School of Social Work

AGED CARE

- Graduate Certificate in Aged Care
- Graduate Diploma of Aged Care

EXCELSIA
UNIVERSITY COLLEGE

About
EXCELSIA UNIVERSITY COLLEGE

Established in 1983, Excelsia University College (Excelsia) is one of Australia's leading Christian higher education providers, and is an innovative and creative community of people who are passionate about excelling and growing academically, professionally, personally and spiritually. Our students and alumni embark on a journey of lifelong learning and leadership.

WORLD-CLASS MENTORSHIP

Be mentored by and learn from engaged and committed staff who are approachable and passionate about social work.

INDUSTRY RESPECTED

Excelsia is a leader in the industry with a respected reputation for successfully delivering postgraduate courses since 1983. Excelsia is committed to changing the lives of people through individual learning and industry experience.

ALUMNI AND INDUSTRY NETWORK

Over 3,000 alumni and accomplished academics around the world attest to our whole-of-person education.

PASTORAL CARE

Excelsia prioritises pastoral care which is fully integrated throughout the program. It is important to Excelsia that we meet the personal, social wellbeing and academic needs of students.

OUR VISION: Excelsia contributes to making a better world through active participation in a life-transforming global Christian learning community.

OUR MISSION: Excelsia is an academic community benefiting the world by producing research characterised by exemplary scholarship consistent with a Christian world view, and graduates prepared to lead in a range of professions.

OUR VALUES

Our values reflect our vision and our mission:

1. **Christ-likeness:** striving to exemplify the life of Christ in our commitments, our actions and our relationships.
2. **Innovation and creativity:** working with passion and imagination in a range of influential professions, to further God's transformative work in the world.
3. **Scholarship:** creating a culture that values the search for truth, supports academic freedom and rewards rigorous thinking.
4. **Service to the community:** using our skills and abilities in and beyond the Institution in the service of others.
5. **Lifelong learning:** continually seeking knowledge, wisdom and capability to flourish and contribute in a changing world.

GRADUATE ATTRIBUTES

1. **Deep Knowledge**
   A deep, coherent and extensive knowledge of studied disciplines characterised by intellectual openness, creativity and curiosity.
2. **Critical Analysis**
   Willingness and ability to analyse issues logically, consider different options and viewpoints fairly, and make informed decisions in relevant artistic, academic and/or professional contexts and settings.
3. **Lifelong Learning**
   A commitment to lifelong learning characterised by a willingness and ability to acquire, develop and apply knowledge and skills that facilitate positive adaptations to a changing world.
4. **Effective Communication**
   Aptitude to communicate information, arguments and ideas effectively and ethically through writing, speech and/or artistic expression as appropriate within each discipline.
5. **Christian Ethical Action**
   A sound knowledge and understanding of Christian values and beliefs, and of the relevance of Christian faith to personal life, professional ethics, and social concerns.
6. **Self Direction**
   A capacity for self-directed learning and activity while working effectively with others in scholarly, vocational, civic and/or artistic pursuits and endeavours.
7. **Technical Competence**
   Competence and facility with materials, processes and technologies relevant to learned disciplines, generic information literacy and professional practice.
8. **Responsible Innovation**
   Oriented towards exhibiting intellectual and artistic enterprise, innovation and independence in constructive, creative and responsible ways.

EXCELSIA RANKED HIGHLY

TEACHING QUALITY*
86.2%
National average 80.5%

POSITIVE STUDENT INTERACTIONS*
84.6%
National average 59.5%

SKILLS DEVELOPMENT*
90.7%
National average 81.1%

OVERALL GRADUATE SATISFACTION^
85.4%
National average 75.6%

^ 2023–24 Course Experience Questionnaire (undergraduate)
* 2023–24 Student Experience Survey (undergraduate)

