implementation of new reforms. The requirement to complete mandatory transition training is time limited. Any new assessor commencing training after the release of transition training will have the content included in their induction training.

Evidence	<ul style="list-style-type: none"> <li>• MAClearning Transcript</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>• GOAL Part 2 – Transition to the Aged Care Act 2024</li> </ul>
Timeframe	<ul style="list-style-type: none"> <li>• RETIRED - Mandatory for all assessors (new and existing) up to 3 November 2025</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>• End of Life Pathway</li> <li>• Understanding Key Changes to Systems, Policy and Practice</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Transcript</li> </ul>

**Table B3: Clinical and non-clinical aged care needs assessor – mandatory training**

Learning Goals	Release 2026 (new goal for each year)
Learning Elements	Release [released three times throughout the year]
Learning Goals	Goal 9 – Refresher Training – return from leave Mandatory for any Assessor returning from more than 12 months leave.
Learning Elements	<ul style="list-style-type: none"> <li>• Introduction to the <i>Aged Care Act 2024</i> (Cth)</li> <li>• All elements contained in Goal 3</li> <li>• All elements contained in Goal 4</li> </ul>

**Table B4: Clinical and non-clinical aged care needs assessor - optional training**

Learners may also complete the following non-mandatory learning goals (no time limit) To be discussed with workplace managers/supervisors	
Learning Goals	GOAL 0 MAClearning
Learning Elements	Welcome to MAClearning
Learning Goals	GOAL 8 Optional Learning (available to all learners for professional development)
Learning Elements	<ul style="list-style-type: none"> <li>• Active listening and motivational interviewing</li> <li>• Building a culture of professional practice</li> <li>• Supplementary Assessment Tools in Practice</li> <li>• Homelessness and older people</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>• DEMMI-Modified Tool Quiz (Post Training)</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>• DEMMI-Modified Tool Quiz (Post Training)</li> </ul>

**Table B5: Assessor Appraisal Activity**

Learners must complete the appraisal activity, gain approval and submit on MAClearning	
Learning Goals	Online Learning Goals 1 - 6
Learning Elements	Goal Completion Quiz for Goal 1 -6
Learning Goals	Clinical/Non-clinical - AA2 - Foundation Appraisal Activity (Appraisal Activity 2)

## My Aged Care Workforce Learning Strategy

Learners must complete the appraisal activity, gain approval and submit on MAClearning	
Learning Elements	Appraisal Activity 2 check list
Job Positions required to approve appraisal	Certified Assessor with certification aligned to assessor type. Clinical assessor can approve Clinical and non-clinical assessor learner Non-clinical assessor can only approve non-clinical assessor
Learning Goals	Clinical/Non-clinical - AA3 - Consolidation Appraisal Activity (Appraisal Activity 3)
Learning Elements	Appraisal Activity 3 check list
Job Positions required to approve appraisal	Clinical Assessor, non-clinical assessor, Team Leader, Workplace Training, Organisation Manager

**Table B6: mandatory training for existing non-clinical assessors upskilling to be Clinical Assessors ('modified clinical assessor pathway')**

<ul style="list-style-type: none"> <li>To undertake this training, learners must be nominated by their assessment organisation and registered through <a href="mailto:MAClearninghelp@health.gov.au">MAClearninghelp@health.gov.au</a>. Registration by Assessment Organisations is not allowed.</li> <li>Assessment organisations are responsible for ensuring that nominated learners hold required qualifications listed in clinical qualifications in line with Appendix G – Aged care assessment workforce credentials in the <a href="#">My Aged Care Assessment Manual</a>.</li> </ul>	
Learning Goals	Clinical/Non-clinical - AA3 - Consolidation Appraisal Activity (Appraisal Activity 3)
Learning Elements	Appraisal Activity 3 check list
Job Positions required to approve appraisal	Clinical Assessor, Non-Clinical assessor, Team Leader, Workplace Training, Organisation Manager

