



Bachelor of Social Services (Level 7); Graduate Diploma in Social Services (Level 7); & New Zealand Certificate in Health and Wellbeing (Level 4)

Permanent External Advisory Committee Minutes
May, 2019

College of Community Development & Personal Wellbeing

Date / Time	Thursday 9 May, 3.30pm
Venue	Otago Polytechnic, G310
Chair	Barbara Fogarty
In attendance	Joanne Taylor-Cross, Morag Cunningham, Wayne Green, Barbara Fogarty-Perry, Barbara Long, Chris Ford, Charles Pearce, Stacey, Sharon Ferguson, Doug Browning
Apologies	Barbara Payton, Jenny Conder, Thomas Cardy, Mike Williams, Vicki Begg, Stephanie Revell, Tom Smillie, Claire van Loon Sim, Petra Haas, Megan McLay, Rachel Dibble, Jackie Dean, Chris Williamson, Megan McLay, Margaret McKenzie-Davidson, Jenny Conder, Pam Close, Shirren Tresslor
Absent	
Minuted by	Nicole Abernethy

Minutes

Welcome

Chris Williamson

Discussion:

Welcome, thank you's, and introductions.

Minutes of the Previous Meeting

Barbara Fogarty-Perry

The minutes from the previous meeting are agreed to be a true and accurate reflection.

Reports from Community PEAC Members

Open Floor

Discussion:

Barbara Long

Currently recruiting staff. Have had three students on placement.

Discussion around student readiness for practice

- Some concerns around professional boundaries, literacy level, and ability to clearly articulate specific mental health disorders
- It's expected that students / new graduates will need extra support furthering their professional development in some areas; also concerned that some students / graduates need more support than they should

Discussion around interview process and the importance of being well prepared

- Can support people with some development, but students need to give a professional presentation and show initiative in the interview
- Need more focus on developing student interview skills

Barbara Fogarty-Perry

The restructure in the ITP and Polytechnic sector by the Labour Government will potentially impact our degree level programmes. At this stage there is a lot of uncertainty around what this will look like

- We are hoping that more funding will be injected into the mental health sector

- Otago Polytechnic has been incredibly active in the restructure process

Charles Pearce – Methodist Mission

Currently engage in a project for preschool children working on self-regulation. The project was developed in response to the Dunedin Study.

- At this stage it's being run as a research project with the aim of finding out if this model will work in a group as well as one-on-one
- Started with a small pilot in South Otago; moved to Auckland and Southland
- 37 centres now running this programme with 800 children
- The programme is ten weeks long and so far the outcome has been successful with significant shifts in self-regulation. Now the focus is on what these outcomes look like long-term

Another project being run in conjunction with Talking Trouble.

- Small project with Manukau Court, working with youth
- Looking into youth offending; particularly youth reoffending
- 10% of youth in these situations are remanded. The project focuses on finding somewhere for them to go so they're not in prison for this period
- 70% of young people who turn up to court don't understand what's happening to them

Just appointed a new client support worker

- When looking at candidates, it's preferable that they have a variety in their background

Barbara Fogarty-Perry

Literacy in corrections is a large issue with a substantial amount of youth offenders being neurodivergent

Discussion on preparing students for the interview process

- Mock-interviews are set up for students with someone in the community. Students have received constructive and honest feedback from this process

Discussion around the need for students to work on interview skills and CV formatting

- Wayne Green – Discussion around initiatives which OP have taken with the wider community; offering careers workshops to high schools

Chris Ford – Disabled Persons Assembly

Concerns about the proposed cuts to funding for disability support discussed

- The proposal has since been vetoed by the Ministry, but we're now having to keep a close eye on what the Ministry are doing with regards to Disability Support Services

Discussion on the issues surrounding housing modification support for disabled people. There is a need to ensure that disabled persons and their whanau are at the centre of the support plan

- Significant issues at the moment finding suitable and accessible housing which is leading to homelessness

There is more of a focus now on including disabled students in the mainstream classroom setting which is great