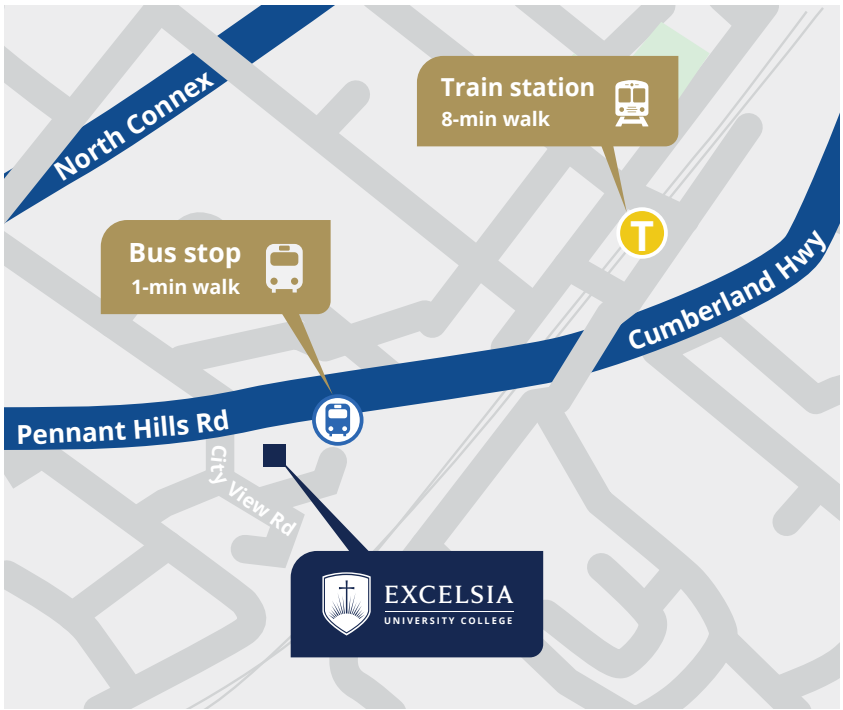
CAMPUS FEATURES

- Library
- Black box creative space
- Production studio
- Innovation centre – Mac and PC lab
- Drama and music specialist rooms
- Wellness centre
- Fidèl Café
- Koorong Bookstore
- Student facilities
  - Free wifi
  - Study desks
  - Snacks bar
  - Free coffee
  - Microwaves
  - Games console

TRANSPORT

- 8-min walk to Pennant Hills Station
- 1-min walk to bus stop
- Free parking

CONVENIENT LOCATION



Graduate Certificate in
AGED CARE

By 2060, the federal government estimates the number of Australians over the age of 75 will rise to four million. As the demand for aged care services increases, so too does stronger governance and leadership within the sector as identified by the Royal Commission. In the Graduate Certificate in Aged Care, students will gain the knowledge to develop their skills that can be applied to leadership and management roles within residential and community-based agencies.

Course duration:	6 months full-time 1 year part-time
Intake:	February and July
Credit points:	24
Delivery:	Online
Available to:	Domestic and International
CRICOS Code:	116235F
IELTS:	6.5
AQF:	Level 8
Financial information:	Domestic: $10,000 International: $9,000

For more information, refer to our course fees page.

The course utilises a Christian framework that is also inclusive and respectful of other faiths. This allows students to learn about working with service users and their families, ensuring their rights are heard and ethically practised. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

Graduate Diploma of
AGED CARE

The Graduate Diploma of Aged Care builds on the Graduate Certificate in Aged Care. The Royal Commission into Aged Care Quality and Safety (2021) Report highlighted three important messages. These were the need to develop the aged care workforce capabilities; a stronger governance and leadership within the sector; and the importance of a rights based aged care sector. This course has been designed to meet the needs of the aged care sector as identified by the Royal Commission.

Course duration:	1 year full-time 2 years part-time
Intake:	February and July
Credit points:	48
Delivery:	Online
Available to:	Domestic and international
CRICOS Code:	116238C
IELTS:	6.5
AQF:	Level 8
Financial information:	Domestic: $20,000 International: $18,000

For more information, refer to our course fees page.

The Graduate Diploma of Aged Care provides students with the academic knowledge and skills to work effectively in leadership and management roles within aged care. Students wanting to further develop and upskill in both residential and community-based agencies, or who are transitioning into these roles, will benefit from this course.

The course utilises a Christian framework that is also inclusive and respectful of other faiths. This allows students to learn about working with service users and their families, ensuring their rights are heard and ethically practised. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

ENTRY REQUIREMENTS

EDUCATIONAL PREREQUISITES

Applicants may be admitted to the Graduate Certificate in Aged Care or the Graduate Diploma of Aged Care if they have previously successfully completed a relevant:

- bachelor degree or
- bachelor honours degree.

