NATIONAL STOCKTAKE OF WORKFORCE CURRICULA, EDUCATION AND TRAINING FOR DEMENTIA AND CONTINENCE

Our Appreciation

On behalf of the project team and the Department of Health and Ageing, I'd like to express our appreciation for your contribution to this project. Your input will help identify the range and scope of curricula, education and training relevant to the dementia and continence workforce and help guide future workforce development.

Your Chance to Win an iPod Nano!

We acknowledge that providing your course information takes you time on top of your regular tasks, even though it is very important. So, every survey fully completed before the due date will go in the draw to win one of 5 iPod Nanos. So, the more you enter, the better your chance to win!

Print These Instructions

We suggest that you print this document for reference during the survey.

Overview of Proposed Data Collection Components

Through the survey's four components, data will be collected about:

- your organisation's programs (e.g. certificates or degrees) that relate to dementia and/or continence;
- your organisation's education and training course offerings for dementia and/or continence;
- the specific scope of education and training within each course for dementia and/or continence.

You can choose your preferred order, but the suggested order for undertaking the survey is:

- general course information - via "courses" page link from project web page;
- add in any programs you may offer (if appropriate);
- curriculum detail for either dementia or continence - via flashing icon in course list on courses page;
- curriculum detail for the other focus if relevant to your course(s) - via similar flashing icon.

Time Guidance

This survey may be completed progressively, so that you can enter as little or as much in any session as you wish.

User testing suggests that the initial Course survey page takes just 5 minutes. The detailed continence curriculum page takes about 15 minutes, while the dementia curriculum page takes just a little longer. Therefore, for each course you wish to log, the expected time allowance is about 40 minutes.
Stocktake Project Website

This public access website may be found at www.aitec.edu.au/stocktake

Your entry into the actual course or programs areas will be with your username and password (provided separately).

Glossary / Reference

For ready reference, it is recommended that you print off these instructions and medical glossary sheet from the links found at the bottom of the stocktake website page. Alternatively, opening these documents will allow you to refer to them if needed throughout the survey process.

Programs

*Please select the Programs page from the clipboard at the side of the page.*

The Programs page allows providers with relevant programs to provide details of these programs. Where existing courses have been pre-entered into the database, these will show automatically.

Courses

*Please select the Courses page from the clipboard at the side of the page.*

The Courses page enables you to enter data about specific courses (or subjects) offered. The first page collects general data about the course, while 2 subsequent sections will seek details of what dementia or continence topics are addressed in the course and how.

Check boxes are used to simplify the data collection process for you. *Square* check boxes indicate multiple choices possible - radio button *circles* indicate that a single choice only is available.

When finished - or if you wish to complete this later - simply press the "submit" button at the bottom of the page. You should then see the updates course listing at the top of the page (under the instructions).

Need Help?

Help with completing this survey can be obtained by contacting Narelle Milne at AITEC on (08) 8232 9688.
Data Collection - Interpretation of Terms Used

The following set of terms provides clarification of how they are to be used within the survey.

Programs Section

Program
The planned learning, study and experiences that, when successfully assessed, lead to the award of a qualification and a parchment (testamur) from an education or training provider. Examples include the Master of Nursing or a Certificate IV in Aged Care.

Some providers refer to these as a “Course”, “Qualification” or Training Package, wherein appropriate units of competency are combined in ways that are meaningful for the workplace and receive recognition in the form of a qualification.

Program Title
Please list the official title of any program you offer.

Program Code
Any national or institutional code associated with the program.

Program Level
These are the levels within the Australian Qualifications Framework (AQF).

Program Incentives
If there are any known incentives to encourage participation in this program, please select relevant options.

Graduate Numbers
The numbers of participants completing the program in each specified study year and subsequently graduating with the Program's award qualification.

Included Courses
If any of your courses have been pre-listed, select which of the courses relate to this program.
Courses Section

Course
The smallest collection of planned learning, study and experiences that can be separately assessed and reported as contributing to a program. Examples include "090507 Care for the Aged" or "CHCCS303A Provide physical assistance with medication". Some providers may also refer to these as a “Unit of Competency”, “Competency”, “Subject”, “Module” or "Unit".

Existing Course Entries
This provides a list of any existing courses logged for your organisation. As new courses are submitted, they are shown in this area.