Disabled Persons Assembly are currently in the process of appointing a new Chief Executive, as well as someone to be Kaitohutohu in Christchurch

Discussion around a research programme being run and initiated by disabled peoples

- Looking for anyone who identifies as disabled to be interviewed for this research
 - Barbara Fogarty will circulate the flyers for this

Equipment waitlist and housing crisis discussion

- Looking at more independent living
- Parents inquiring about children going flatting and how to manage this

Doug Browning

New legislation requiring Health Care Assistants to take a half an hour un-paid lunch break has created some issues around childcare

- Wider discussion around this, employees can negotiate with their employers to not take the half hour break

Discussion surrounding registered nurses attaining their qualification in NZ then moving to Australia for the pay

- Has meant that lack of experience on the floor is becoming a significant issue
- Currently there is no incentive for nurses to stay in the aged care sector
- Also causes high staff-turnover impacting on remaining staff as well as clients

Discussion around an inter-professional approach with student placements

- BSS are currently working with Nursing and Occupational Therapy to come up with an integrated paper which would see BSS students placed with OT and Nursing students
- Will be case-study based with a focus on a collaborative, problem-solving approach
- Strong focus on wellness and wellbeing with students

Discussion:

Wayne Green and Joanne Taylor-Cross are new to the BSS. Wayne is a graduate of the BSS with experience in career practice with Student Success. Jo has come to us from the Blind Foundation, and is a qualified occupational therapist with a wide variety of skills. We also have Marie McKay who has taken on the role of Kowhai Manager, and has come from Mirror Counselling. Katrina Le Cong is our new placement coordinator; Katrina is coordinating the New Zealand Certificate in Health & Wellbeing (level 4) programme while Jenny Rudd is on a sabbatical.

Bicultural supervision is now run as 'workshop days', rather than the one-hour class, once per month, as it has been previously run.

- Working within the case-study model
- Feedback from students so far has been positive

2019 is the final year of the new degree roll-out

Any Other Business*Open Floor*

Discussion:

Discussion around advocacy for those who do not meet the age criteria to receive the student allowance

- Further discussion around limit on funded study; once students have completed 3 – 4 years, how do they retrain or go into further education?
- OP has a Wellbeing and Disability advisor who works with students experiencing disability or injury

Discussion around age discrimination in supported study through StudyLink / Work and Income

- Scholarships are available to those who identify as Māori or Pasifika
- Workforce gap: those who are aged 45+ are being 'locked' out of the sector as they can't retrain (e.g. Cadbury workers from the recent Dunedin factory closure)
- This demographic often bring their own sets of skills to the sector from their previous jobs / experiences, which are invaluable.
 - Barbara Fogarty has spoken with StudyLink regarding this and encourages students and OPSA to get on board as well

Meeting 4.32pm

Close:

Next Meeting: TBC



Bachelor of Social Services (Level 7); Graduate Diploma in Social Services (Level 7); & New Zealand Certificate in Health and Wellbeing (Level 4)

Permanent External Advisory Committee Minutes
November 2019

College of Community Development & Personal Wellbeing

Date / Time	Thursday 14 November 3.30pm
Venue	Otago Polytechnic, H601
Chair	Katrina Le Cong
In attendance	Barbara Long, Barbara Payton, Claire van Loon Sim, David King, Jacqueline Legros, Jenny Munro, Linley Hendry, Marie Laufiso, Megan McLay, Michell Reddy, Michelle Mielnik, Petra Hass, Rene Gloor, Ronak Singh, Shireen Tresslor, Aroha Ngatai, Barbara Fogarty, Chris Williamson, Desiree Williams, Katrina Le Cong, Kerryn Carson, Rachel Dibble, Wayne Green, Micah Whitaker, Tayla Edmunds
Apologies	Barbara Bridger, Charles Pearce, Chris Ford, Doug Browning, Heather Casey, Ilka Beekhuis, Jacqui Dean, Jade Bray, Jason Jewiss, Jenny Condor, Karla Butler, Lois Scott-Muir, Marco Kleinangevelsloo, Melanie McNatty, Pam Close, Sharon Ferguson, Thomas Cardy, Morag Cunningham
Minuted by	Amanda Henson Molloy

Minutes

Welcome *Chris Williamson, Aroha Ngatai, Katrina Le Cong, All*

Karakia & mihi, introductions, sharing kai

Minutes of the Previous Meeting *Barbara Fogarty-Perry*

The minutes from the previous meeting are agreed to be a true and accurate reflection. Seconded by Wayne Green.

