



**Royal Commission**  
into Aged Care Quality and Safety

**Statement of Jane Leanne Trewin**

**Name:** Jane Leanne Williams (known professionally as Jane Trewin)  
**Date of birth:** [REDACTED]  
**Address:** [REDACTED]  
**Occupation:** Executive Director of Educational Delivery, Box Hill Institute  
**Date:** 9 October 2019

This statement made by me accurately sets out the evidence that I am prepared to give to the Royal Commission into Aged Care Quality and Safety. This statement is true and correct to the best of my knowledge and belief.

Where direct speech is referred to in this statement, it is provided in words or words to the effect of those, which to the best of my recollection, were used at the time.

The views I express in this statement are my own based on my education, training and experience. I make this statement on behalf of Box Hill Institute and I am authorised to do so.

**Professional background**


**Jane Trewin – Executive Director Educational Delivery, Box Hill Institute**

I have been in this role since August 2017. I am also a qualified Vocational Education facilitator.

Prior to working at Box Hill Institute I worked for Sydney TAFE, TAFENSW as Faculty Director.

This position reports to the CEO

Executive Director of Educational Delivery is responsible for the delivery and positioning of our core teaching and learning programs to meet the evolving needs of students, community and industries. This role provides leadership and guidance to the Faculty Deans, Student Life and the Coordinators across Faculties and Campus Operations. Jane has over 20 years' experience in teaching and management for the vocational sector. She has driven the development and delivery of innovative, flexible, customer-focused and customised education and training programs across a range of industries and disciplines including Aged Care.

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### Box Hill Institute

Box Hill Institute (BHI) is one of Australia's leading vocational and higher education providers, offering certificates, diplomas, bachelor degrees, and postgraduate qualifications. It is one of Victoria's largest training providers with over 460 courses and more than 45,000 enrolments across secondary, vocational education and training, higher education and industry sectors. BHI takes great pride in its ability to successfully deliver a broad range of quality vocational education and training services locally and internationally.

BHI is located in Victoria with sites in Box Hill, Lilydale and in Melbourne's central business district, where the Institute is co-located with the Centre for Adult Education (CAE).

In addition, BHI provides training and education services through a number of large contracts, including Department of Defence, Department of Justice across eight Corrections Victoria facilities, and across many workplace locations.

BHI is home to Specialist Centres and Centres for Excellence delivering the highest standards of industry focused training solutions across biosecurity, small to medium enterprises, ICT, nursing, air conditioning, refrigeration, mechanical, plumbing, and electrical technologies industries. It is a leader in delivering cyber security courses with a purpose built Cyber Security Operations Centre.

Box Hill delivers nationally accredited training across a wide range of Health and Community Services qualifications, including qualifications appropriate to working in the Aged Care sector. The main course being the Certificate III in Individual Support. BHI has chosen to offer the Group A electives to provide the AGEING specialization. In consultation with our industry partners to better prepare our students for work in aged care we also delivered the electives:

CHCAGE002 Implement falls prevention strategies;



CHCPAL001 Deliver Care Services Using a Palliative Approach;

To meet the training package requirements Box Hill undertakes regularly consultation with a number of Aged Care providers to secure required placement hours and validate our delivery of the course.

In 2020 BHI is preparing to deliver the course using the materials prepared by the Future of Social Services. This new form of delivery has involved extensive stakeholder consultation and engagement.

### Responses to following questions:

- a) **what do you see as the main areas of reform needed for vocational education and training to meet the specific needs of the aged care industry? What aspects of the cert III and cert IV curricula require revision in the light of the shifting needs of the aged care industry? What is the process for making changes to the cert III and cert IV curricula?**

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CONTINUED STATEMENT OF: Jane Leanne Trewin

Acknowledgement in the training of the skilled and specialized work required by Aged Care workers which includes development of skills and knowledge or increased development of skills and knowledge in areas of:

- Dementia
- Palliative care
- Oral health and care
- Nutrition
- Mental Health [depression and anxiety]
- Psychosocial care – social connectivity, recreation and occupation
- Working with challenging behaviors
- Understanding impacts of trauma
- Working in a team
- Developing leadership
- Reflective practice

Given the specialized nature of the work increased attention to “hands on” practical training using a combination of simulation for practice followed by experience working in aged care settings with workplace mentors. Aged care workers in training need to be supported by opportunities for debriefing and help to develop strong reflective practice skills to sustain and advance their work.

**b) is the VET sector equipped to provide a nationally-recognised mandatory minimum qualification for aged care?**

Yes, Attention needs to be given to the recruitment and selection of potential Aged Care workers. To increase the professionalisation of the sector this will involve addressing the aptitude of students not only for their academic capability but also attitude, and disposition for undertaking the work

**c) which recommendations of the Joyce Review Into the Vocational Education and Training System do you consider as most critical for improvement of the aged care sector’s training system?**

**2. Leadership**



2.7 Commonwealth to fund development of qualification pathways.

**4. Speeding up qualification development**

4.6 Pilot Skills organisations in order to develop and refine the Skills Organisation model. (Develop and customise programs to suit the diverse needs of the aged care sector)

4.11 Consideration to encourage use of micro-credentials to supply flexible training options. (Individual skills can be adapted to suit the Aged Care Facility level of care required as an enhancement to basic qualifications)

**6. Better Career Information**

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6.2 Publish employment pathways and reliable information on careers including forecasts.