**Table B7: mandatory training for Enrolled Nurses (EN) approved to be Clinical Assessors ('EN clinical assessor pathway')**

<ul style="list-style-type: none"> <li>To nominate a learner to complete this training, an assessment organisation must receive approval of Enrolled Nurse (EN) training business case submitted to <a href="mailto:MyAgedCare.Assessment@health.gov.au">MyAgedCare.Assessment@health.gov.au</a>.</li> <li>Learners must be nominated by their assessment organisation and registered through <a href="mailto:MAClearninghelp@health.gov.au">MAClearninghelp@health.gov.au</a>. Direct registration by Assessment Organisations is not allowed. Registration must be requested through <a href="mailto:MAClearninghelp@health.gov.au">MAClearninghelp@health.gov.au</a>. Assessment organisations are responsible for ensuring that nominated learners hold required qualifications listed in clinical qualifications in line with Appendix G – Aged care assessment workforce credentials in the <a href="#">My Aged Care Assessment Manual</a>.</li> <li>If the EN is an existing certified non-clinical assessor, they are eligible to complete the 'Modified Clinical Assessor Pathway' detailed in Table B5.</li> </ul>	
Learners must complete the appraisal activities, gain approval and submit on MAClearning	
Leaning Goals	Online Learning Goals 1 - 6
Learning Elements	Goal Completion Quiz for Goal 1 -6
Learning Goals	Clinical/Non-clinical - AA2 - Foundation Appraisal Activity (Appraisal Activity 2)
Learning Elements	Appraisal Activity 2 check list

## My Aged Care Workforce Learning Strategy

<ul style="list-style-type: none"> <li>To nominate a learner to complete this training, an assessment organisation must receive approval of Enrolled Nurse (EN) training business case submitted to <a href="mailto:MyAgedCare.Assessment@health.gov.au">MyAgedCare.Assessment@health.gov.au</a>.</li> <li>Learners must be nominated by their assessment organisation and registered through <a href="mailto:MAClearninghelp@health.gov.au">MAClearninghelp@health.gov.au</a>. Direct registration by Assessment Organisations is not allowed. Registration must be requested through <a href="mailto:MAClearninghelp@health.gov.au">MAClearninghelp@health.gov.au</a>. Assessment organisations are responsible for ensuring that nominated learners hold required qualifications listed in clinical qualifications in line with Appendix G – Aged care assessment workforce credentials in the <a href="#">My Aged Care Assessment Manual</a>.</li> <li>If the EN is an existing certified non-clinical assessor, they are eligible to complete the ‘Modified Clinical Assessor Pathway’ detailed in Table B5.</li> </ul>	
Job Positions required to approve appraisal	Certified Assessor with certification aligned to assessor type. Clinical assessor can approve Clinical and non-clinical assessor learner Non-clinical assessor can only approve non-clinical assessor
Learning Goals	Clinical/Non-clinical - AA3 - Consolidation Appraisal Activity (Appraisal Activity 3)
Learning Elements	Appraisal Activity 3 check list
Job Positions required to approve appraisal	Clinical Assessor, Non-Clinical assessor, Team Leader, Workplace Training, Organisation Manager

## My Aged Care Workforce Learning Strategy

### Attachment C Mandatory training for team leaders, triage delegates, workplace trainers and clinical assessment delegates

#### Team Leader, Triage Delegate and Workplace Trainer Training requirements

People holding only the team leader, triage delegate or workplace trainer job position must complete this training. If the person also holds the job position of assessor (clinical or non-clinical), they are exempt from completing the induction training for these positions.

