



Disability Induction Program - Employer Guide

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National Disability Services is the Australian peak body for non-government disability services. Through the provision of information, representation and policy advice, promotes and advances services which support people with all forms of disability to participate in all domains of life.

carecareers is a not-for-profit employment initiative for the disability and community care sector. Its elements include a high-profile marketing campaign, a comprehensive sector-specific job website (www.carecareers.com.au) and a fully staffed Career Centre providing advice to jobseekers by phone and email.

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Introduction

Welcome to the **Disability Induction Program**. This **Employer Guide** is intended as an introductory guide offering advice and implementation recommendations for the program.

Program overview

The Disability Induction Program is an industry endorsed program designed to assist employers in attracting new people into the workforce and to upskill existing workers in understanding the changes taking place in the disability sector.

Organisations that seize the opportunity to promote the benefits of working in the disability sector and provide strong supports for their employees in turn will position themselves as employers of choice.

It is important that those considering a career in disability understand the goals and mission of sector and have an awareness of the challenges and benefits to ensure it is a good fit for them. The Disability Induction Program will set people up to work in the disability sector by introducing them to and encouraging a person-centred approach. The tools within the program explain and demonstrate the need and practicalities of placing the person with disability at the centre of all decision-making and operational activities.

Realistic and engaging scenarios and activities are embedded in the program, giving participants a clear insight into what it is like to work in the sector. For those who already work in the disability sector, these scenarios and activities provide the opportunity to focus and enhance their skills and knowledge.

The program is intended as one of a range of workforce development initiatives employers can implement to align their workforce to meet the future needs of people with disability.

There are five courses in the program. Each course consists of either two or three modules.

1. It's a great career if you enjoy working with people.
2. You can make a difference.
3. Essential skills.
4. Looking after yourself and others.
5. Your work is meaningful.

About the program

What is the Disability Induction Program?

The Disability Induction Program has been developed to ensure a minimum entry level (although not compulsory) and consistent process for all new and potential employees entering the disability sector, regardless of the job role. It is also a potential development tool for existing employees.

The program can be accessed via a range of tools, the primary tool being an online product, accessible through the carecareers website (<http://www.carecareers.com.au/page/welcome-to-the-disability-induction-program>). The online tool serves as a pre-employment facility for individuals interested in joining the sector to complete and attach with job applications, for new employees who have been offered a position within the sector and as an option for existing employees to update their skills and knowledge.

The online tool is flexible in its design in order that it can be used in conjunction with existing organisational good practices, as described in the **Implementation Guide** section of this resource. Paper-based and removable device versions (via USB – available by special request by emailing ndsnswn@nds.org.au) of the tool are also available for those who are unable to access the online tool.

What are the goals of the program?

The program aims to:

- support the changing profile of the workforce with the implementation of the NDIS, individualised funding and the move to a more customer focused environment;
- provide users with an understanding of the diverse opportunities available within the sector;
- support the disability sector to be recognised as a 'sector of choice' for current, potential and future employees; and

- provide a leading edge approach to attracting, recruiting and retaining a diverse and expanding workforce.

What are the benefits of the program?

Employers who implement the program will benefit from:

- improved efficiency in preparing employees (including volunteers) to be 'ready to work'
- attracting new employees
- positioning themselves as employers of choice in the sector
- increasing awareness of the sector and career opportunities before new employees commence work
- increasing the retention rates of new employees
- upskilling and/or revisiting the skills and knowledge of existing employees.

The program will also be of benefit to people with disability who directly employ workers and conduct their own induction and orientation.

Individuals who access the program independently, via the online tool, will benefit from:

- gaining an awareness of the challenges, opportunities and the rewards of working in the disability sector
- determining their 'fit' with the values and mission of the sector
- identifying various job roles and entry points
- understanding possible future career opportunities and pathways
- determining their next step when considering applying for a job within the sector.

