



# Impact evaluation question bank

This document supports providers to understand and measure how the workforce is applying changes to the Act in everyday practice. Providers should track, map and evaluate learning requirements to roles. This question bank offers insights into how the learning is being interpreted, applied, and embedded in real work settings.

Questions are designed to support meaningful reflection and continuous improvement. They can be used flexibly, allowing providers to choose and adapt questions that suit their existing feedback and survey processes. Each set of questions aligns with key developmental themes such as confidence in practice, understanding of processes, reflection and learning, feedback and escalation, and team or organisational support. Used together or individually, these questions help build a clearer picture of what is working well in practice and where further support or development may be needed.

## How to use this impact evaluation question bank

To get a view from differing roles and experiences there are questions tailored for different audiences including:

- team leaders
- workers
- older people.

You can use **any** of the questions and adapt them to suit your organisation's needs, either by adding them into existing feedback processes or creating new opportunities for reflection.

Feedback can be used to inform discussions, highlight successes, and identify areas for further support or development.

Responses should remain confidential. They are intended to support continuous improvement and strengthen practice across the organisation.

### Evaluation

Once you have received feedback, use the evaluation section at the end of this document to understand how to interpret and use the insights.

# Team leads question bank

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These questions capture team leaders' perspectives on how recent changes are working in practice. Use this feedback to identify strengths, areas requiring additional support, learning or process improvement.

The question bank is structured around key development areas. Select the questions that best align with your improvement priorities.

## Section 1 – Understanding and embedding the changes

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This section explores what is working well and where team leaders require additional learning, guidance, or organisational support.

**1. How confident do you feel supporting workers to apply the changes in day-to-day practice?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**2. Do you feel the learning and information provided to you so far has helped you support your team in applying the changes?**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Please explain if you would like to: *(Open response)*

**3. Do you feel supported in your role to apply these changes in practice?**

- Always
- Most of the time
- Sometimes
- Rarely

**4. Which aspects of the changes do you feel most confident supporting your team with?**

*(Open response)*

**5. What has been most helpful from the organisation in enabling you to support your team?**

*(Open response)*

**6. What areas would benefit from additional learning, guidance, or practical examples?**

*(Open response)*

## **Section 2 – Worker challenges and barriers**

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These questions gather team leader insights into how workers understand and apply the changes. They also highlight the common challenges and questions raised by workers and older people. Responses will show where extra guidance or resources could strengthen continuous improvement across the service.

**1. How confident do you feel that workers understand the key changes introduced by the Aged Care Act?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**2. What challenges have your team experienced when applying the changes in practice? (Select all that apply)**

- Lack of time or competing priorities
- Unclear processes or guidance
- Not enough training or information
- Systems or documentation requirements
- Communication within or between teams
- Staffing or workload pressures

Other *(Open response)*

**3. What are the most common challenges you see workers experiencing when implementing the changes?**

*(Open response)*

**4. What additional guidance or resources would help you support your team effectively?**

*(Open response)*

**5. What questions or concerns come up most often among *workers* regarding the changes?**

*(Open response)*

**6. What questions or concerns come up most often among *older people and their families* regarding the changes?**

*(Open response)*

**7. Are there processes or systems that make it difficult for workers to apply the changes?**

*(Open response)*

### **Section 3 – Team reflection and peer learning**

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This section gathers insights into how teams reflect on their practice. It explores how learning leads to changes in care delivery, and where reflection and learning can be better embedded to support continuous improvement.

**1. How often do you have an opportunity to reflect on real situations with your team or other supervisors?**

Always

Sometimes

Rarely

Never

**2. What types of learning or discussions help your team reflect? (Select all that apply)**

Team meetings or discussions

Case studies or real examples

Refresher learning

Reflective templates to complete

Guidance from supervisors

Other *(Open response)*

**3. Have you observed changes in how your team delivers care or interacts with older people since the Act changes?**

- Yes
- Somewhat
- No

If yes, please provide an example: *(Open response)*

**4. What would help your team make better use of reflection to support continuous improvement?**

*(Open response)*

**5. Are there barriers that limit your ability to embed learning from reflection into everyday practice?**

*(Open response)*

## **Section 4 – Escalation, feedback and continuous improvement**

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These questions are used to understand leader and worker confidence in raising concerns, how well escalation processes work in practice, and whether feedback leads to learning and improvement.