Group Brainstorming – Revitalisation of PEAC *Open Floor*

Group Discussion:

What would make this PEAC process a valuable and meaningful one for you?

- Responsive feedback to reports.
- Frequency, more than two meetings, not on Mondays or Fridays, end of day is better, more flexibility. Twice a year at minimum. Rotate times (am, noon, pm).
- Times to be appropriate – request response, go with the majority.
- Remote involvement. Contribute to agenda remotely prior to meeting.
- Provide avenue for robust conversations. Workshops to qualification – feedback loop.
- Exploring specialty groups, working groups for mental health/professional practice.
- More advertising.
- More structured.
- Email reports earlier than the day prior to the meeting. Send out documents two weeks beforehand.
- Needs to be more structured. Send out docs a week beforehand.
- Perhaps summarise the details into a succinct report.
- As part of the agenda have a theme or topic that would be up for discussion in a way that would be useful for students when they are on section. For example, privacy in work – how does that really work?

A focus point to the meeting that benefits the students in some way.
Placement and support working groups – importance of partnership, good forum to bring up challenges.
What is the expectation on both sides? What is the level of skill?
What do we need from each other – clear expectations – ideal world lists.
Why do we have PEAC, what is its purpose, need consensus view. PEAC is important so that qualifications remain relevant, needs to be a value-added process. What is the relevance of learner capability framework to PEAC?
Clarity about the role that is wanted from the Polytech
Support for placements needs to be more robust. Self-awareness of students.
Students need to be useful – no babysitting, actually contribute – not just there to tick off hours. Meeting in the middle – partnerships.
Students ability to manage stress.
Student expectations levels – certificate vs bachelors.
Peer support roles for students – how do people's lived experiences impact their placements?
Start interview process instead of best match (job interview process)

What needs to change to foster partnership?

Exploring working groups in between PEACs – ie mental health and working groups
Uneven experiences for students depending on mentors.
Know your agencies – good matching.
Understanding level at placement.
Competent cultural aspects – gap analysis.
Competent at graduation.

Group Brainstorming – Challenges & Opportunities in the industry

Open Floor

Group Discussion:

What are the current opportunities for our sector?

“New Grad” thinking.
Career pathways.
Internship pathway.
Support of new grads/internships.
Filling gaps.
Accelerated career development – supported learning for mid-career.
Strengthen relationships by having all BSS staff in attendance.
Power analysis of sector/systemic change.
Networking.
Referees for future work.
Students being surprised by placement/future work – perspective changing.
Health coaches – integrated primary mental health care.
Potential employees – robust, competent.
Pre-enrolment – Level 4 – Bachelor.

What are the current challenges for our sector?

Expectations of Level 4 – work readiness.
“Social Worker” expectations.
How to create better support networks around new graduates.
Placements too late in the year.
Pathways.
CDANZ – only applies when registered, can register as student subscribes.
Why are bachelor specialties taught separately?
Student being able to cope with placement – exposure.
Polytech sharing history of students – student triggers, likelihood to dropout, criminal records etc
Information on potential students – are they actually excited about the organisation?
Students picking where their passions are. Filtering students.
Confidential information held.