New Course Entry
New courses from your organisation may be added to your register by entering the details in this section. Once completed, the details will be uploaded to the register and will be displayed in the Existing Course Entries section.

Area of Relevance
Select whether this particular course addressed an aspect of dementia and/or continence. This selection determines whether further information is asked about the scope of the course for dementia or continence.

Organisation Type
Select which organisation type best fits your organisation for the delivery of this course.

Accredited Course
Courses may be deemed accredited following formal recognition of a course by a self-accrediting institution (e.g. a university) or by the State or Territory course accrediting body in line with the Australian Quality Training Framework (AQTF) Standards for State and Territory Registering/Course Accrediting Bodies. Unless formally accredited, the courses should be listed as non-accredited.

Certification for Course
Certification is the presentation (by the provider) to course participants of a parchment denoting fulfilment of some criterion e.g. completion or attendance.

Course Level
Please select the most appropriate level for the course, using the specified levels within the Australian Qualifications Framework (AQF). If this course is not part of a program, please select the closest comparable level for the course.
Course Overview
This seeks a simple statement of the intended scope or objectives of the course. Further detail is logged in the next section, so this should be an overview only.

Assessment Methods
Please select the main method(s) used for assessment of learning by course participants.

Education and Training Resources
Select the main types of resources used to support learning within this course.

Duration FTE
This is the duration of the course as measured in hours (e.g. 2.75 or 30.00) on a full-time equivalent (FTE) basis.

Course Time Spent on Dementia and Continence
Please estimate the amount of time spent on dementia or Continence in each box. Please enter a number in 0.25 multiples (e.g. 1.50 or 21.00).

Public Availability
Is this course open to the public or is it restricted (e.g. invited groups, client staff only etc) ?

Delivery or Access Mode(s)
Please select the key mode(s) used for delivery or participant access.

Delivery and Access Locations
Select relevant State/Territory - then Metropolitan, Regional and Remote with all selectable.

Minimum Education Level
Identify any pre-requisite educational level prescribed or recommended for the course using the Australian Qualifications Framework levels.

Specific Course Pre-Requisites
Other than the minimum educational level, list any specific pre-requisites for this course e.g. completion of prior course, 3 years relevant work experience, professional registration.
Language Other Than English / Cultural Context
Please confirm whether this course caters for people from a non-English Speaking background.

Number of Course Deliveries
Please enter a number (e.g. 2) to show how many deliveries of this course occur each year.

Timing of Course Deliveries
Please select the best option to indicate the normal or typical timing of course deliveries most years.

Course Fees
Please provide the scheduled full fee charged for the course and if the courses attracts any Commonwealth Higher Education support (or equivalent), the relevant reduced fee.

Number of Students (Enrolled or Registered)
Please provide (or estimate) the total number of students participating in this course over the last 3 years.

Course Incentives
By selecting the option(s), please provide any known incentives available to promote participation in this course. These incentives are those specific to the course, not to a overall program such as a scholarship.

Student Evaluation
Is some form of Student Evaluation of Learning and Teaching (SELT) undertaken by participants in this course?

Target Occupational Area(s)
To which occupational area(s) is this course targeted? Select the major target group(s).

Submit
Select "Submit" to have the entered data saved to your register. If you leave without submitting the data, it will be lost.

If you wish to temporarily leave the survey, please ensure that you submit the data before leaving. You can edit or update entered data at any time through the "Edit" function in the Existing Course Entries section of your register.
Dementia and Continence Course Details Section

These sections are to be completed mainly through selection of "check boxes". Where you wish to select all of the available options, an "All" button can save you time and effort through a 1-step action.

Scope of Learning
For each field of learning, select the form and scope of the learning by selecting those buttons of relevance.

The nature of the learning within the course can vary. The curriculum approaches offered for selection are those outlined below.

The scope of the learning is outlined so that relevant selections may be made according to the course.

A glossary of medical terms is accessible from the web page should this be helpful.

Curriculum
A statement of learning objectives and outcomes expected to have been achieved and demonstrated under certain conditions upon completion of a planned series of learning experiences. For many providers, the curriculum and the proposed education and training may be integrated into a single learning plan.

