

<b>Staff Development Program</b>	<b>Procedure no: 5.4</b>
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**Steps****Method**

## A. PLANNING

- Executive Officer / Care Manager *and Education Coordinator* are responsible for the planning, coordination and evaluation of the Staff Development Program.
- The program includes;
  - An organisational and departmental orientation program. Refer to Recruitment, Selection and Appointment (5.1).
  - Training needs analysis
  - Knowledge and skills competency assessments according to the expected knowledge and skills competencies for each position and documented in the Staff Knowledge and Skills Competency Matrix (5.4.1).
  - Competency assessments are completed on a regular basis.
  - Staff Appraisal (5.2) are completed at 3 months (*if required*), 6 months and then annually
  - Mandatory education is provided related to fire and other emergency procedures, Manual Handling, Infection Control, Elder Abuse, Workplace Bullying and Harassment and First Aid / CPR.
  - Ongoing in-service education for procedures requiring regular updates, orientation to new equipment, materials, processes and changes in legislation.
  - Support for continuing education and courses. Pending the relevance to the staff member's role the organisation may support staff to attend external conferences, courses and workshops. Staff may apply in writing for consideration using the Leave Application Form
  - Staff access to a range of library resources.
- An annual needs analysis conducted at the commencement of each year, which takes into consideration the information from:
  - initial 3 month and annual staff appraisal.
  - Improvement Form data
  - internal assessments
  - changes to regulatory requirements.
- An annual budget is allocated to the Staff Development Program and monitored by the *Education Coordinator*.
- An annual Staff Development Program (5.4.4) is used to plan the program
- The intranet calendar shows educational sessions programmed for each month.
- An Education Session Flyer for each education session is displayed on the staff notice board/s one month prior to each

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- session.
- B. ENGLISH LITERACY AND NUMERACY
    - English literacy and numeracy courses can be arranged on an individual basis.
    - The level of staff English literacy is taken into consideration when organising and delivering education sessions.
  
  - C. ATTENDANCE RECORDS
    - Staff attendance is recorded for each education session using the Staff Development Attendance List (5.4.6).
    - The Staff Development Record (5.4.7) is used to record individual staff attendance and achievements, including knowledge and skills competency assessments.
  
  - D. EVALUATION OF EDUCATION
    - Evaluation of the effectiveness of staff education is conducted to ensure outcomes are being achieved and there is effective use of resources, including financial investment.
    - Participants are asked to complete an Education Evaluation Sheet (5.4.8) following *non Aged Care Channel* sessions to gain feedback related to information gained, presentation of the session, opportunities to improve future sessions and staff feelings in relation to the session.
    - An Education Evaluation Report (5.4.9) is completed to summarise and report the outcome/overall result of the education session. The report summarises participant feedback and takes into account the facilitator/manager’s feedback and comments, and investment details.
  
  - E. COMPETENCY BASED EDUCATION
    - There is a focus on competency based education to demonstrate staff knowledge and skills gained from education and training.
    - Where ever possible external educators/trainers should have Training and Assessment qualifications and conduct knowledge and or skills competencies as part of the training session. This is particularly relevant to manual handling and emergency procedures training.
    - The knowledge and skills competency assessments are conducted by a Workplace Assessor and must be deemed competent by the education coordinator following appropriate learning related to the subject area such as; an education session or a demonstration, or self directed learning for example; reading related resource material, reading organisational procedures or watching a video.

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- The Assessor must have the same or a higher qualification to the person being assessed and preferably have a qualification in workplace assessment.
  - The Assessor reviews completed knowledge assessments and determines whether the staff member is C = Competent or NYC = Not Yet Competent, requiring further development.
  - For skills assessments the staff member demonstrates the skill to the Assessor either in a workshop environment or the workplace.
  - The outcome of competency assessment is recorded using the Staff Development Record (5.4.7)
  - If a staff member is assessed as Not Yet Competent a training plan is developed with the staff member and completed prior to reassessment.
- F. RECORD KEEPING
- Staff attendance and achievements are tracked and monitored using TCMS
- G. STAFF TRAINING PLANS
- The Staff Appraisal (5.2) includes the completion of a Training Analysis and Training Plan linked to the expected knowledge and skills competencies, and expected performance criteria required by each staff member’s position description.
  - Staff Training Plans may also be developed as a result of competency assessment as described above, or as a result of counselling or disciplinary sessions. Refer also to Grievance and Disciplinary Procedure (5.3).
  - Staff training needs identified in staff Training Plans are collated and integrated into the staff development program.
- H. LIBRARY RESOURCES
- A Library Resource List (5.4.15) of documents, videos and other resource materials which are available to staff is kept up to date by the administration assistant.
  - If staff wish to borrow materials from the library there is a refundable \$5 per item deposit and a \$20 fee is incurred if the item is lost.

**References**

DHFS 1998, *Standards and Guidelines for Residential Aged Care*: St. 1.3, 1.6, 2.3, 3.3, 4.3.