

# **VETiS ALLIED HEALTH PROGRAM**

February 2011 – December  
2013

Presenter's name  
Date

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CRICOS Provider No:  
00124K

# Project

- Growing a local health workforce
- Increase career pathway opportunities for local youth
- Enhance the sustainability of the community

# COLLABORATION

- Echuca Regional Health (ERH), St. Joseph's College and Victoria University
- Development of Health based vocational education and training in schools (VETiS) programs
- Victoria University was selected to develop the training framework offering credits to the ATAR score for VCE students and completion or, part-there-of of a qualification for VCAL students
- Victoria University designed a two and three year program that includes core units that are transferable across a number of Health qualifications

# AIMS AND OBJECTIVES

- To expose students to all elements of local health care delivery through supported and supervised clinical and/or community placements in a variety of settings broadening the student's understanding and assisting in directing the student into a career path that is obtainable within their local community
- To develop and pilot VETiS health courses utilising blended and flexible delivery models which allow greater access to health pathways for students from remote and rural locations
- To ensure VETiS programs articulate into further Health and Community Service qualifications which can be completed locally in a "Gap" year following Year 12 under a traineeship model
- Implement a Gap year program and resource traineeships in the local area

# Timelines

- 2011 – 23 Year 11 students and 15 Year 10 commenced Semester 1
- First placements commenced July 2011 at Echuca Regional Health
- By September a teacher from the local community was employed to deliver classes, develop learning resources and liaise between St Joseph's, ERH community placement/employment opportunities, local LLEN and Indigenous groups.
- Stakeholders meetings – were held throughout the project
- Evaluation of the project including all stakeholders in the first instance – October 2011 and then throughout the project

# RISKS

- Blended/flexible delivery
- Workload for VCE students
- Appropriate clinical experience for students
- Continued student engagement
- Permanent teacher
- Student feedback

# Effectiveness

- Access to Care - Increase in students studying health and remaining in the rural area, then in the longer term this will increase access to health services in rural areas
- Workforce Capacity - Developing allied health experiences in high school students with the aim of them going on to do further study and then increase capacity in rural health services
- Integrated Workforce - Building networks and collaboration between school, hospital and local community groups for education of high school students on allied health careers
- Patient Satisfaction - Provide a positive experience for patients through the interaction with students

# Effectiveness

- Workforce Satisfaction - To develop and pilot VETiS health courses utilising blended and flexible delivery models which allow greater access to health pathways for students from remote and rural locations.- To ensure VETiS programs articulate into further Health and Community Service qualifications which can be completed locally in a 'Gap' year following Year 12 under a traineeship model
- Workforce Satisfaction - Improving workforce satisfaction for staff who work with trainee and clinical placement students - To expose students to all elements of local health care delivery through supported and supervised clinical and/or community placements in a variety of settings broadening the student's understanding and assisting in directing the student into a career path that is obtainable within their local community



# SUSTAINABILITY

## ENABLERS

- Support of the school, the local community, local hospital and other stakeholders
- Teacher resource who is local to the community, can provide consistency for student, and has local networks
- Promotion & awareness of the course in the local community
- Current student interest, having an interesting subject that students want to enroll in
- Enrolment fees from students contribute to covering costs

# SUSTAINABILITY

## BARRIERS

- The ability to find appropriate clinical placements
- The ability to retain teacher
- Maintaining student interest in the program
- Outcomes of students at the end of the course

# Continued Growth in the program area

- **2012** – Werribee
- **2013** – Geelong
  - St Albans
  - Sunshine
  - Footscray
  - Seymour
  - Hoppers Crossing

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