Using the employer guide

This Employer Guide is divided into three sub-guides:

1. **Implementation Guide** – describes the program in detail, explains its purpose and relationship to other learning and development initiatives, provides best practice guidelines and strategies for implementation and integration within existing practices and presents advice on customising the tool to meet the needs of your own organisation and your employees. It is targeted at senior managers, program managers, training managers and Human Resources (HR) personnel.
2. **Facilitation Guide** – itemises the contents of the courses and modules, describes the target audience and explains the role of the facilitator and a suggested range of delivery options. It is targeted at those who deliver training; provide professional development or will oversee the delivery of the program.
3. **Assessment Guide** – provides advice on how to assess users' engagement within the program, explains the role of activities and scenarios and suggests evidence that may be used to determine when learning outcomes are achieved. It is targeted at those who will assess learners and issue certificates of completion and who may, in many cases, also act as facilitator.

In addition, a mapping document is provided in **Appendix 1**. This document aligns the courses and modules in this program to formal Vocational Education and Training (VET) and Tertiary qualifications, thus identifying opportunities for Recognition of Prior Learning (RPL) and future learning pathways.

Program tools

The program is supported by a range of resources, both print based and electronic, to maximise accessibility for the target audiences.

These resources are detailed below:

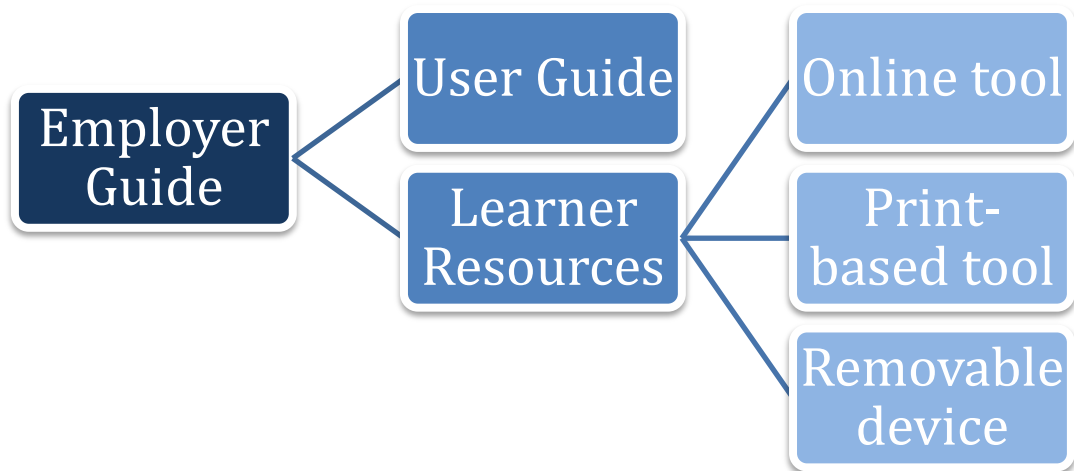


Image showing the tools available in the program: the Employer Guide, the User Guide and the Learner Resources which consist of the Online tool, the Print-based tool and a Removable device

Employer guide

The purpose of the Employer Guide is to support the implementation, facilitation and assessment of the program.

User guide

The User Guide supports the learner. It is a how-to guide for participants – explaining the program, its purpose and contents. It also describes the steps for working through the material, when accessing either the electronic or print-based versions of the tool.

Learning tools

The learning resources are available in three formats:

1. An online tool which is accessible via the carecareers website:
<http://www.carecareers.com.au/page/welcome-to-the-disability-induction-program>.
2. A print-based tool which organisations can print, package and distribute to their employees as appropriate.
3. A version of the online tool provided on a removable device, such as a USB or CD-ROM which does not require an internet connection but replicates the online tool.

Implementation Guide

Introduction

Who should use the program?

