
PROJECT REPORT: GAPS IN TRAINING RESOURCES FOR ATSI HACC WORKER CORE SKILL REQUIREMENTS

NORTHERN TERRITORY ABORIGINAL AND
TORRES STRAIT ISLANDER HOME AND
COMMUNITY CARE (HACC) TRAINING
RESOURCE PROJECT

DECEMBER 2008

DEPARTMENT
OF
HEALTH AND AGEING



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1. OVERVIEW

The Department of Health and Ageing engaged the services of Human Capital Alliance to undertake the Northern Territory Aboriginal and Torres Strait Islander Home and Community Care (HACC) Training Resource Project in November 2008. The purpose of the consultancy project is to provide the Department with high-level, strategic advice on the Aboriginal and Torres Strait Islander HACC workforce key skills sets and training needs in the Northern Territory.

This document is the second major report and covers that part of the project dealing with collection and analysis of learning and assessment resources aimed at improving or recognising the competence of Aboriginal and Torres Strait Islander HACC workers in 'core skill' areas. The core skills are those identified in a previous report (*Core Skills for ATSI HACC Workers* December 2008) and which were mapped in a database to MDS data items (work), roles and positions within NT Indigenous HACC services, and units of competency from the most recently released Community Services Training Package (2008)¹. That mapping process is useful to the work reported in this document.

2. APPROACH

There is an enormous amount of learning and assessment resources already available throughout Australia for HACC workers' training, although the majority is not Indigenous specific. By way of evidence, a google search of Australian websites for "*home and community care training resources*" results in 197,000 results.

Undertaking an exhaustive audit of available resources would therefore be prohibitive within the time and cost parameters of this project. Hence the starting point for the **collection** of learning and assessment resources was an existing library of training resources and training providers throughout Australia, both accredited and non-accredited, already assembled by the consultants in the course of a decade or more of training effort. This 'library' was collated and entered into an Access database with details being recorded for each resource on:

- Name of resource
- Developer details
- Year of publication
- Type of resource (book, DVD, manual, etc.)
- Copyright issues
- Price
- Content overview / main topic areas
- Skill areas covered
- MDS data items covered

This database was built upon by:

- Identifying publically funded resources not already in our database through a search of Commonwealth and State / Territory websites and relevant educational websites. Some databases and search engines that could be interrogated included

¹ This area of project activity is not the subject of a separate report but a database deliverable is available from which a further deliverable, a skills audit tool, is soon to be constructed and delivered.

the National Training Information System, Google, Scirus, Dogpile. Copies of appropriate resources identified were sourced from the publishers where possible.

- Surveying by phone relevant aged care interest groups including State/Territory Industry Training Advisory Councils with responsibility for Health and Community Services, peak bodies such as Alzheimers Australia, Carers Australia, Cancer Council, Diabetes Australia, Aged and Community Services Australia, National Disability Services and Aboriginal Medical Services to obtain details of resources they might have developed or would recommend.
- Surveying through an emailed questionnaire all NT Indigenous HACC services, Flexible Aged Care Services and Community Aged Care Package Services (either direct or through the new Shire structure) to request details of any useful resources they have used or of which they have some knowledge.

Just under 170 resources were able to be collected². Resources were then **audited** by our expert team for their suitability on a range of criteria. These included:

- Relevance to flexible aged care and HACC services
- Adherence to principles of adult education & learning
- Language and literacy appropriateness for the target audience
- Attendance to principles of cultural diversity
- Suitability for remote area service delivery
- Inclusion of evaluation / assessment opportunities

Relevance	Degree of focus of resource on HACC work
4 - Completely relevant	Specific to HACC service providers
3 - Very relevant	Focused, designed mostly for HACC service providers but with some broader aged care context
2 - Fairly relevant	Partially focused, designed for broad aged care context with little HACC focus
1 - Limited relevance	Limited focus, main focus from broader aged care context
0 - No relevance	No focus in design for HACC services

Quality of Content	Description	Scoring Mechanism
Adult learning principles and practices	Training builds on participants experiences using active learning, materials and problem solving	1 2 3 4 5
Assessment/ evaluation strategies	Samples of evaluation process and assessment tasks for accreditation are explained	GA RA PA
Language	Language is not stigmatising to aged care or Indigenous with suitable level of literacy	1 2 3 4 5
Cultural diversity	Recognises cultural differences of perceptions and experiences in treatment and reference of training methods and examples	1 2 3 4 5
Conceptualised in population health framework	Focus on health and disease within community context reference to priority disease/ age / population groups	VR MR NR
Remoteness issues	Issues and context of remoteness in	H M N

² We note that the database is intended to remain 'live' and be under ongoing development possibly through an appropriately established and funded 'clearinghouse'.

