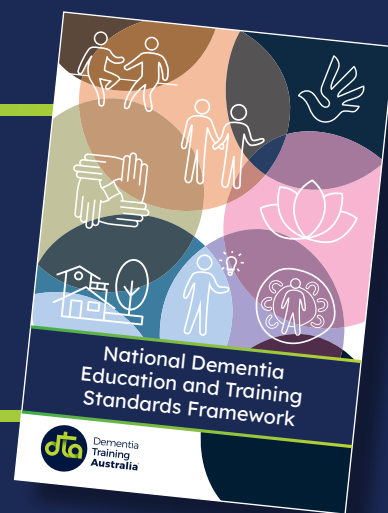


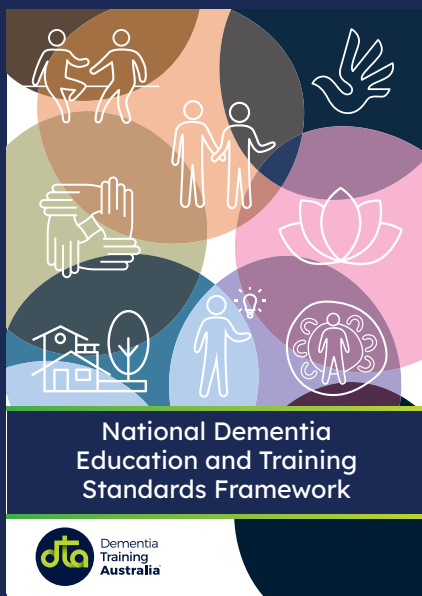
National Dementia Education and Training Standards Framework



User Guide: Organisations



**Using the framework to support
workforce development**



It is recommended that you read the National Dementia Education and Training Standards Framework (NDETSF) prior to using this guide.

Download the Framework here:

dta.com.au/ndetsf

Introduction to the Framework

Consistent training to support people living with dementia

The National Dementia Education and Training Standards Framework (NDETSF) has been developed to support a more consistent and comprehensive approach to knowledge and skill development for supporting people living with dementia and their families and carers.

Recommended standards

The framework sets out the recommended standards for knowledge and skills across a core range of dementia learning domains and learning tiers.

Relevant knowledge and skills

The framework has been designed to be relevant to anyone supporting or caring for a person living with dementia and their family and carers, regardless of role, profession or setting. It can help in identifying workforce training needs to develop training plans.

Listening to the needs of people living with dementia

The NDETSF has been created using the expressed values and goals of people living with dementia. Their expectations about standards of how they are supported and cared for, and desired outcomes for a more informed, skilled, compassionate, person-centred approach to care and support has provided the foundations for the framework and the priority areas given to increased skills and knowledge outcomes in each domain.

Introduction to the User Guide

This guide has been developed to assist you to access the National Dementia Education and Training Standards Framework (NDETSF) to:

- 1 Identify your workforce training needs.
- 2 Develop dementia-specific training plans for your staff/organisation.
- 3 Use the NDETSF standards to develop skill sets for different roles.

How to use the Framework

Understanding your staff's knowledge and skills

The framework can help you to identify your staff's current dementia knowledge and skills or set the desired level based on their role, and choose relevant dementia training. The framework covers a wide range of dementia-related topics and identifies over 500 standards.

Setting individual or organisational goals

Assessment of your staff's knowledge and skills across the domains and at the relevant tier for their job role, may be done individually or as a group to set goals for them to attain. A pathway of learning can be created for different staff levels to reach these goals.

Developing a relevant workplace training plan

By identifying your staff's dementia knowledge and skills standards a comprehensive and informed workplace training plan can be developed. Individualised training can be sought to help staff achieve the required knowledge and skills standards at the right level.

A more considered approach to dementia training

Using the framework to assess your staff and set informed training goals encourages a considered approach to planning dementia training at the right level that delivers the outcomes that match the knowledge and skills standards looking to be achieved.

How to Develop a Workplace Training Plan

1. Assess current staff levels in dementia: Use the **domains, tiers, and knowledge and skills standards** to assess current staff levels in dementia. Identify if staff are at different levels and may require a tiered learning pathway approach.