The main audience segments are as follows:

- **Potential employees** (pre-employment) – the program aims to draw potential employees into the sector by informing them of career opportunities, outlining the benefits of working in the disability sector and how they can make a difference in the lives of people with disability and their families and carers. It will also bring to their attention some of the realities and challenges faced by those that work in the sector, enabling them to consider if it is a suitable fit for them and thus maximising retention rates for employers.
- **New employees** (induction) – the program can be integrated into an organisation's induction process. It has been designed to complement existing induction and orientation programs and support employers in efficiently preparing new employees to be ready for work.
- **Existing employees** – the program can be used as a professional development resource. Aspects of the content have been designed to support and inform existing employees about the changes within the sector.

Best practice guidelines

How the program can complement your organisation's existing induction and professional development processes

The program is not intended as an all-encompassing solution for disability service providers, it should be one of a range of strategies, organisations and employers implemented as part of their on-going recruitment and professional development programs. It is suggested that organisations incorporate the program into their strategic plan and formulate their own expected outcomes and key performance indicators to measure and monitor its success, alongside existing induction and development programs.

How to introduce the program

Organisations may introduce the program in one of the following ways:

1. To **prospective employees** on an ad-hoc basis when they inquire about a career in the sector or with the organisation.

During recruiting campaigns, or when an individual enquires about employment with the organisation, they may be directed to the resource in addition to any information provided. Alternatively, the program could form part of the interview and pre-selection process for prospective employees.

2. To **new employees** as an introduction to the sector when they commence employment, as precursor or supplement to existing induction programs.

In a review of roles within the Victorian Public service, the Department of Human Services (Victoria) concluded that..

“..managing new starter expectations is critical to enhancing the success of an applicant's placement in the organisation. Assessing and understanding whether employees are culturally, intellectually

and emotionally aligned with the organisation provides a stronger connection between the employer and employee.

A psychological contract is the degree of alignment between the communicated role requirements and expectations with the reality of what is actually experienced. Where misalignment of expectation and reality is high, an increased likelihood of resignation exists.”

Department of Human Services Victoria – Best practice recruitment and selection – a tool kit for the community sector

<http://www.dhs.vic.gov.au/for-business-and-community/not-for-profit-organisations/publications-for-community-organisations>

3. Across the board to **existing employees** or selected roles within the organisation, such as all frontline or direct service delivery workers and supervisors, or on a more selected basis to existing employees as identified in their professional development plans.

Although the program is intended, as the name suggests, as an induction tool, opportunities exist to deliver the content to existing individuals or teams where skill gaps have been identified. The program is flexible and can be adapted and contextualised to specific job roles, settings and organisational policies and procedures, as required.

Implementation strategies

Implementation strategies may vary, taking into account a range of factors, including:

- preferred delivery modes
- available resources
- scheduling
- individual development plans
- conditions of employment (what the employer requires as part of the employees role).

Delivery options

Organisations can use the tools in the program in whatever format or combination they choose to meet the needs of their organisation. Courses are stand-alone and do not infer a presentation order. The various media available allows for a range of delivery modes. Some possible delivery scenarios are detailed below.

Option 1: Self-paced online learning tool

For (possible audiences and scenarios):

- potential employees looking to join the sector
- induction or pre-induction for new employees completing the course independently before formal induction programs are undertaken
- existing employees working in self-paced and self-directed mode.

Option 2: Integrating online learning tool into face-to-face delivery

For (possible audiences and scenarios):

- new employees as a classroom based induction program
- existing employees participating in an upskilling program in a classroom based setting
- blended delivery mode for new and existing employees where organisations wish to customise content.

Option 3: Self-paced print-based tool

For (possible audiences and scenarios):

- new and existing employees with little or no IT skills
- frontline workers in rural and remote areas with limited or no internet access but can use a computer (i.e. employees in remote locations who are employed by a regional organisation and have little face to face contact with the organisation).

Option 4: Face-to-face facilitation using the print-based tool

For (possible audiences and scenarios):

- new or existing employees participating in the program in a classroom based setting who don't have access to computers or the internet
- delivery to a target audience who has a more structured and traditional learning style
- people with disability who may be entering the disability sector as a worker and require assistance
- as a supplement, or take home version, of the class content.