**Table C1: Team Leader, Triage Delegate and Workplace Trainer - mandatory induction training**

Learners will complete the below three mandatory learning goals within the first 20 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	<ul style="list-style-type: none"> <li>• Introduction to the Aged Care Act 2024</li> <li>• Aged Care in Australia</li> <li>• My Aged Care</li> <li>• My Aged Care workforce</li> <li>• Aged Care Funded Programs</li> <li>• Aged care support networks</li> <li>• Goal 1 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Positive ageing, wellness and reablement</li> <li>• Working with carers</li> <li>• Diversity in aged care</li> <li>• An introduction to cultural safety</li> <li>• Goal 2 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for an Aged Care Needs Assessment</li> <li>• Conducting an Aged Care Needs Assessment</li> <li>• Navigating the IAT</li> <li>• Using Validated Assessment Tools</li> <li>• Develop and review client support plans</li> <li>• Goal setting</li> <li>• End of Life Pathway</li> <li>• Goal 3 Quiz</li> </ul>
Learning Goals	GOAL 4 Work with aged care programs	GOAL 5 Understanding Diversity	GOAL 6 Responding to individual needs
Learning Elements	<ul style="list-style-type: none"> <li>• Support at Home Program</li> <li>• Residential Aged Care</li> <li>• National Aboriginal and Torres Strait Islander Flexible Aged Care Program (NATSIFAC)</li> <li>• Transition Care Program</li> <li>• Multi-Purpose Service Program</li> <li>• Commonwealth Home Support Program (CHSP)</li> <li>• Goal 4 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Building a culturally safe aged care workforce</li> <li>• Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people</li> <li>• Working with older people from Culturally and Linguistically Diverse (CALD) backgrounds</li> <li>• Working with Forgotten Australians / Care Leavers</li> <li>• Goal 5 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma Informed Person-Centred Practice</li> <li>• Mental Health</li> <li>• Dementia</li> <li>• Abuse of an older Person</li> <li>• Hoarding and Squalor</li> <li>• Identify and Respond to Vulnerable Clients with Complex Needs</li> <li>• Older People Living in Rural and Remote areas</li> <li>• Supporting older people, people with disability and Veterans</li> <li>• Goal 6 Quiz</li> </ul>

## My Aged Care Workforce Learning Strategy

**Table C2: Team Leader, Triage Delegate and Workplace Trainer - mandatory transition training**

<p>All team leaders, triage delegates and workplace trainers must complete mandatory transition training. This training will be released at specific times to support the My Aged Care Workforce to transition to the implementation of new reforms. The requirement to complete mandatory transition training is time limited. Any person commencing training after the release of transition training will have the content included in their induction training.</p>	
Learning Goal	GOAL Integrated Assessment Tool (IAT) transition learning
Timeframe	<ul style="list-style-type: none"> <li>• RETIRED - Mandatory for all listed roles (new and existing) up to 30 June 2024</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>• Triage</li> <li>• Integrated Assessment Tool (IAT)</li> <li>• Validated Assessment Tools in Practice</li> <li>• IAT Support Plan</li> <li>• IAT Goal Quiz</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Certificate</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>• GOAL Transition to the Single Assessment System</li> </ul>
Timeframe	<ul style="list-style-type: none"> <li>• RETIRED - Mandatory for all listed roles (new learners registered prior to 13 January 2025 and existing listed roles)</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>• Transition to the Single Assessment System</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Certificate</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>• GOAL Part 1 – Transition to the Aged Care Act 2024</li> </ul>
Timeframe	<ul style="list-style-type: none"> <li>• RETIRED -Mandatory for all listed roles (new and existing) up to 3 November 2025</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>• Introduction to the Aged Care Act 2024</li> <li>• Support at Home Program</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Transcript</li> </ul>
Learning Goal	<ul style="list-style-type: none"> <li>• GOAL Part 2 – Transition to the Aged Care Act 2024</li> </ul>
Timeframe	<ul style="list-style-type: none"> <li>• RETIRED -Mandatory for all listed roles (new and existing) up to 3 November 2025</li> </ul>
Learning Elements	<ul style="list-style-type: none"> <li>• End of Life Pathway</li> <li>• Understanding Key Changes to Systems, Policy and Practice</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Transcript</li> </ul>