Meeting Close: 5.10pm

Next Meeting: TBC



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Bachelor of Social Services (Level 7); Graduate Diploma in Social Services (Level 7); &

Permanent External Advisory Committee Minutes
November 2020

College of Community Development & Personal Wellbeing

Date / Time	Thursday 24 November 4.00pm
Venue	Otago Polytechnic, H601
Chair	Chris Williamson
In attendance	Petra Hass, Jean Andrews, Alana Goldsack, Morag Cunningham, Piers Heaney, Wayne Green, Margaret McKenzie Davidson, Veronica Neiman, Mike Williams, Jacqui Dean, Claire Ramsay, Jenny Munro, Chris Ford, David King, Megan McLay, Rachel Dibble, Ian Smith
Apologies	Barbara Long, Charles Pearce, Elsie Freeman, Doug Browning, Mel Green, Jenny Conder, Karla Butler, Joy Meredith-Chin, Kaitlyn Brown, Leisa de Klerk, Marcelle Nader Turner, Steff Revell

Minuted by

Minutes

Welcome

Chris Williamson

Welcome and brief overview of the year to date.

Minutes of the Previous Meeting

Chris Williamson

The minutes from the previous meeting are agreed to be a true and accurate reflection. Seconded by Dave King.

Group Discussions

Group One:

Thinking about the proposed developments within the BSS for 2021, how do these changes align with employment needs from your sector? (this is referring to 'collapsing' MH/Dis speciality and introduction of Youth Work Diploma in 2022).

- We see a rising number people with MH issues that present as career clients; career practitioners need to know what the exhibiting behaviour look like. Need more mental health knowledge
- To have a passing knowledge of what is going on for clients – clients with anxiety → MH and resilience; notice when something is not right; having general knowledge and pastoral care capability
- AC is largely social work so less likely to be affected; but for the future workforce we'd need whanau workers; workforce needs to align with life more and more; people who can do the 'leg work'; like the idea of a broader approach; recruitment and retention is an issue
- We needed resource workers who do a lot of the contact, support work – they had no training specifically; there's a gap for whanau workers; Oranga Tamariki model are doing it; challenge of keeping people in Dunedin and having enough in the workforce; Oranga Tamariki have realised finally that they don't just need social workers - "the allied workforce";
- Benefits of having a degree graduate vs a diploma graduate or certificate graduate. Like idea of broader background

- Youth work qual we do is limited so need youth workers; Oranga Tamariki is heading that way too so they will need them too; health and wellbeing integrated with specialty learning. More youth work – will be career path openings
- A career adviser solely for disability; looking for level 7 qual at least
- Registration is going to cause huge issues
- More opportunities for career because of high unemployment due to COVID – but need to be members of CDANZ
- There is no improvement in increasing capacity – more assessment and limited intervention

From your experience of our students/graduates – are there any gaps in their readiness to practice that you have noticed? (make a note about context of responses/speciality)

- Nature of placement experience means they seem to come very well prepared – counselling
- Careers – a gap is in the ability to deliver core practical delivery services ability when they arrive. Students stopping CV, not ringing up re: lateness etc. This is recent past, expecting change in future
- Adolescent and children – massive gaps – in terms of providing services
- By the time they get to the end of placement they are practically an autonomous practitioner – positive feedback for counselling students
- Career – the ability to deliver some of the core services – workers making basic mistakes – on day one students need to be able to step into practical delivery (these issues are likely getting addressed with the new tutor)

From your experience of our students/graduates – what qualities/skills/knowledge have you noticed to be of benefit to your organisation/sector? (this might be on placement or after graduating)

- The ones who contact you early, have done their homework on the workplace, and are really keen, they're the ones we like to grab – that had maturity
- Maturity is a real bonus (all agreed strongly) – not necessarily an age thing, life experience
- Proactive, independent; committed; initiative where appropriate; don't expect it to be handed on a plate; know how to work; and know what they want to get out of it; ability to self-reflect, commitment to task, work ethic
- They are not meek – they hold their own space and have life experience; they are keen to get involved in the agency; they're ready to go when they start; resilient; have curiosity or are inquisitive
- Counselling – students are really great, ready to go and dive in
- Some amazing, great matches

Is there anything from the employment market (threats/opportunities) in Human Services that would be good for us to know about?

