



holmesglen

Holmesglen and the Royal Children's  
Hospital: Breaking new ground in  
student outcomes



The Royal  
**Children's**  
Hospital  
Melbourne

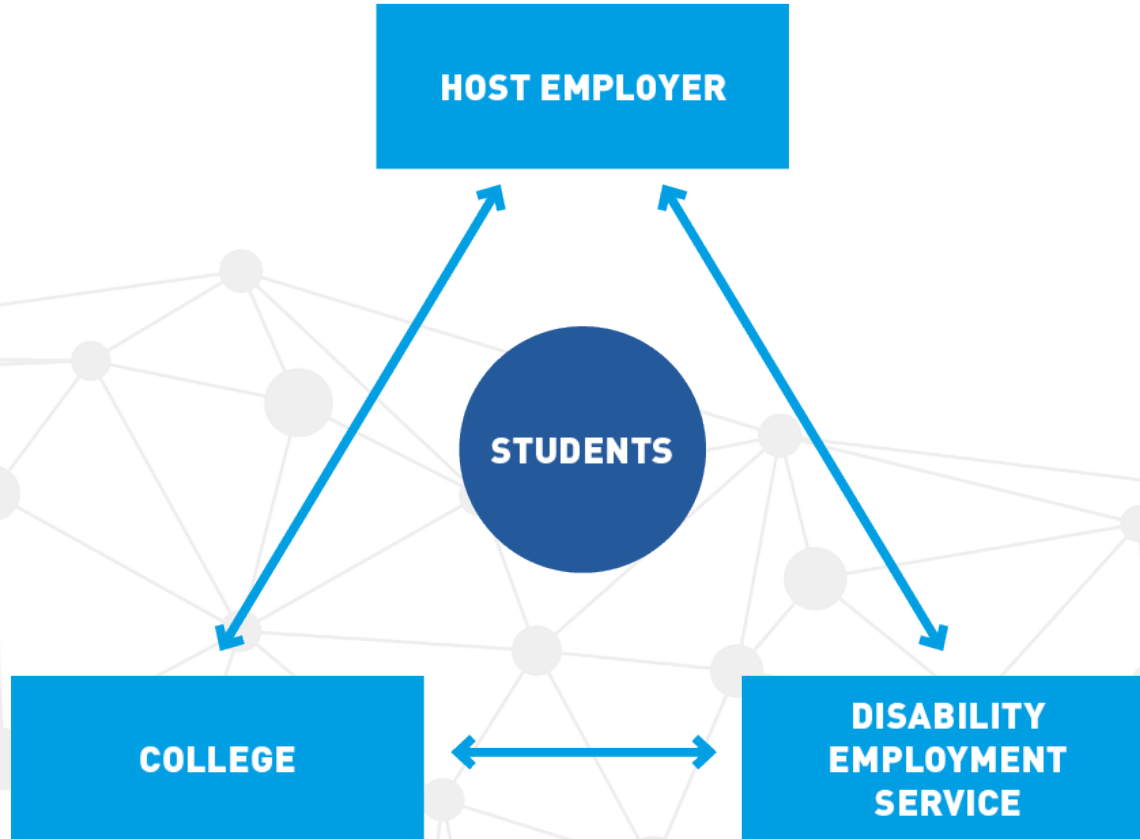
# Integrated Practical Placement Program

## Background

- 120 young people with disability
- Aim: To transition into employment or further study
- ISS Fellowship – Supported internships in the UK



# SUPPORTED INTERNSHIP MODEL



## Holmesglen and the Royal Children's Hospital

- 2017 – established partnership
- 2018 – pilot program introduced
- First of its kind in Australia
- 10 full time students
- Blend of work and study
- 3 x 9 week job rotations



# The Departments

Human Resources

Allied Health

The Foundation

The Family Hub & Volunteers

Early Learning Centre

Mail Room

The Spotless Group

The Larwill Hotel



Medical Records

CSSD – Central Sterilising Supply Department

Food Services

# Sharing our experience

Importance of the research...



Level 1  
Reaction

Level 2  
Learning

Level 3  
Behavior

Level 4  
Results

**Level 1 Reaction:** measures how students react to the program (e.g., motivation, satisfaction, impact)

**Level 2 Learning:** analyses employability skills, work practices, being prepared for work, knowledge gains

**Level 3 Behaviour:** examines whether learners are utilising what they learned at work

**Level 4 Results:** determines if the program has had a positive impact on students (employment rates), Holmesglen, RCH (staff impact) and parents

**What are the enablers, drivers & barriers? What are the keys for success?**

**What needs to be improved?**

# Research Evaluation Study Interim Results

## Employment Outcomes

- 80% employed
- Further study or traineeships
- Disability Employment Service

# Significant changes

compared to control group

Attribute	Significance (p)	Questionnaire
Staff support	<0.01	Student
Work skills	<0.01	Student
Motivation	<0.05	Student
Work readiness	<0.05	Supervisor
Employability skills	<0.05	Supervisor



## Student views

- Confidence, initiative, maturity, trust, reliability, independence and motivation
- Communication, self-organisational and work skills
- Challenged them in a positive manner
- Sense of purpose
- Positive interactions with staff
- Debriefing with their teacher and support person

## Views of parents

- Real world
- Confidence, independence, accountability and resilience
- Teamwork and communication skills
- Life skills
- Transition from school into adulthood

## Views of the Course Coordinator

- Level of student engagement
- Knowledge, self confidence and initiative.
- Organisational impact
- Deeper insight into disability at RCH

# Sharing our findings...

- World Congress of the World Federation of Colleges and Polytechnics (WFCP-Melbourne, October 2018)
- RCH Grand Rounds (Melbourne, February 2019)
- Student progress and employment outcomes will be measured in June 2019
- Final report will be published in October and submitted to a relevant peer reviewed international journal
- World Congress (Spain, 2020)

# The future...

- Best practice model
- Sustainability
- Future partnerships
- Support others





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[www.facebook.com/7NewsMelbourne/videos/a-groundbreaking-program-at-the-royal-childrens-hospital-is-giving-students-with/1938630762889823](https://www.facebook.com/7NewsMelbourne/videos/a-groundbreaking-program-at-the-royal-childrens-hospital-is-giving-students-with/1938630762889823)

## Student quotes...

“I realised I am more capable of doing more than I thought before.”

“It gave me a sense of purpose – a good reason to get up in the morning. I enjoyed everything I did at the hospital – magic.”

“In the beginning, a lot of self-doubt and not good enough for the program, but we have come a long way, good to have an opportunity to learn new skills, work with different people.”

## Student quotes (cont'd)

“Staying was the best thing I have ever done, more confidence.”

[I have] “grown and changed as a person”.

“I got up a lot earlier, as so eager, couldn't stay away.”



## Parent quotes...

“He can see his future now by applying for a permanent job.”

“Kids are now ready for work, more ‘savvy’ to go into the real world than the other kids.”

“Catching public transport and getting to the job and being independent without us nagging her...”

“Took on extra responsibility throughout the year... this program has promoted that.”