## My Aged Care Workforce Learning Strategy

**Table C3: Team Leader, Triage Delegate and Workplace Trainer – mandatory training**

Learning Goals	Release 2026 (new goal for each year)
Learning Elements	Release [released three times throughout the year]
Learning Goals	Goal 9 – Refresher Training – return from leave Mandatory for any person in the listed roles returning from more than 12 months leave.
Learning Elements	<ul style="list-style-type: none"> <li>• Introduction to the Aged Care Act 2024 (Cth)</li> <li>• All elements contained in Goal 3</li> <li>• All elements contained in Goal 4</li> </ul>

**Table C4: Team Leader, Triage Delegate and Workplace Trainer - optional training**

Learners may also complete the following non-mandatory learning goals (no time limit) To be discussed with workplace managers/supervisors	
Learning Goals	GOAL 0 MAClearning
Learning Elements	Welcome to MAClearning
Learning Goals	GOAL 8 Optional Learning (available to all learners for professional development)
Learning Elements	<ul style="list-style-type: none"> <li>• Active listening and motivational interviewing</li> <li>• Building a culture of professional practice</li> <li>• Supplementary Assessment Tools in Practice</li> <li>• Homelessness and older people</li> </ul>

**Table C5: Team Leader and Workplace Trainer Appraisal Activity**

Learning Goals	Online Learning Goals 1 -6
Learning Elements	Goal Completion Quiz for Goal 1-6

### Delegate Training requirements

There are three delegate job positions:

- Clinical Assessment Delegate
- Non-Clinical Assessment Delegate
- Triage Delegate

Training requirements for each position are detailed below, noting there are no mandatory delegate training requirements for non-clinical delegates.

**Table C6: Clinical Assessment Delegate training**

Clinical Assessment Delegate mandatory learning - To be discussed with workplace managers/supervisors Prerequisite: Clinical Assessment Delegates must have successfully completed clinical assessor induction training.	
Learning Goal	Clinical Assessment Delegate Note: This training is mandatory for proposed new delegates and as 2 yearly refresher training for existing delegates.
Learning Elements	<ul style="list-style-type: none"> <li>• Clinical Assessment Delegate Decision Making</li> <li>• Goal Quiz</li> </ul>

## My Aged Care Workforce Learning Strategy

Clinical Assessment Delegate mandatory learning - To be discussed with workplace managers/supervisors Prerequisite: Clinical Assessment Delegates must have successfully completed clinical assessor induction training.	
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Certificate</li> </ul>

**Table C7: Triage Delegate training**

Clinical Assessment Delegate mandatory learning - To be discussed with workplace managers/supervisors Prerequisite: Must have successfully completed Triage Delegate induction training.	
Learning Goals	<p>GOAL - Triage Delegate</p> <p>Note: This training is mandatory for proposed new Triage Delegates and as 2 yearly refresher training for ongoing Triage Delegates.</p>
Learning Elements	<ul style="list-style-type: none"> <li>• Triage Delegation</li> <li>• Goal Quiz</li> </ul>
Timing	<ul style="list-style-type: none"> <li>• Triage Delegate training should be completed within 8 weeks of the implementation of training, and within 8 weeks of new staff commencing the role.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• MAClearning Certificate</li> </ul>

**Table C8: Appraisal Activities**

Learning Goals	GOAL - Triage Delegate
Learning Elements	Goal Completion Quiz for Triage Delegation
Learning Goals	GOAL – Clinical Assessment Delegate
Learning Elements	Goal Completion Quiz for Clinical Assessment Delegate Decision Making

## My Aged Care Workforce Learning Strategy

### Attachment D Time limited training - Bridging training for Assessors – October 2024 to April 2025

To support assessment organisations, adapt to a Single Assessment System Workforce, the department provided short term training to assist existing eligible clinical or non-clinical assessors become certified in undertaking non-clinical or clinical assessments respectively.