- There is plenty of need, but how do we target that? It is linked to funding, but client numbers are not decreasing
- CDANZ pathway changing
- Gaps in mental health services – elderly?
- If pay equity comes through, I will likely have to shed half my staff – funding comes from the “cannibalisation” of departing staff salaries
- Needs to stay at degree level
- Mandatory Registration for Social Work Feb 2021
- Retention is a big issue in Dunedin. Social workers are thin on the ground therefore lower level frontline staff are needed to complement social work
- COVID – more gaps and openings in careers (e.g. pop up careers work)

Group Two:

Thinking about the proposed developments within the BSS for 2021, how do these changes align with employment needs from your sector? (this is referring to ‘collapsing’ MH/Dis speciality and introduction of Youth Work Diploma in 2022).

- Jobs for youth work – what sector do these apply (e.g. careers)
- Where are the graduates from current diploma already being employed?
- Collapse of MH/CP and youth work
- Jobs? Not a diploma
- People are facing mental health/disability issues co-existing. Having the skills to work with this and holistic
- Disability/mental health – a good combination. Wellness and distress. Thinking about psychosocial/dis
- Concerns – social model and human rights
- Social model of disability – not to lose this. Inclusive forum.
- Overarching “wellbeing”, “living well”, having a good life – from an individual perspective
- Wellbeing – ecology of wellbeing
- Mental health funding pressures
- Live well/a good life - generalist
- Looking at general areas rather than specifics (siloed areas)
- Careful to think about use of language
- Holistic models of practice – look and meaning
- Youth development strategy “community health” focus. Youth are part of whanau and community

- Understanding of mental health/disability in Career Practice and working with youth
- Career practice needs to be more integrated
- More input into guest lecturers – John Marrable

From your experience of our students/graduates – are there any gaps in their readiness to practice that you have noticed? (make a note about context of responses/speciality)

- Mental health/disability context in careers practitioners – need this specific knowledge, fulfilling counselling roles
- Understanding of their own self-awareness, of what wellbeing is (wellbeing ecology) and supervision and maintaining their own wellbeing
- Confidence and competence
- What's outside the box? What's in the box?
- Start of Year 1 careers work needs to include different perspectives/knowledge for working in speciality (mental health/dis/addictions) – all placements have components of mental health
- Interest in social policy/disability rights using a disability lens (lots of different glasses)
- More integration across speciality skills
- Emphasis on engagement and assessment – active listening and hearing the needs of the clients.
- Mahi Tika (Waikato), marginalised communities
- Youth work diploma

From your experience of our students/graduates – what qualities/skills/knowledge have you noticed to be of benefit to your organisation/sector? (this might be on placement or after graduating)

- Teamwork, listening, taking instruction, follow up care
- Networking skills and assisting in community pop-up shops
- Building resilience
- Looking for: what it means to be engaged – hearing/understanding, needs strength, engagement
- Motivational interviewing
- Pasifika
- Values/related well engagement and listening

Is there anything from the employment market (threats/opportunities) in Human Services that would be good for us to know about?

- Careers – what is the contract for? e.g. mental health of employment. Awareness of where funding is coming from (government, ACC, MSP). HR employment legislation. Broader perspectives on roles, incorporating mental health/disability etc. IPS – individual placement services (employees). Integration of skills required.
- Mental Health/Disability – solution focused training and skills
- Megan is happy to be contacted for further discussion re: integration
- Integrated Practice Accelerator (OYWT) – community focused
- Neurodiversity)
- Trauma informed) more understanding and focus
- Family harm)

Group Three:

Thinking about the proposed developments within the BSS for 2021, how do these changes align with employment needs from your sector? (this is referring to 'collapsing' MH/Dis speciality and introduction of Youth Work Diploma in 2022).