'Relevant' means a degree that includes subjects in human services, psychology, social work and education. 'Non-relevant' means degrees that are science based (not including psychology), where you have not human services-related subjects.

Applicants with non-relevant degrees will be considered on the basis of their work and life experience.

APPLICANTS WITH WORK AND LIFE EXPERIENCE

Applicants without undergraduate qualifications can apply for admission via the work and life experience pathway which may consider other forms of study completed in the higher educational sector and vocational sectors. These include volunteer activities with older people, participation in religious communities supporting older people, church contributions, and professional development relevant to human services and aged care.

For more information on admission requirements, refer to the admission policies in the Admissions Framework.

Why study aged care at **EXCELSIA?**

- Excelsia students are provided with opportunities to integrate theory and practice to enhance their learning, update skills and contribute to the aged care industry.
- We empower students in their professional development by encouraging critical reflection within their practice. This will help students to maintain an effective relationship with older people, as well as develop effective communication skills, and knowledge to support their wellbeing.
- At Excelsia we help students learn how to adapt to Australia's ageing population by offering them a range of units that expose them to different approaches and interventions to facilitate quality aged care practice.
- Students will develop networks with residential and community aged care providers in Australia and discover what areas best suit them.

Units

CERTIFICATE AND DIPLOMA UNITS

Navigating Aged Care in Australia

This requires an understanding of a range of services provided by government, non-government, religious, cultural, and charity sectors to older people and their carers. Students will be introduced to an array of services and resources to expand their knowledge base and gain an understanding of the aged care sector within community and residential settings.

This unit will enable students to appreciate the practical journey of acquiring aged care support and services. Through this process it is aimed that students will be empowered to assist patients/clients to effectively know what is available, and to share information. This unit has been designed to integrate practical and theoretical awareness of the aged care system within Australia.

Students will consider the special needs of elderly people in accessing services, recognising the diversity of the older population. Consumer directive care will be examined and its impact upon practice. This form of care underpins service delivery where older people can choose their service provider and make decisions on the type of care received. However, before making that choice an assessment process is required to determine the level of care needed.

Ethical and Legal Issues in Aged Care

This unit aims to contribute knowledge of contemporary and evolving legal and ethical issues relevant to the lives of elderly people. Students will be introduced to a range of ethical and legal issues where responsibilities, principles, and obligations will be outlined to fulfil competent professional practice within aged care. Legal issues and the acquisition of information, resources, and support services will be highlighted throughout this unit. Practice and policy are interwoven, and the implications of policies present and proposed will be critically examined.

Topics within the ethics section of this unit will include ethical awareness, ethical values, code of ethics, ethical conflicts, end of life ethics, and ethics with technology such as robotic care. Appreciation of the scope of ethical issues will be explored.

Specific legal issues within the aged care context will be addressed to determine their impact upon service delivery and care planning. Key legal issues such as consent, capacity, decision-making, duty of care, dignity of risk, mandatory reporting, safeguarding elderly people, estate planning, and advance directives will be introduced to understand best practice.

Enhancing Dementia Care

This unit's foundation is to support meaningful emotional connection with elderly people with dementia. Central to this focus is dispelling myths and stereotypes, and instead focusing on person-centred care. Both practical and theoretical approaches will be explored in aiming to contribute to enhancing dementia care within the community and residential settings.

An awareness and understanding of the dementia process to elderly people, their carers/significant others, and to health professionals within the aged care workforce will be addressed. Students will examine and critique dementia care, which is being provided to elderly people in Australia and internationally. This includes making a difference to service delivery through design.

A major focus within this unit is to provide students with the opportunities to enhance skill development, reflection, and promotion of a range of interventions that will contribute to quality service provision within dementia care. Dementia prevention and public health policy will also be examined to illustrate the modified risk factors and their potential effect in reducing an individual's risk of dementia.

Working with Diverse Groups of Elderly People

This unit examines six diverse groups of elderly people, emphasising individuality, shared experience, and promoting respect through valuing people's diverse needs. Specific needs will be highlighted related to entering and navigating the aged care system. The Royal Commission on Aged Care (March 2021) reported that First Nations elderly people, culturally and linguistically diverse (CALD) elderly people, homeless elderly people, LGBT elderly people, rural elderly people, and veterans were disadvantaged within the Australian aged care system and advocated for structural change.