The department released two bridging training courses in October 2024:

- Conducting Comprehensive Assessment – for existing non-clinical assessors (former RAS assessors) to become certified as clinical assessors.
- Conducting Home Support Assessment – for existing clinical assessors (former ACAT assessors) to better understand how to undertake a home support assessment.

Details of the eligibility and training requirements for each course are listed below

Conducting Comprehensive Assessment	Conducting Home Support Assessment
<ul style="list-style-type: none"><li>• Eligibility: Must be an existing non-clinical assessor (either with Pre-MACLE or SOA2 certification) or must have completed non-clinical induction training through MAClearning.</li><li>• Registration: Organisation Manager must nominate eligible staff to complete and support them to complete their training requirements.</li><li>• Evidence of Completion: Record in Assessors Transcript on MAClearning and addition of Clinical Assessor job position to MAClearning profile.</li><li>• Online Learning: Successful completion of one online learning element.</li><li>• Appraisal Activities: Appraisal Activity 2: Comprehensive Support Plan (approved by a delegate) and Appraisal Activity 3: Manager Approval .</li></ul>	<ul style="list-style-type: none"><li>• Eligibility: Must be an existing clinical assessor (either with Pre-MACLE or SOA3/4 certification) or must have completed clinical induction training through MAClearning.</li><li>• Registration: Assessor or workplace trainer can register using the Goal Search Function on MAClearning.</li><li>• Evidence of Completion: Record in Assessors Transcript on MAClearning and addition of Non-Clinical Assessor job position to MAClearning profile.</li><li>• Online Learning: Successful completion of one online learning element.</li><li>• Appraisal Activities: Nil.</li></ul>

Access to bridging training was planned to cease on 31 March 2025. On 13 March 2025, the department extended the end date of bridging training to 17 April 2025 (prior to Easter break).

The 'bridging training' model was well received by assessment organisations as it provided a pathway for existing non-clinical assessor (with appropriate clinical qualifications) to retrain as clinical assessors by competing targeted additional training.

Following the success of this training program, in May 2025 a modified training pathway was implemented to continue the benefits of the 'bridging training' model.

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### Attachment E Time limited training - Mandatory Transition Training – May 2024 to October 2025

To assist the My Aged Care workforce to understand and implement changes linked to reforms to the aged care sector, mandatory transition training was provided during 2024 and 2025. Staged release of training was aimed at ensuring that the My Aged Care workforce received the most accurate advice on process and system changes immediately before their implementation.

Transition training consisted of online learning elements provided through MAClearning. Completion of transition training was mandatory for the following job positions:

- Clinical Aged Care Needs Assessor
- Non-Clinical Aged Care Needs Assessor
- Team Leader
- Workplace Trainer

Four tranches of mandatory transition training were provided:

Transition Training	Purpose	Key dates
<b>Integrated Assessment Tool (IAT)</b>	Linked to implementation of the IAT in December 2024	Released: May 2024 Due date: October 2024 Status: Ceased on April 2025
<b>Single Assessment Workforce</b>	Linked to the implementation of the Single Assessment Workforce in December 2024	Released: 1 October 2024 Due Date: 24 December 2025 Status: Ceased on 23 February 2026
<b>Part 1 – Transition to the Aged Care Act 2024</b>	Linked to the implementation of the Aged Care Act 2024 and the Support at Home Program in November 2025	Released: 12 May 2025 Due Date: 1 October 2025 Status: Ceased on 23 February 2026
<b>Part 2 – Transition to the Aged Care Act 2024</b>	Linked to the implementation of the End of Life Program and updates to the My Aged Care assessor portal in November 2025	Released: 1 September / 3 October 2025 Due Date: 1 November 2025 Status: Ceased on 23 February 2026

All assessment organisations supported their staff to complete this training and eligible staff could log completion of the training with their relevant registration board or professional organisation.

The department monitored completion, with over 95% of staff completing the required training. Not all registered staff completed training as some left their positions in assessment organisations prior to completion.

