

TRANSITIONING FROM VET COMPETENCIES TO HE LEARNING OUTCOMES IN COMPLEMENTARY MEDICINE

Dr Spero Tsindos, Deakin University



WHAT TO GET FROM THIS PRESENTATION

- Clarify the difference between the definitions of competency standards and learning outcomes
- Identify what is a Registered Training Organisation
- Identify what is a Higher Education Provider
- Explain how competency standards differ from learning outcomes in relation to subjects and assessments



COMPETENCY STANDARDS

- Training packages as defined by legislation are:
 - “...nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise.”
 - HLT07 – Health Training Package 2007, revised to HLT
- And, Vocational Competency is defined as:
 - “...broad industry knowledge and experience, usually combined with a relevant industry qualification.”



RTO & HEP

- RTO's accredited to deliver VET courses
 - Level 1 to Level 6
- HEP accredited to deliver higher education courses
 - Level 7 to Level 10



COMPETENCY STANDARDS

Structure

- Determined as expected outcomes at the conclusion of a course
- Not necessarily applied to a specific unit or subject
- Subjects, which do not satisfy a particular competency are usually defined as modules



LEARNING OUTCOMES

- Australian Qualifications Framework
 - Guides the writer in the expectations of learning outcomes
 - Divided into,
 - Knowledge
 - Skills
 - Application of knowledge and skills



CASE STUDY

Table 1. Three comparative Learning Outcomes for Clinical Practice 1 to 3

- a) Analyse patient health needs and propose appropriate treatment in the context of Swedish Massage
- b) Apply knowledge of full body Swedish massage techniques
- c) Modify practice in response to feedback
- d) Modify consultation approaches in respect of age, sex, religious and cultural differences
- e) Formulate referral to other healthcare professionals where appropriate for physical, emotional and psychological states out with current scope of practice
- f) Apply knowledge of occupational health and safety requirements, including infection control, in the context of a natural medicine clinic
- g) Apply knowledge in establishing and maintaining administrative systems
- h) Use book-keeping software to accurately record financial transactions
- i) Execute cash and EFTPOS transactions and securely manage monies
- j) Apply knowledge of communication skills to communicate effectively with clients and team members.
- k) Apply knowledge of stock control methods and procedures
- l) Apply clinic practice guidelines, including knowledge of confidentiality and informed consent
- m) Identify and implement marketing strategies
- n) Recognise interpersonal dynamics influencing the therapeutic encounter
- o) Recognise and adhere to limits of competency

- a) Apply knowledge of occupational health and safety requirements, including infection control, in the context of a natural medicine clinic
- b) Apply knowledge in establishing and maintaining administrative systems
- c) Use book-keeping software to accurately record financial transactions
- d) Execute cash and EFTPOS transactions and securely manage monies
- e) Apply knowledge of communication skills to communicate effectively with clients and team members
- f) Apply knowledge of stock control methods and procedures
- g) Apply clinic practice guidelines, including knowledge of confidentiality and informed consent
- h) Identify and implement marketing strategies
- i) Observe and critically analyse case-taking skills of consulting students
- j) Apply knowledge of selection, mixing, labelling and acceptance of responsibility for remedies administered.
- k) Recognise and adhere to limits of competency

- a) Apply knowledge of occupational health and safety requirements, including infection control, in the context of a natural medicine clinic
- b) Apply knowledge in establishing and maintaining administrative systems
- c) Use book-keeping software to accurately record financial transactions
- d) Execute cash and EFTPOS transactions and securely manage monies
- e) Apply knowledge of communication skills to communicate effectively with clients and team members
- f) Apply knowledge of stock control methods and procedures
- g) Apply clinic practice guidelines, including knowledge of confidentiality and informed consent
- h) Identify and implement marketing strategies
- i) Observe and critically analyse case-taking skills of consulting students
- j) Analyse patient health needs and propose appropriate treatment
- k) Apply knowledge of therapeutic modalities to development of treatment plans
- l) Integrate knowledge of interpersonal dynamics to effect change in the therapeutic encounter
- m) Apply knowledge of selection, mixing, labelling and acceptance of responsibility for remedies
- n) Recognise and adhere to limits of competency administered.



CASE STUDY

Table 2. Revised Learning Outcomes for Clinical Practice 1 to 3

<p>a) Demonstrate knowledge of practice guidelines, including confidentiality and informed consent, occupational and safety requirements, infection control, and administrative systems.</p> <p>b) Communicate effectively and appropriately with colleagues and clients.</p> <p>c) Demonstrate professionalism with respect to attendance, punctuality, appearance, time-management and team work.</p> <p>d) Identify and implement marketing strategies</p>	<p>a) Apply knowledge of selection, mixing and labelling of remedies administered</p> <p>b) Apply knowledge of stock control methods and procedures</p> <p>c) Demonstrate proper safety procedures for the handling of herbal and other remedies</p>	<p>a) Critically analyse case-taking skills of consulting students.</p> <p>b) Validate or dispute with evidence-based reasoning, claims of therapeutic action of products from different manufacturers or suppliers of natural medicines.</p>
---	--	---



ASSESSMENT

Table 3. Assessments for revised Learning outcomes in Clinical Practice 1 to 3

<p>Clinic Administration & Marketing LO's: a, b, c, d Weighting: 50% Clinical supervisor assessment of skills and knowledge in administration, communication, professional ethics and marketing.</p>	<p>Dispensary Assessment LO's: a, c Weighting 50% Details: Clinic Supervisor assessment of LO's</p>	<p>Peer Assessment Review LO's: a Weighting: 20% Students to observe and critically analyse consulting skills of a consulting student practitioner.</p>
<p>Reflective Practice Journal LO's: a, b, c, d Weighting: 50% Students to keep a reflective journal on their Clinical Practice experience, knowledge and skills in the context of applicable Graduate Attributes and Learning Outcomes. Reflective Journal may be downloaded from the LMS as a Word document. Once the applicable section has been answered, upload to the LMS in the assignment link.</p>	<p>Reflective Practice Journal LO's: a, b Weighting: 50% Students to keep a reflective journal on their Clinical Practice experience, knowledge and skills in the context of applicable Graduate Attributes and Learning Outcomes. Reflective Journal may be downloaded from the LMS as a Word document. Once the applicable section has been answered, upload to the LMS in the assignment link.</p>	<p>Written Assignment LO's: b Weighting: 80% Students are required to select three products from different 'practitioner-only' ranges that are marketed for the same condition and compare and contrast them in terms of: Product Formula: (40%) Product Dose: (20%) Product Differentiation: (20%)</p>



BIBLIOGRAPHY

- AQF Council (2013). Australian Qualifications Framework. Adelaide, South Australia, Australian Qualifications Framework Council.
- Boud, D. and F. Dochy (2010). Assessment 2020: Seven propositions for assessment reform in higher education. Sydney, Australia, Australian Learning and Teaching Council.
- Bradley, D., P. Noonan, H. Nugent and B. Scales (2008). Review of Australian Higher Education. Final Report. Canberra, Department of Education, Employment and Workplace Relations.
- Community Services and Health Industry Skills Council. (2013, December 8, 2015). "HLT07 Health Training Package (Release 5.1)." Retrieved October 7th, 2016, from <https://training.gov.au/Training/Details/HLT07>.
- Fry, H., et al., Eds. (2009). A Handbook for Teaching and Learning in Higher Education. Enhancing Academic Practice. New York, Routledge, p. 506
- Nicol, D. and D. Macfarlane-Dick (2006). "Formative assessment and self-regulated learning: a model and seven principles of good feedback practice." Stud High Educ **31**.