Students will consider the implications and special needs of elderly people from these diverse groups in accessing services, as well as critically examine the availability of formal and informal services. The central premise of this unit is to encourage students to reflect on service provision and to explore alternative service development by adopting a rights-based approach. Integral to the rights -based approach is the provision of opportunities to enable elderly people from diverse groups to express their views, attitudes, and perceptions of what they want, and the barriers encountered whilst engaging with aged care providers. Proactive service delivery and interventions will be addressed throughout this unit to facilitate inclusive practice.

DIPLOMA UNITS ONLY

Spiritually Sensitive Practice

This unit introduces the use of spiritually sensitive practice as an enriching mode of interaction with elderly people. Spiritually sensitive practice is an approach that values elderly people's responses, acknowledging their worth, and facilitates connection. Meaningful conversations with elderly people are fostered by encouraging a compassionate person-orientated

approach. Students will develop an understanding of the importance of utilising such an approach in a range of settings, for example within the community, and/or residential care. Knowledge and awareness of spirituality will be developed to enhance a deep understanding of the role spirituality can play, for example within assessments in healthcare.

Different expressions of spirituality will be explored within a contextual framework within which elderly people live and die. The unit's focus will explore diversity by encouraging students to reflect on beliefs and asking pertinent existential questions on meaning in life. Respect of others' belief systems will be promoted, raising the awareness of how nurturing a spiritual identity can assist and transform practice.

Development of Aged Care Theories, and Interventions with Elderly People

This unit examines the biological, psychological, social, and critical gerontological theories that have provided theoretical knowledge guiding aged care practice. A range of theories will be explored from their development to their current impact upon older people within community and residential aged care. Students will be encouraged to evaluate theories and understand the dynamic interplay of systemic issues associated with these theories.

Delivery of aged care has been shaped not just by theories, but also by their interpretation within a socio-cultural context. Theories need to be critically examined to underpin progressive practice and facilitate theory building.

There is considerable diversity with the ageing population, and this has fostered the theoretical development of transdisciplinary theories. A range of theories will be highlighted throughout this unit, illustrating the interwoven nature of theory and practice. This unit provides students with a spectrum of knowledge on the value of theories and how they are applied to current service models within aged care.

Re-Structuring Aged Care Within Australia

The Royal Commission into Aged Care Quality and Safety final report (2021) championed 148 recommendations envisioning a new aged care system. This unit focuses on some of the major recommendations for action and highlights a vision for the future of aged care in Australia.

Throughout this unit students are encouraged to critically examine the current aged care system by acknowledging moving beyond the status quo to aged care reform. This unit is designed to encourage students to facilitate change through exploring their own practice within aged care. Policies and practices will be appraised in reshaping aged care and their impact upon older people. The critical value of aged care standards, role of an independent regulator, dynamics of the aged care workforce, and funding for a new care system will be discussed to facilitate high quality aged care.

Dying and End of Life Care

This unit reviews and critically analyses the development of theories on loss, grief and grieving and their application to older people and their carers. Students are actively encouraged to explore a range of theories to promote understanding of best practice. Different forms of grief and their possible impact upon older people and their carers will be discussed to enhance students' awareness of practice implications.

Interventions and empowering approaches have been outlined, challenging assumptions about grief and bereavement. Knowledge will be developed about the range of support services, and the acknowledgment of the value of rituals, funeral practices, and the use of spiritually sensitive practice.

End of life care will be critically examined to facilitate students' understanding of the complexity of issues which may arise in caring for older people who are dying. End of life care practices and their implications will be discussed including palliative care, and recent legislation changes for voluntary assisted dying.

Students will be encouraged to reflect on barriers and enablers to self-care to assist guarding against burn out/ compassion fatigue. Compassionate caring will be addressed as an integral component when working with older people and their carers experiencing loss, grief, end of life issues, and dying.

Information about applications is available at: excelsia.edu.au/study/how-to-apply

Step 1
Select the course
at: excelsia.edu.au/study

Step 2
Check entry requirements

Step 3
Gather the required documents

Step 4
Complete application form

Step 5
Apply

Once you submit your application, Excelsia staff will contact you shortly to confirm receipt and talk through the next steps in the process.

EXCELSIA
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The information contained in this course guide was accurate at the time of publication. Excelsia reserves the right to amend the material contained in this guide without notice in response to changing circumstances or for any other reason. For most up-to-date course information please visit our website.

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