Content from transition training has been incorporated into induction training through updates to online learning updates. From 8 November 2025, any person completing

## **My Aged Care Workforce Learning Strategy**

induction training, does not need to complete transition training. Cessation of the remaining transition training elements occurred on 23 February 2026.

## My Aged Care Workforce Learning Strategy

### Attachment F Changes to Appraisal Activities for Assessors – September to November 2025

In July 2025, the department commenced a review of appraisal activities for assessors.

This review was prompted by a range of factors including:

- High levels of assessor recruitment and ongoing high workload levels for Single Assessment Organisations. While appraisal activities play a critical role in validating that assessors have acquired the necessary capabilities, the review concluded that this could be achieved with fewer appraisal activities, without compromising the integrity of the learning pathway.
- Evaluation of transition of training requirements from the previous external MACLE training system to the Department’s MAClearning system. As 18 months had passed since implementation, a review was considered timely to ensure the continued effectiveness of the appraisal process.
- A delay in the implementation of the *Aged Care Act 2024* (Cth) from July 2025 to November 2025. This delay provided the opportunity to review the appraisal process and implement any required changes prior to the beginning of November 2025.

The outcomes of this review included agreement to:

- a range of changes to simplify and streamline the appraisal process.
- revise the rubric for review of Appraisal Activity (AA) 3 (AA3) - support plans to strengthen the quality and compliance requirements.
- staged implementation between September and November 2025, acknowledging the parallel implementation from the beginning of November 2025 of the *Aged Care Act 2024* (Cth) and the Support at Home program.

Implementation of the agreed changes occurred in two stages:

Time frame	Changes implemented
1 September to 1 November 2025	<ul style="list-style-type: none"><li>• Appraisal activities are reduced to submitting an AA 2 and two AA 3. Submission of one AA 3 and AA 4 is removed.</li><li>• Learners’ appraisals will be assessed against revised criteria:<ul style="list-style-type: none"><li>○ Simplified approach to assessing form compliance</li><li>○ Criteria for AA3 (reference to VAT and diversity criteria removed)</li></ul></li></ul>
1 November 2025	<ul style="list-style-type: none"><li>• New appraisal activity forms available on MAClearning</li><li>• The goals for assessors are revised to remove AA4 and one instance of AA3.</li><li>• A new version of the My Aged Care Workforce Learning Strategy is published which reflect the changes for aged care needs assessors and CSS.</li></ul>

## **My Aged Care Workforce Learning Strategy**













The revised appraisal process has been well received by assessment organisations as it simplifies the training requirements. Analysis of the impact of the changes will be undertaken during 2026.

## Attachment G Update to online learning following implementation of *Aged Care Act 2024* (Cth) and Support at Home from November 2025













The department regularly updates its online learning to maintain its currency in line with the [Aged Care Assessment Manual](#). A major update to online learning content was released on 8 November 2025 which reflected the changes to the assessment process implemented through the commencement of the *Aged Care Act 2024* (Cth) and the Support at Home program.

The diagrams below detail the mandatory training goals and elements before and after implementation in November 2025.








### Induction Learning Journey before November 2025

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
 <b>Work effectively in My Aged Care</b> 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 End of Goal Quiz 1	 <b>Supporting client-centred aged care</b> Positive Ageing, Wellness and Reablement Working with Carers Diversity in Aged Care An introduction to Cultural Safety End of Goal Quiz 2	 <b>Provision of quality screening and assessments</b> Prepare and Conduct Assessment Goal Setting Develop and Review Client Support Plans Navigating the IAT Conducting Triage Using Validated Assessment Tools End of Goal Quiz 3	 <b>Work with aged care programs</b> Residential Care National Aboriginal and Torres strait Islander Flexible Aged Care Program Home Care Packages Program Flexible Care Commonwealth Home Support Programme Extension: Legal and Ethical Responsibilities End of Goal Quiz 4	 <b>Understanding diversity</b> Building a culturally Safe Aged Care Workforce Working with Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) People Working with older people from Culturally and Linguistically Diverse backgrounds Working with forgotten Australians/ Care Leavers End of Goal Quiz 5	 <b>Responding to individual needs</b> Trauma Informed Person-Centred Care Mental Health Dementia Abuse of an Older Person Hoarding and Squalor Identify and respond to Vulnerable Clients with Complex Needs Older people living in Rural and Remote Areas End of Goal Quiz 6
 <b>APPROX 3 HOURS</b>	 <b>APPROX 3 HOURS</b>	 <b>APPROX 3 HOURS</b>	 <b>APPROX 3 HOURS</b>	 <b>APPROX 3 HOURS</b>	 <b>APPROX 3 HOURS</b>