**1. How confident do you feel addressing concerns, incidents, or suggestions raised by your team?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**2. How often do you feel issues raised by workers are managed appropriately and in a timely way?**

- Always
- Most of the time
- Sometimes
- Rarely

**3. When incidents or concerns are escalated, do you feel there are clear and timely processes for responding?**

- Yes
- Most of the time
- Sometimes
- No

**4. How often do you feel informed about the outcomes after concerns or feedback are raised?**

- Always
- Most of the time
- Sometimes
- Rarely

**5. How confident are you that workers understand when and how to escalate incidents or concerns?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**6. How confident do you think workers feel *escalating* issues and sharing feedback with you?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**7. How confident do you think workers feel *responding* to issues raised by the older person?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**8. Have you observed examples where worker feedback has led to improvements?**

Yes

No

If yes, please provide an example: *(open response)*

**9. What would help improve how concerns or feedback are managed within your team?**

*(Open response)*

# Worker reflection question bank

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These questions capture workers' perspectives on how recent changes are being experienced in day-to-day practice. Use this feedback to identify strengths and areas where additional support, learning, or process improvement may be required.

The question bank is structured around key development areas. Select the questions that best align with your improvement priorities

## Section 1 – Understanding and applying the Changes

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This section explores worker confidence in understanding and applying the changes in practice, highlighting areas of strength and uncertainty to inform targeted support and improvement.

**1. How confident do you feel that you understand the changes in the Aged Care Act?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**2. How confident do you feel applying these changes in your day-to-day work?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**3. Are there situations where you feel unsure how the changes apply in practice?**

- Always
- Sometimes
- Rarely
- Never

*(Optional: If yes, please describe an example)*

**4. Which aspects of the changes do you feel most confident to apply in your work?**

*(Open response)*

## Section 2 – Learning and Support

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These questions help you understand whether workers feel adequately supported through learning, information, and leadership, and whether they feel confident raising concerns, seeking help, and understanding what happens after issues are reported.

**1. Do you feel you have received enough information and learning to support you in applying the changes?**

- Yes
- Mostly
- Somewhat
- No

**2. If something is unclear, how confident are you that you know where to get help or who to talk to for more information?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**3. How often do you feel supported by your team leaders?**

- Always
- Sometimes
- Rarely
- Never

**4. How often do you feel comfortable raising concerns, feedback or suggestions for improvement?**

- Always
- Sometimes
- Rarely
- Never

**5. Do you feel that your concerns, feedback or suggestions are listened to?**

- Yes
- Mostly
- Somewhat
- No

**6. When concerns or incidents are raised, how often do you feel they are managed appropriately and in a timely way?**

- Always
- Sometimes
- Rarely
- Never

**7. Do you feel informed about what happens after an issue or concern is reported?**

- Always
- Sometimes
- Rarely
- Never

**8. What additional learning, resources or support would help you feel more confident to apply the changes?**

*(Open response)*

## Section 3 – Challenges and opportunities for improvement

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This section helps you understand whether workers feel adequately supported through learning, information, and leadership, and whether they feel confident raising concerns, seeking help, and understanding what happens after issues are reported.

**9. What challenges have you experienced when trying to apply the changes in practice?  
(Select all that apply)**

- Lack of time
- Unclear processes
- Not enough information or learning
- Systems or documentation requirements
- Communication between teams
- Staffing or workload pressures

Other (*Open response*)

**10. How confident do you feel understanding and applying updated or changing processes in your day-to-day work?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**11. How confident do you feel *responding* to issues raised by the older person?**

- Confident
- Mostly confident
- Somewhat confident
- Not confident

**12. What questions or concerns do other workers often raise with you?**

(*Open response*)

**13. What questions or concerns do older people most often raise with you?**

(*Open response*)

**14. What is one thing that would help you do your job better?**

(*Open response*)

## Section 4 – Reflection and team learning

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These questions provide insight into how workers reflect, learn from real situations, and apply learning in practice, including what supports or limits team learning.

**1. How often do you talk with colleagues or supervisors about real situations to learn how to apply the changes?**

- Always
- Sometimes
- Rarely
- Never

**2. What types of learning or discussions help you reflect? (Select all that apply)**

- Team meetings or discussions
- Case studies or real examples
- Refresher learning
- Reflective templates to complete
- Guidance from supervisors

Other (*Open response*)

**3. Have shared or real-life examples helped you better understand how to deliver care?**

- Yes
- Somewhat
- No

Please explain if you would like to: (*Open response*)

**4. Is there anything that makes it hard for you to take part in reflection or team learning?**

(*Open response*)

**5. What is an example of good practice you feel proud of?**

(*Open response*)

# Feedback from older people, their families and carers

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For older people, the survey needs to be **short, clear, respectful, and easy to understand**. It should avoid regulatory language and focus on **their lived experience of care** rather than the technical details of the *Aged Care Act 2024*.