- Really good idea to train Youth Workers-need for good quality training. Praxis have had a distance course but next year will have tutor based in Dunedin.
- Youth workers have a registered national body with a Code of Ethics-Ara Taiohi
- Makes a lot of sense to train YW-sought after in this area-increasing need for them with training in mental health
- Good to have a less 'siloes' approach to MH-be more holistic

From your experience of our students/graduates – are there any gaps in their readiness to practice that you have noticed? (make a note about context of responses/speciality)

- Professionalism in the workplace
- Accountability
- Communication with provider from student
- Being clear with provider what they can and can't do
- Careers provider spoke of student 'going missing in action' with no communication
- Alanna from Youth Grow said any difficulties on placement have been more to do with personality of student rather than any gaps in skill or knowledge

From your experience of our students/graduates – what qualities/skills/knowledge have you noticed to be of benefit to your organisation/sector? (this might be on placement or after graduating)

- Jean from Taieri spoke about being impressed with capability and clinical training of students from the Counselling specialty-as an employer, said she would employ OP grads over Masters grads from other institutions because of their clinical preparation. She said they have good basic skills and are 'hungry' for experience and knowledge. She said that over the last few years, the students who have come have been much more suitable due to stricter vetting of acceptance into the course. In the past she had unsuitable students who weren't able to carry out the complex role required in schools (manage multiple stakeholders). Postmodern-SFBT approach very useful as well as ecological models.
- Alana from Youth Grow said she has been impressed with MH students -their ability to come in with models and apply them.

Is there anything from the employment market (threats/opportunities) in Human Services that would be good for us to know about?

- Opportunity to train suitable Youth Workers-clarity around their qualification and training (rather than Career Force qualification). Need for clear guideline about professional practice; ethics; confidentiality
- In Counselling-government has allocated millions for new positions in schools so a huge opportunity for new counsellors
- There is a real need for graduate training programmes to target specific areas of clinical practice eg working with adolescents; working in schools; working with trauma etc
- There is real potential for postgrad options - Certs and Diplomas

Main points include:

- More embedded professionalism e.g. students not communicating/being part of the informal team, communicating via email, what are they doing?
- Good idea that youth work program is being instigated
- More awareness needed of the actual training that students get – mostly around mental health workers and there currently being no registered body to join although there was some discussion around competency act around allied health professionals
- One provider stated that it was not 'what you know' its 'what you can do' which is around not just knowing models etc but being able to actually integrate them with practice
- Most feedback however was that BSS students are useful to have on board and that they would be happy to have future students
- A general teaching further need to move students from being a student to being a professional
- Police vetting was discussed/questioned and explained that each student has to get police vetting and also that 1st year applicants get an interview pre starting around standard readiness questions and also at the end of the first year students deciding on specialties get interviewed as well
- One comment was that students also need to see that the qualification can be used to promote trust in the student by the way the conduct themselves

Meeting Close: 5.30pm

Next Meeting: TBC



OTAGO
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Te Kura Matatini ki Otago

Bachelor of Social Services (Level 7)

Permanent External Advisory Committee Minutes
June 2021

College of Community Development & Personal Wellbeing

Date / Time	Thursday 17 June at 4.00pm
Venue	Otago Polytechnic, F209
Chair	Steff Revell
In attendance	Aslyn Brown, Kerryn Carson, Jacqui Dean, Rachel Dibble, Julie Elliotte, Wayne Green, Alana Goldsack, Petra Haas, Piers Heaney, Linley Hendry, David King, Jenny Munro, Veronica Neiman, Matthew Sanson, Rose Stanton
Apologies	Jean Andrews, Robyn Bazsika, Doug Browning, Karla Butler, Thomas Cardy, Chris Ford, Toni Griffiths, Leisa de Klerk, Holger Korth, Joy Lanini, Barbara Long, Shirley McCarthy, Penny Muir, Shelley Pilgrim, Claire Ramsay, Amanda Tait, Matt Tempero, Chris Williamson
Minuted by	Kerryn Carson, Wayne Green, Veronica Neiman

Minutes

Welcome

Steff Revell

Welcome and brief overview of the year to date.

Minutes of the Previous Meeting

Steff Revell

The minutes from the previous meeting are agreed to be a true and accurate reflection. Seconded by David King.

