7. Community of practice template
Template for building a core spine community of practice
Disclaimer

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The guidance documents and support resources

This document is one of a suite of guidance documents and support resources developed to enhance The Core Spine of Competencies (core spine).

The three key areas that the guidance documents and support resources focus on are:

- promotion and consistency of concept of the core spine units
- consistency of delivery
- the provision and continuous improvement of quality training and assessment.

Ten products have been developed to address these needs:

1. Introductory fact sheet for employers
2. Introductory fact sheet for students and parents
3. Introductory fact sheet for RTOs
4. Qualification pathways – a list of related qualifications with specific credit information
5. Promotional PowerPoint presentation
6. Guidance notes for developing a training program for RTOs and schools
7. Knowledge and Skills Map showing the themes and overlaps between the essential knowledge and skills in the competencies
8. Community of practice template
9. Lists and links to support resources:
   a. Units of competency to ensure access to latest versions
   b. Case studies of innovative health training models:
      i. Northeast Health Wangaratta VET in Schools and VCAL Program
      ii. Central Gippsland Health Service - AHA Traineeship Program
   c. VCE VET Program:
      i. Health Program
      ii. Community Services Program
   d. Community Services and Health Industry Skills Council (CSHISC) Careers that matter web pages
10. List and links to current training providers:
    a. VCE VET providers
    b. RTOs with courses on scope Disclaimer
Community of practice template

A community of practice (CoP) is a group of people who share a concern or a passion for something they do, and who learn how to do it better as they interact regularly. A CoP provides a platform to share knowledge and learnings. A growing number of people and organisations in various sectors are focusing on forming a CoP as a key to improving their performance.

The following template has been developed to assist interested parties to independently establish a CoP with the delivery of the core spine approach. A statewide CoP for the core spine would enhance continuous improvement and provide support for wider adoption of the approach.

The domain

The domain of a CoP is the shared area of interest that defines the identity of the group. For the purposes of this template, the domain for the CoP is the core spine and the uptake of the core spine approach by RTOs, VETiS programs and the health industry.

The community

In pursuing a shared domain, members can engage in joint activities and discussions, help each other, and share information. Members can build relationships that enable them to learn from each other.

The practice

Membership of a CoP is open to all those who are directly involved in developing, delivering or managing the shared area of interest. Members can develop a shared repertoire of resources, such as experiences, stories, tools and ways of addressing recurring problems, in a shared practice.

This CoP is open to teachers, coordinators, human resources managers, training managers and project officers who are involved in delivering the core spine in schools, RTOs and workplaces.

What it might look like

The agenda template provides a sample structure for the CoP meetings. These may include Victorian RTOs listed on <training.gov.au> with scope of registration for certificate III or IV qualifications from the health or community services training packages, or schools with students currently enrolled in the VCE VET Health Program. These schools can be identified by using the VCAA Schools and Studies Search.15

Invitations could extend beyond people involved with VCE VET programs to other RTOs delivering relevant qualifications.16

The establishment and continuation of a CoP is the responsibility of all interested parties. The intention is that the CoP is driven by members.


16 There is a search tool for finding RTOs delivering specific qualifications at http://training.gov.au/
What it can assist with

Problem solving
‘Can we work on this design and brainstorm some ideas? I’m stuck.’

Requests for information
‘Where can I find the learning resources for confidentiality and privacy?’

Seeking experience
‘Has anyone dealt with a student in this situation?’

Reusing assets
‘I have a model for structured workplace learning I wrote for our placements last year. I can send it to you and you can easily tweak it for your group.’

Coordination and synergy
‘Can we combine our purchases of solvents to achieve bulk discounts?’

Discussing developments
‘What do you think of the new learning resource from xxx? Does it really help?’

Documentation projects
‘We all seem to be facing the same problem and we’ve got a range of solutions. Let’s document them for the group.’

Visits
‘Can we come and see your school program? We need to establish one in our community.’

Mapping knowledge and identifying gaps
‘Who knows what, and what are we missing? What other groups should we connect with?’

Further reading


Community of practice – meeting 1

Workshop to run from 10.00–15.00

Venue: TBA
Facilitator: 

Commence 10.15 am

10.15 Welcome and introductions

10.30 Introducing a CoP presentation

10.40 Workforce development and The Core Spine of Competencies
  • Background to the core spine
    - The broad policy and industry context
    - Projects and pilots

11.20 The Scope of the CoP
  • Current providers
  • Prospective providers

11.30 The Model Training Program

12.00 Discussion

12.30 Lunch

13.00 Exploring learning resources
  • Reviewing the list of current resources
  • Sharing of new resources or ways of using resources

14.00 Assessment issues

14.20 Discussion and questions

14.30 Building a CoP
  • Future meetings
  • Protocols

14.50 Next meeting
  • Choose theme
  • Agree on speakers and facilitators

15.00 Finish
Community of practice – meetings 2–7

Workshop to run from 10.00–15.00

Venue: TBA
Facilitator:

Commence 10.15 am

10.15 Welcome and introductions
10.30 Introduction to theme of the day
  • Structured workplace learning
  • Defining the key knowledge
    – Area 1
    – Area 2
    – Area 3
  • Assessment
  • Gap training and skills sets

10.50 Members reports
  • Updates from current providers

11.30 Exploring the theme of the day
12.00 Discussion
12.30 Lunch
13.00 Exploring learning resources
  • Reviewing the list of current resources
  • Sharing of new resources or ways of using resources

14.20 Hot issues and updates
  • Issues and questions raised by members
  • Updates on changes to units of competency and/or training packages

14.30 Next meeting
  • Choose theme
  • Agree on speakers and facilitators

Finish 14.30–15.00
## Community of practice – meeting 8

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<thead>
<tr>
<th>Workshop to run from 10.00–15.00</th>
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<tr>
<td>Venue: TBA</td>
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<td>Facilitator:</td>
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<td>10.15 am</td>
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| 10.15 | Welcome and introductions |
| 10.30 | Introduction to theme of the day |
|       | • Review of progress and the future of the CoP |
| 10.50 | Members reports |
|       | • Updates from current providers |
| 11.30 | Exploring learning resources |
|       | • Review the list of current resources |
|       | • Sharing of new resources or ways of using resources |
| 12.00 | Discussion |
| 12.30 | Lunch |
| 13.00 | Hot issues and updates |
|       | • Issues and questions raised by members |
|       | • Updates on changes to units of competency and/or training packages |
| 14.20 | Reviewing The Core Spine of Competencies implementation |
|       | Scope, delivery, quality, resources, structured workplace learning, assessment, challenges and opportunities |
| 14.31 | End of year celebration |
| Finish | 14.30–15.00 pm |