Some see curriculum in different ways. - as knowledge, product (outcomes-based), process or praxis. This survey uses the following aspects of curriculum as a means of classifying the major learning approaches used within your course.

Knowledge-Based Curriculum
Learning is based on a specified body of knowledge to be transmitted to learners.

Practice-Based Curriculum
Learning is based around skills required in a practice, but skill competency is not assessed.

Competency-Based Curriculum
Learning is based on specified learning outcomes which require competency to be demonstrated and assessed.

Process-Based Curriculum
Learning is based on learners and educators jointly negotiating the content and process to be explored, rather than it being prescribed solely by external bodies, the provider or the educator.

Praxis-Based Curriculum
Learning methods where the curriculum itself develops through planning, action and reflection and which leads to informed and committed action. Often a key element of professional practice evaluation, some see this as a process for changing perceptions and behaviours at a societal level.
DATA COLLECTION DESIGN NOTES

Introduction

In planning the design and scope of the data collection survey of providers for the National Stocktake, consideration had to be given to the scope and depth of data to be requested of providers and subsequently analysed, interpreted and reported upon.

The notes below provide some insight into the principles behind the data being collected and more importantly, that data to be excluded from the survey process.

Scope

The project is directed towards the identification, logging and mapping of existing curriculum, education and training programs and courses that relate to dementia and continence. This information will be used to assess gaps and issues arising from a review of the curricula, education and training - especially with regard to future workforce development.

All focus is to be on the information regarding the curriculum, education and training itself - not on factors such as those relating to the provider's workforce, the current or future dementia workforce (although highly relevant to future development) or the population impacted by dementia or incontinence.

Data Collection - Exclusions

The scope and available timeframe of the project does not permit a broadening of the scope to consider aspects of:

- the *profile of the education and training provider's workforce* i.e. their skills, cultural backgrounds, age, experience, qualifications etc;
- the *profile of the current or future dementia and continence management workforce*, such as their cultural background, language, age, qualifications and similar demographic data; and/or
- the *profile of the population impacted by dementia and/or continence issues*.

These are important areas for attention and while some may be proposed for future attention, they have been deemed to be beyond the focus of this project's mapping and review of the existing curricula, education and training.
# Table of Survey Items Excluded from Scope of Study

<table>
<thead>
<tr>
<th>Element</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference to Unit of Competency</td>
<td>Unit of Competency (or Competency) is used extensively within Vocational and Educational Training sector, but for commonality and consistency of data, the term &quot;course&quot; is used universally.</td>
</tr>
<tr>
<td>Course participant age</td>
<td>Relates to Participant profile - beyond scope of project</td>
</tr>
<tr>
<td>Course participant gender</td>
<td>Relates to Participant profile - beyond scope of project</td>
</tr>
<tr>
<td>Course participant language status - Language Other than English or Non-English Speaking Background</td>
<td>Relates to Participant profile - beyond scope of project</td>
</tr>
<tr>
<td>Course participant feedback</td>
<td>Relates to quality of teaching - beyond scope of project</td>
</tr>
<tr>
<td>Public Availability</td>
<td>To identify whether course is generally available to public or restricted to invited sectors (e.g. for some manufacturer's or other specialist training)</td>
</tr>
<tr>
<td>Gender of people impacted by dementia or incontinence</td>
<td>Relates to patient profile - beyond scope of project</td>
</tr>
<tr>
<td>Age of people impacted by dementia or incontinence</td>
<td>Relates to patient profile - beyond scope of project</td>
</tr>
<tr>
<td>Age of lecturers</td>
<td>Relates to provider workforce profile - beyond scope of project</td>
</tr>
<tr>
<td>Gender of lecturers</td>
<td>Relates to provider workforce profile - beyond scope of project</td>
</tr>
<tr>
<td>Language background of lecturers</td>
<td>Relates to provider workforce profile - beyond scope of project</td>
</tr>
<tr>
<td>Disability status of lecturers</td>
<td>Relates to provider workforce profile - beyond scope of project</td>
</tr>
<tr>
<td>Lecturer feedback</td>
<td>Relates to quality of teaching environment - beyond scope of project</td>
</tr>
<tr>
<td>Provider Locality</td>
<td>Addressed in terms of course access.</td>
</tr>
</tbody>
</table>