

CAPACITY BUILDING LESSONS MAPPED TO AGED CARE STANDARDS

| | Food Diversity | Cultural Diversity | Communication | Wellbeing at Work |
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| Standard 1: Consumer Dignity and Choice | <ul style="list-style-type: none"> • The older person's identity is maintained with dignity and respect • The older person is supported in informed decision making • Workers recognise and respect a consumer's individuality in all aspects of care and services. | <ul style="list-style-type: none"> • Consumers feel accepted and valued whatever their needs, ability, gender, age, religion, spirituality, mental health status, ethnicity, background or sexual orientation • The workforce can describe how they recognise, respect and promote diversity and cultural awareness in their everyday practice | <ul style="list-style-type: none"> • Each consumer is supported to exercise choice and independence and communicate their decisions • Workers communicate respectfully and recognise and respect a consumer's individuality in all aspects of care and services • The workforce can describe different ways information is communicated to make sure it's easy to understand and accessible to diverse consumers | |
| Standard 2: Ongoing Assessment and Planning with Consumers | <ul style="list-style-type: none"> • Worker understanding of cultural and food diversity enables them to meet the needs and expectations and uphold the rights of the older person | <ul style="list-style-type: none"> • Assessment and planning is based on ongoing partnership with the consumer and others that the consumer wishes to involve in assessment, planning and review of the consumer's care and services | <ul style="list-style-type: none"> • Workers listen to what the consumer wants • Relevant risks to a consumer's safety, health and well-being are observed and managed • The outcomes of assessment and planning are effectively communicated to the consumer | |
| Standard 3: Personal Care and Clinical Care | <ul style="list-style-type: none"> • Worker recognises, respects and supports the unique cultural identity of the older person • Older person's dietary needs met for their health, wellbeing and safety as per the care plan | <ul style="list-style-type: none"> • Seeking similarities between workers and consumers enhances connections, promotes better outcomes and strengthens capacity while reducing barriers or harm • Information about the consumer's needs and preferences is documented | | <ul style="list-style-type: none"> • Growth mindset explored to see how a learning and strengths-based approach will create greater opportunities for individual consumer outcomes |

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| | | and communicated within the organisation, and with others where responsibility for care is shared | | |
| Standard 4: Services and Supports for Daily Living | <ul style="list-style-type: none"> • Each consumer gets safe and effective services and supports for daily living that meet the consumer's needs and preferences • Where meals are provided, they are varied and of suitable quality and quantity | <ul style="list-style-type: none"> • Each consumer gets the services and supports for daily living that are important for their health and well-being and that enable them to do the things they want to do • Worker observes sacred, cultural and religious practices. They can also share days that are meaningful to their own culture or religion • Members of the workforce describe how they have supported the emotional, psychological and spiritual well-being of consumers | <ul style="list-style-type: none"> • Services and supports for daily living assist each consumer to have social and personal relationships • Deterioration or change of a consumer's mental health, cognitive or physical function, capacity or condition is recognised and responded to in a timely manner | <ul style="list-style-type: none"> • Workforce can describe how they have supported the emotional, psychological and spiritual well-being of consumers because they are aware of their own |
| Standard 5: Organisation's Service Environment | <ul style="list-style-type: none"> • Equipment is safe, clean, well maintained and suitable for the consumer | | | <ul style="list-style-type: none"> • Caring for themselves, staff ensure they are delivering safe, effective, quality care and services, in a safe, comfortable environment |
| Standard 6: Feedback and Complaints | | | <ul style="list-style-type: none"> • Workers are aware of when to utilise an interpreter vs. a bilingual worker • Consumers are aware of their right to communicate in their preferred language | |
| Standard 7: Human Resources | <ul style="list-style-type: none"> • The workforce is recruited, trained, equipped and supported to deliver the outcomes required by these standards | <ul style="list-style-type: none"> • The workforce is recruited, trained, equipped and supported to deliver the outcomes required by these standards • Worker clarifying own culturally diverse experiences, | <ul style="list-style-type: none"> • The workforce is recruited, trained, equipped and supported to deliver the outcomes required by these standards | <ul style="list-style-type: none"> • Workforce interactions with consumers are kind, caring and respectful • Workers have understanding of adaptability and capacity to bounce back |

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| | | values and beliefs promotes cultural safety of residents and other workers | <ul style="list-style-type: none"> • Workforce interactions with consumers are kind, caring and respectful | <ul style="list-style-type: none"> • Coping strategies to lead with as well as observe in the older person |
| Standard 8: Organisational Governance | | | <ul style="list-style-type: none"> • Good information management systems mean the consumer does not have to keep repeating their story | <ul style="list-style-type: none"> • Preventing incidents by reducing staff burn out |

For more information see the [Aged Care Standards](#). You can also [download the Aged Care Standards in languages other than English](#).

CAPACITY BUILDING LESSONS MAPPED TO NATIONAL DISABILITY STANDARDS

| | Food Diversity | Cultural Diversity | Communication | Wellbeing at Work |
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| Standard 1: Rights | <ul style="list-style-type: none"> • The service supports active decision-making and individual choice • Consumers have the right to make informed decisions and be free from discrimination or harm | <ul style="list-style-type: none"> • Individuals are treated with dignity and respect • Individual freedom of expression is recognised and promoted free from discrimination | <ul style="list-style-type: none"> • The service supports active decision-making and individual choice including the timely provision of information in appropriate formats | |
| Standard 2: Participation and Inclusion | <ul style="list-style-type: none"> • Staff understand, respect and facilitate individual interests and preferences | <ul style="list-style-type: none"> • The service works together with individuals to connect to family, friends and their chosen communities • Staff understand, respect and facilitate individual interests and preferences, in relation to work, learning, social activities and community connection over time • The service uses strategies that promote community and cultural connection for Aboriginal and Torres Strait Islander people | | |
| Standard 3: Individual Outcomes | <ul style="list-style-type: none"> • The service works together with an individual to identify their needs • Service planning and delivery is responsive to diversity including disability, culture, heritage, faith, and other relevant factors | <ul style="list-style-type: none"> • The service works together with an individual and, with consent, their family, friends, carer or advocate to identify their strengths, needs and life goals • Service planning and delivery is responsive to diversity including disability, age, gender, culture, heritage, language, faith, sexual identity, | <ul style="list-style-type: none"> • The service works together with an individual to identify their strengths, needs and life goals | <ul style="list-style-type: none"> • Growth mindset explored to see how a learning and strengths-based approach will create greater opportunities for individual outcomes |

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| | | relationship status, and other relevant factors | | |
| Standard 4: Feedback and Complaints | | | | |
| Standard 5: Service Access | | | <ul style="list-style-type: none"> • The service provides accessible information in a range of formats • The service monitors and addresses potential barriers to access | |
| Standard 6: Service Management | <ul style="list-style-type: none"> • The service uses person-centred approaches including the active involvement of people with disability, families, friends, carers and advocates to review practices, procedures and service provision | <ul style="list-style-type: none"> • The service uses person-centred approaches including the active involvement of people with disability, families, friends, carers and advocates to review policies, practices, procedures and service provision | <ul style="list-style-type: none"> • The service uses person-centred approaches including the active involvement of people with disability, families, friends, carers and advocates to review policies, practices, procedures and service provision | <ul style="list-style-type: none"> • Frontline staff, management and governing bodies are suitably qualified, skilled and supported • The service has learning and reflection processes which support continuous improvement • Preventing incidents by reducing staff burn out |

For more information see [DACSSA's page on the National Standards for Disability Services](#). You can also [download the National Standards for Disability Services in languages other than English](#).