Group Discussions

Are there any recent developments in your industry?

- Earlier transition starting from Sara Cohen into day-programme? Potential for more desensitisation (needed).
- PACT – more corrections contracts/probation services. Youth service gaps from PACT perspective.
- Facing recruitment challenges for specific roles.
- TEC/CDANZ membership changes and need for post-graduate qualification for some levels of membership.
- Benefits of having a degree graduate vs a diploma graduate or certificate graduate. Like idea of graduates coming from broader background.
- Shortage of Youth Workers. There will be a need for more graduates to have specialist learning in youth work area.
- More opportunities in career field because of high unemployment due to covid – however there is also the requirement of CDANZ membership.
- High degree of unresolved grief (covid/jobs). Need workers to do End of Life Bill.
- Staff movement always an issue – need sustainable workforce; people leaving due to challenges such as fatigue, pay, long hours, contracts, leadership issues, PD, burnout, compassion fatigue → need quality external supervision. Also includes the challenge to hold on to younger graduates who move careers more readily and money not being comparable to other careers. Community organisations needing to find a way of supporting personal sustainable practice in new graduates.
- More Aged Care homes are achieving higher results with their MOH certification audits which indicates standards remain high.

- Increasing trend of homes employing less qualified staff and training them on site. Government funding is available for training and staff can get free.
- The Nurse Practitioner role is going to become more vital to the functioning of community health - this role also takes pressure off GP services.
- Access for the Aged Care sector to community specialist services such as wound care, psychiatric services is becoming paramount to assist to meet the needs of our increasingly medically complex residents.
- Two areas that have not been accepted by the industry very well are the benefits of massage and counselling or individual private mental health resident external support. Possibly due to the age group that are not familiar with massage and do not want to accept they require mental health support as this indicates a weakness on their behalf. Both these services also currently incur an "additional" care cost to the resident and this is a limiting factor with this generation.

Are there any training and/or education gaps within the BSS that could support these developments (or work toward supporting them in the future)?

- Developing Post Graduate qualifications.
- Supporting students to develop co-ordination skills such as: report writing/admin and managerial skills.
- Ensuring students have good level of computer/IT literacy.
- Students having more awareness of death care/end of life navigation.
- Practising self-care (sustainable practitioner) – not just giving it lip service.
- Mindfulness training and developing their level of self-awareness → to manage the enthusiasm and energy with boundaries.
- Neuroscience behind trauma e.g., Gabor Mate, Johann Hari and/or Steven Porge's Polyvagal theory – need a deeper understanding of trauma and working with it.
- Impact of social media, pornography and trans gender/pronouns/identity – these areas have a significant impact on youth, even more so from five years ago.
- Diversional therapy training or even updating is increasingly difficult to find (Aged Care).

Is there any feedback from *recent* contact with our *current* learners this year that you wish to share? (This might be strengths you have noticed or areas of further development.)

- Having encounters with student who have a positive attitude has been good (plus their resilience to cope with demands of the workplace).
- Being 'work ready' - seeing graduates who are prepared for entering the workforce.
- Recent students have had strengths around communicating/interacting and having the skills to develop rapport.
- Seeing students being prepared to speak up in meetings. Appreciate their pro-activeness.
- Having a student on placement that was an excellent 'match' for the organisation. This made the placement experience on both sides positive.

This year we are trialling a different format of PEAC reports – with the first report of the year being a brief summary and a more comprehensive report will follow at the end of the year (when there is more to report on). Any feedback on this structure?

- Good idea
- Would be useful to have report sent out earlier.
- Brief is good! Long is off-putting.

What content would you like to see more of in PEAC reports?

- Follow up from discussions within PEAC.
- New clarification on specialties.
- Just relevant information is needed. Happy with what is already in them in terms of content.

Anything else you would like to discuss/share?

- Do student reps attend PEAC? Would be nice to hear from student voice.
- Not just OP that benefits from PEAC meeting - appreciate the inclusive approach that is taken.

Meeting Close: 5.30pm

Next Meeting: TBC