	Indigenous communities and aged care context explored					
Transferability	Usefulness in various learning environments and ease of training dissemination	1	2	3	4	5

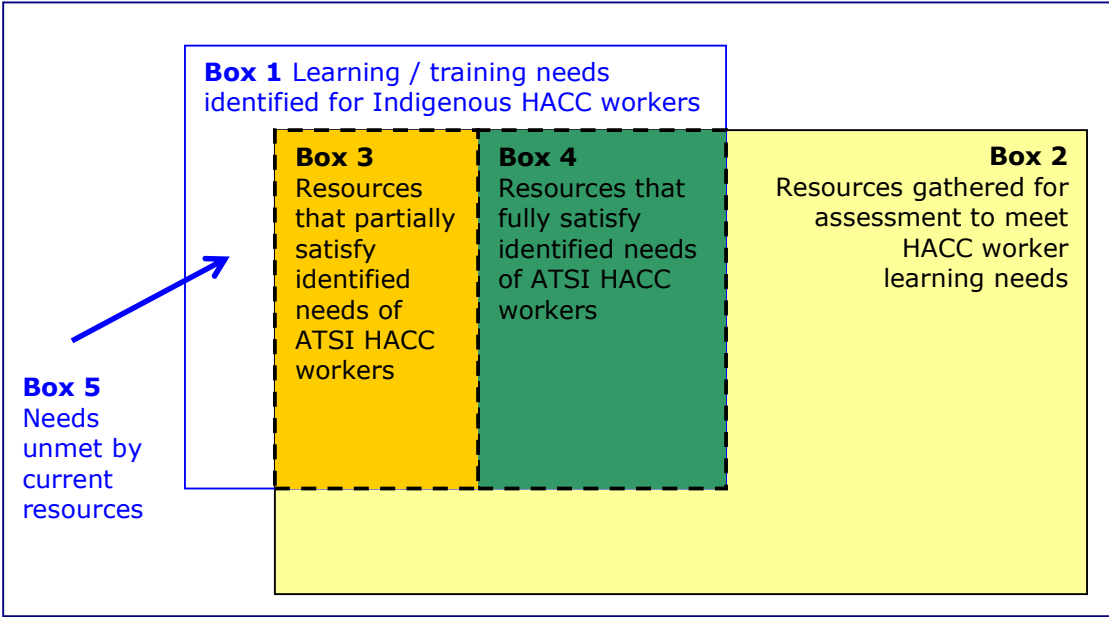
All the resources in the database were audited against the above six criteria using various five or six point scales (for example not relevant to very relevant; or low adherence to very high adherence).

In the following sections a description of the resources held in the database is provided. However while the main purpose for constructing the database was to improve access to more appropriate resources for training organisations and services themselves, identifying gaps in available resources is also facilitated by interrogation of the database by examining the resources identified against:

- Areas of work (MDS data items); and
- Core skill areas.

. We expect that the bulk of Indigenous HACC worker learning requirements will be able to be satisfied fully by available resources (Box 4 in the diagram below) or partially (Box 3 in the diagram below), the latter requiring limited modification in order to fully satisfy needs.

- Gather available learning & assessment resources relevant to identify skills/units of competence-this task is now complete and the learning & assessment resources identified have been compiled into an access database submitted to the Department 20.02.09. Throughout the duration of the project however, it is expected the database will have changes made to it due to review by the Department and findings of the project. A final database will be submitted to the Department at the close of the project.
- Establish and build a database of suitably rated resources-task complete database build and submitted 20.02.09.
- Develop and seek agreement on set of resources auditing criteria-criteria received and audit conducted accordingly.
- Audit resources against agreed criteria-resources have been audited according to agreed criteria.
- Submission of database mapping the identified core skills to relevant competencies-database submitted 20.02.09.
- Interrogate database to identify resource material gaps-database complete, however this task has been delayed in agreement with the Department due to waiting for feedback from all survey respondents and workshop participants.



Qry_MDScount	
MDS/Work Item	CountOfName of resource
Assessment	5
Client Care Coordination	13
Counselling/support	8
Domestic Assistance	1
General service operations	25
Meals received at centre	23
Meals recieved at home	1
Personal care	69
Respite	6
Service Coordination	17
Social Support	3

Qry_Skillscount	
Skills Area	CountOfName of resource
Administration	8
Advocacy	32
Assessment	24
Common health problems	8
Communication	12
Computer Skills	12
Dealing with challenging behaviours	4
Dealing with challenging behaviours	8
Dementia (included in its own right)	36
Disability Awareness	8
Documentation	4
Duty of Care	4
First Aid	4
Laundry	4
Meal Preparation	96
Medications	4
OHS	92
Palliative Care	16
Personal Care	244
Supervision/Management	64