Questions should be:

- simple and conversational
- focused on **feeling heard, respected, safe, and involved**
- suitable for **paper, interview, or digital formats**

Below is a **high-impact 10 question survey** designed specifically for older people.

## Section 1 – Your experience

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**1. Do you feel treated with respect and dignity by staff?**

- Always
- Most of the time
- Sometimes
- Rarely

**2. Do staff listen to you and take your views into account when providing care or support?**

- Always
- Most of the time
- Sometimes
- Rarely

**3. Do you feel comfortable speaking up if something is not working well for you?**

- Always
- Most of the time
- Sometimes
- Rarely

## Section 2 – Communication and understanding

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**1. Do staff explain things in a way that you understand?**

- Always
- Most of the time
- Sometimes
- Rarely

**2. Do you feel involved in decisions about your care or daily routine?**

- Always
- Most of the time
- Sometimes
- Rarely

## Section 3 – Raising concerns or feedback

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**1. If you raise a concern or suggestion, do you feel staff respond in a helpful way?**

- Always
- Most of the time
- Sometimes
- Rarely

**2. Do you feel safe and supported in your care environment?**

- Always
- Most of the time
- Sometimes
- Rarely

## Section 4 – Improving the experience

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**1. Is there anything that could be improved about the care or support you receive?**

*(Open response)*

**2. What do staff do well that you would like to see continue?**

*(Open response)*

**3. Is there anything else you would like us to know about your experience?**

*(Open response)*

# Evaluation

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## How to use this information

The purpose of collecting survey feedback is to understand experiences and translate insights into meaningful action. The information you receive from the surveys should be used as a practical tool to guide continuous improvement across service delivery, workforce capability, and organisational systems.

### 1. Identifying common themes and patterns

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Survey results should be reviewed collectively to identify recurring themes rather than focusing on individual comments in isolation.

Providers are encouraged to:

- look for patterns in responses, including frequently mentioned strengths and challenges
- compare results across different questions to identify consistent issues
- pay particular attention to themes that appear across multiple respondents or service areas
- distinguish between:
  - systemic issues (e.g. communication gaps, unclear processes)
  - isolated concerns (e.g. individual preferences or one-off experiences).

Common themes provide the strongest indication of where change will have the greatest impact.

### 2. Informing business and service delivery decisions

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Survey findings should directly inform business planning and operational decisions.

This includes:

- using feedback to prioritise improvement activities
- aligning service changes with the needs and expectations expressed by respondents
- supporting evidence-based decision making
- incorporating survey insights into:
  - strategic planning
  - quality improvement plans
  - risk management processes.

Where feedback highlights positive experiences, providers should also consider how to embed and replicate successful practices across the organisation.

### 3. Identifying gaps and areas requiring further effort

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Survey data is a valuable tool for identifying gaps between current practice and desired outcomes.

Examples of gaps may include:

- skills or knowledge gaps among staff
- inconsistent application of policies or procedures
- inefficient or unclear processes
- communication breakdowns between provider, team leads, workers and older people.

Once gaps are identified, you need to determine:

- whether the issue relates to people, processes, or systems
- the level of risk or impact associated with the gap
- the urgency of addressing the issue.

### 4. Driving targeted improvements (learning, processes, and policies)

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Survey results should lead to targeted and proportionate actions, such as:

#### **Learning and capability development**

- Developing or refreshing learning where feedback indicates uncertainty, lack of confidence, or inconsistent practice.
- Providing targeted coaching or supervision in identified areas.
- Reinforcing expectations through ongoing professional development.

#### **Process improvement**

- Reviewing and refining workflows where respondents report confusion, delays, or inefficiencies.
- Clarifying roles and responsibilities.
- Simplifying processes to improve consistency and user experience.

#### **Policy and procedure review**

- Updating policies and procedures where feedback suggests they are outdated, unclear, or not well understood.
- Ensuring documentation reflects current practice and regulatory requirements.
- Communicating changes clearly to all relevant staff.

## 5. Closing the feedback loop

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It is important that survey feedback leads to visible action.

You should always:

- document actions taken in response to survey findings
- communicate improvements to staff where appropriate
- use future surveys to assess whether changes have been effective
- treat surveys as part of an ongoing improvement cycle.