2. Identify the knowledge and skills in priority domains you wish staff to attain, either a group or as individuals.

3. Map out a plan identifying the **domains and tier level** for training needs.

4. Seek training provision that meets the **domain and tier** identified.

5. Communicate to the training provider the **knowledge and skills standards** staff are looking to attain that have been identified in the plan.

6. Consider how you will measure if the skills and knowledge standards were attained following the training.

7. Review training plan regularly and update with new domains or at higher level tier as needed.

Example of a training map for staff to attain Tier 2 standards in identified domains:

| Domain | Tier | Knowledge | Skill | Training to be undertaken |
|---|----------|---|---|--|
| Dementia Awareness and Understanding | 1 | Understand the main different types of dementia and how these can affect individuals in different ways. | Identify the impact of dementia on the individual at that moment in time. | The Wicking Dementia Centre – Understanding Dementia MOOC. |
| | | Understand the uniqueness of each individual and their family's experience with dementia. | Identify to reduce stigma and promote inclusion and choice for the person living with dementia and their family. | |
| Behaviour | 2 | Understand how a person's life history, occupation, beliefs, trauma history and routines can affect behaviour. | Be confident to approach a person in distress and display empathy and use communication skills to validate the person's emotions. | DTA – Navigating Changed Behaviour. |
| | | Understand that behaviour includes nonverbal communication and may be a sign of unmet needs, frustration, pain or distress. | Be able to recognise when a person may be becoming distressed and provide a range of supportive responses including a de-escalation approach. | |
| Person-Centred Care | 2 | Understand the principles of person-centred care. | Be self-aware in interactions with the person and share with the care team practice approaches that support the person. | DTA – A person-centred approach to care. |

Using the NDESTF to Develop Job Roles

A consistent approach to dementia practice

The NDESTF can be used to develop a consistent knowledge and skill-based approach to dementia practice within your service or organisation by setting standards for different job roles.

Knowledge and skills standards for specific roles

Identifying the knowledge and skills expected for specific roles can enable these standards to be used in job descriptions and help with recruitment, on-boarding, ongoing staff development and performance reviews.

How to Identify Relevant Standards by Role

1. What are the key domains and themes that the job role is expected to deliver care and support in (it is recommended to prioritise the most important domains and themes to that job role to create a manageable sized job framework)?

2. What tier of knowledge and skills are staff in that job role expected to achieve?

3. Do you expect the person to have these knowledge and skills at the time of application, or is it part of on-boarding and professional development to support the person to attain them?

4. How will you measure attainment if these standards are being set as the minimum expected of a person in that role?

Example of how NDETSF standards map may be incorporated into a job role description: Community Support Worker job role identified as requiring Foundational (Tier 2) knowledge and skills in the following areas.

| Domain | Knowledge | Skills |
|--------|---|--|
| 1. | Be aware of the impact that cognitive changes can have on a person living with dementia and their family. | Identify the impact of dementia on the individual at that moment in time. |
| | Have knowledge of available support services and how to access them. | Support a person and their family to understand changes that they are experiencing. |
| 3. | Know a person's right to decision-making, including the role of supported decision-making and proxy consent. | Provide support based on respect, equality and inclusivity. |
| 5. | Understand the potential health and psychological impact of caregiving on carers and family, including impact on siblings in childhood dementia. | Demonstrate respect and understanding to family and carers when providing care to the person. |
| | Understand the importance of physical and cognitive activities in the promotion of independence and abilities and how activities can be adapted to suit an individual's changing needs. | Support individuals in continuing community, social and interest-based activities. |
| 7. | Understand loneliness and how companionship can support a person's need for meaningful social contact and relationships. | Practice self-awareness and active listening in the use of verbal and nonverbal communication. |

Supporting Workforce Development

Using the framework to identify training and education needs of staff in dementia care can support an ongoing workforce development plan and assist in the development of a learning culture in your organisation. A highly skilled and capable dementia care workforce ensures support and care services are meeting the needs of people living with dementia and assists the service to meet the requirements of the Strengthened Quality Standards.



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