- d) **what opportunities and risks do you see for the aged care sector's training and career frameworks from the establishment of dual sector institutions that deliver both VET and higher education? Please comment on how VET or dual sector institutions may facilitate clearer training and career pathways for aged care workers.**

Higher Education can drive the required research that is not available within the VET space and lead the development of the new technologies that have potential to improve quality of life and increase independence for residents and create efficiencies for staff and services delivering services.

A pathway could be developed from the certificate III/IV to Bachelor and Masters Degrees with specialisations in gerontology robotics and systems management for Aged Care Providers

- e) **what training packages relevant to aged care are Box Hill Institute approved or accredited to conduct?**
- i) **how do you deliver these aged care training packages? Comment on the course structure, the modes of delivery (including online and on-the-job delivery) how competencies are assessed and what standards must be met for a trainee to be assessed as competent.**
- ii) **what factors determine how long it takes for a trainee to complete a certificate level qualification? What is the minimum and maximum time in which a trainee can complete all course requirements?**
- iii) **do you conduct pre-training reviews with prospective students? If so, please comment on their format, content, purpose and benefit.**
- iv) **describe the work placement components of each of these courses.**
- v) **How are relationships with aged care providers who offer work placement opportunities developed? What are the challenges and opportunities for work placements?**

Training Package	Delivery	Length	Pre training review	Work placement
Certificate III in Individual Support	Blended Delivery combining Face to Face	6 months 9months 2019 No trainees currently	Yes Determines Aspirations and intentions for working in Aged Care	120 hours Placement secured through our networks

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## CONTINUED STATEMENT OF: Jane Leanne Trewin

	Simulation on line and workplace Assessment is in line with the training package requirements. Includes demonstration of skills and workplace assessment			Finding Community Care placements was a challenge – some of our industry partners have now offered placement in this area
Certificate IV in Ageing	We were unable to attract sufficient numbers across 2019 to deliver this course. (The sector were employing Cert III students)	We will further consult with our industry partners regarding best a best fit model for this course	Yes Determines Aspirations and intentions for working in Aged Care Yes	This was originally envisaged as a workplace delivery for people already working in the sector. We will meet training package requirements and further consult with industry It requires further consultation

- f) **what new training approaches are currently being used, or being developed, in your organisation (such as simulated training environments or establishment of training aged care facilities)?**

We are moving to the FSSI resources which will include Virtual Reality. We already use a simulation room which is regularly reviewed for changes to increase its use in the training environment. Opportunities for Aged Care training facilities are currently being reviewed as Aged Care is a strategic priority for the Institute for future delivery.

- g) **how do you ensure that your organisation's trainers and assessors have current aged care industry knowledge? What professional development opportunities do you offer trainers and assessors to support their capability to deliver industry relevant training?**

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All trainers must have a Current Vocational Competency map that indicates the competencies that they are eligible to teach. This details their currency in working in specific aspects of Aged Care.

Some of our trainers continue to work in the sector. All trainers are encouraged to be part of the local Aged Care Training networks. BHI and the staff source appropriate professional development opportunities and staff can apply to undertake professional development

**h) how does your organisation work with students and employers to ensure that the training you deliver meets the needs of the aged care industry?**

All Aged Care teaching staff assist with the workplace assessment of the students in Aged Care Services. This provides an opportunity for BHI, services staff and students to discuss current practices. Services staff are invited to assist with validation of the delivery of the qualification and staff actively seek their input on current delivery and preparedness of our students to undertake the placement.

Some services attend our orientation sessions and some conduct their own orientation prior to placement. We have an MOU in place with one large Aged Care Service provider where students can who successfully complete placement in one of their services can secure employment with the service on completion of their qualification

**i) how is recognition of credit transfer or recognition of prior learning (CT / RPL) assessed? What proportion of trainees apply for CT / RPL and, of these what proportion are given credit? Under what circumstances (if any) is CT / RPL credit given to persons seeking to upgrade their qualifications to a subsequent level to what they currently have in the Australian Qualifications Framework?**



We apply CT and RPL in accordance with the packaging rules. For CT the student is required to submit their transcript. In Aged Care this is often for First Aid or when they have undertaken training in another Health Course. For RPL the students attend an interview where a plan for the submission of evidence is developed. A teacher is then assigned to assess the submitted evidence.

We currently do not have any Trainees in the Aged Care course.

**j) for each of the aged care relevant qualifications delivered at Box Hill Institute:**

**i) what average annual completion rates do you achieve?**

We sit at around 75% as there is some attrition when students learn more about the sector and what is involved.

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CONTINUED STATEMENT OF: Jane Leanne Trewin

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CHC33015 Certificate III in Individual Support (120hours practical placement also required)

2018 - 37 completed

2019 – 29 completed, currently studying - 40

HLT33015 Certificate III in Allied Health

2018 – 6 completed

2019 – 14 completed

HLT54115 Diploma of Nursing (incorporates Aged Care Elective & placement)

2018 – 103 completed

2019 – 208 completed, currently studying - 350

- ii) **what post graduation employment rates do you achieve? If available, please provide any information on the sectors where the graduating students gain employment.**

Post-Graduation rates are good with graduates moving into home and community care or aged care services for 85-90% of graduates.

- iii) **what is your view on repackaging the Certificate III in Individual Care to improve its utility in preparing students for aged care work? Do you have a view on which of the elective units should be core units**

Suggestions: Electives which we believe should be Core

CHCAGE005 Provide Support for people living with dementia

CHCPAL001 Deliver care services using a palliative approach


Signed:

  
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Date:



9 October 2019  
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