### Induction Learning Journey After November 2025

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
 <b>Work effectively in My Aged Care</b> Introduction to the Aged Care Act 2024 Aged Care in Australia Aged Care Funded Programs My Aged Care The My Aged Care Workforce Aged Care Support Networks End of Goal Quiz 1	 <b>Supporting client-centred aged care</b> Positive Ageing, Wellness and Reablement Working with Carers Diversity in Aged Care An introduction to Cultural Safety End of Goal Quiz 2	 <b>Provision of quality screening and assessments</b> Preparing for an Aged Care Needs Assessment Conducting an Aged Care Needs Assessment Goal Setting Develop and Review Client Support Plans Navigating the IAT End of Life Pathway Using Validated Assessment Tools End of Goal Quiz 3	 <b>Work with aged care programs</b> Residential Care National Aboriginal and Torres strait Islander Flexible Aged Care Program Support at Home Program Transition Care Program Multi-Purpose Service Program Commonwealth Home Support Programme End of Goal Quiz 4	 <b>Understanding diversity</b> Building a culturally Safe Aged Care Workforce Working with Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) People Working with older people from Culturally and Linguistically Diverse backgrounds Working with forgotten Australians/ Care Leavers End of Goal Quiz 5	 <b>Responding to individual needs</b> Trauma Informed Person-Centred Care Mental Health Dementia Abuse of an Older Person Hoarding and Squalor Identify and respond to Vulnerable Clients with Complex Needs Older people living in Rural and Remote Areas Supporting older people, people with disability and veterans End of Goal Quiz 6
 <b>CPD 4.67 HRS</b>	 <b>CPD 2.25 HRS</b>	 <b>CPD 14 HRS</b>	 <b>CPD 5 HRS</b>	 <b>CPD 4 HRS</b>	 <b>CPD 5.5 HRS</b>

# My Aged Care Workforce Learning Strategy

GOAL STRUCTURE <u>PRE 1 NOVEMBER</u>			GOAL STRUCTURE POST 1 NOVEMBER			
<b>Welcome to MAClearning</b>	<b>Goal 7 Assessment Delegation</b> End of Goal Quiz	<b>Goal 8 Optional Learning</b> Active Listening and Motivational Interviewing Resilience in Professional Practice Supplementary Assessment Tools in Practice National Screening and Assessment Form Homeless and older people Supporting Older Australians, people with disability and Veterans	<b>Welcome to MAClearning</b>	<b>NEW GOAL Triage Delegation</b> End of Goal Quiz	<b>NEW GOAL Clinical Assessment Delegate decision making</b> End of Goal Quiz	<b>Goal 8 Optional Learning</b> Active Listening and Motivational Interviewing Building a Culture of Professional Practice Homeless and older people Supplementary Assessment Tools in Practice
 <b>APPROX 30 MIN</b>	 <b>APPROX 3 HRS</b>	 <b>APPROX 8.15 HRS</b>	 <b>APPROX 30 MIN</b>	 <b>APPROX 2 HRS</b>	 <b>APPROX 3-4 HRS</b>	 <b>APPROX 3.5 HRS</b>

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All information in this publication is correct as of April 2026



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