Challenges and opportunities to implementation

The following is a list of challenges organisations may face in implementing the program, together with strategies for overcoming these challenges.

Public awareness of the e-learning program

How can the sector capture the attention of prospective employees to use the program?

The carecareers website will encourage and guide individuals considering a career in disability to explore working in the sector further by completing the online tool. The program will also be promoted at career events, fairs and roadshows throughout the year. Organisations could also encourage potential employees to complete the program through their job advertisements, by asking for candidates to at least complete Module 1 of the first course (which is publicly available on carecareers) as a pre-requisite when attending an interview.

How can employers promote the program to existing employees?

Organisations can promote the program internally, via their HR and/or training teams, line managers and professional development calendars. Organisations can refer interested employees to consider completing the program as a first step towards changing jobs within the organisation or progressing in their career. In this case not all modules will be relevant. Alternatively, organisations may choose to embed the program as part of their formal professional development and training.

Leveraging off the program

How can you ensure maximum return on investment from implementing and delivering the program?

Opportunities exist for organisations to leverage from the implementation of the program in the following ways:

- Use the program to integrate with or supplement existing induction training.
- Use portions of the program e.g. case studies and scenarios to reinforce existing training.
- Select employees for a pilot face-to-face delivery of the program and then appoint these individuals as mentors to future participants.
- Link completion of specific modules of the program to performance reviews for existing employees.
- If facilitating the program face-to-face, use the delivery to identify individuals who may be candidates for further, more formal qualifications.
- Market the organisation as an employer of choice by promoting it as part of a range of training offered to new and existing staff.

Supporting participants completing the program

- Ensure that new and existing employees completing the program in self-paced, self-directed mode have the support they need including time to complete the courses, the opportunity to ask questions and seek advice to complete assessment activities, access to a computer and the internet or, alternatively, a paper-based version of the tool.
- Determine whether employees are able to complete the courses in paid hours or out of hours.
- If completion of the program is deemed to be mandatory, time will need to be allocated to support this activity, backfilling employees, paying for additional hours, etc. will need to be considered.

Preparing personnel to deliver and/or support the program

If your organisation opts to deliver the program in a face-to-face, classroom mode, then a facilitator will need to be appointed and prepared to deliver the training. Advice on facilitation of the program can be found in the **Facilitator Guide** in this resource.

Resourcing considerations

The following resources may be needed, depending on the mode of delivery chosen and whether the program is completed voluntarily or as part of the participant's job role:

- a trainer/facilitator
- a mentor or colleague who can provide advice or answer questions
- backfill for participants
- classroom
- projector
- computers
- internet access
- printed resources (if that option is selected)
- writing materials.

Customisation for your organisation

The program has been designed as a sector-wide tool so that its uptake can be maximised by a range of participants and service providers. Some scenarios may not be set in the same environment or refer to disabilities and services that apply to your organisation. If this is the case, there is a range of opportunities for customising the non e-learning resources to suit your needs.

It is the key messages around those case studies and scenarios which are important. However, there are a number of ways an organisation can adapt the content within the program to maximise relevance to their own organisations.

Branding and positioning

Organisations can co-brand the print-based tool so that it is more representative of their corporate image or culture. It is important to note that, whatever co-branding is undertaken, the intellectual property and copyright of the material remains with NDS and training materials may only be used internally on a not-for-profit basis. Tools within the program cannot be repackaged and on-sold by individuals or organisations.

Co-branding might include:

- adding logos to the covers of resources and on certificates of completion
- replacing images on the covers or within the resources
- rewording content or adding content to reflect organisational mission and values
- including an executive summary or introduction to the resources.

Co-branding is not possible for the online tool, as it sits within the carecareers website.

Contextualising content

Although the content in the program is designed to stand alone as a self-paced, self-directed program that may also be delivered in other modes, service providers are not obliged to use or deliver the content this way. For example, organisations may choose to:

- deliver only selected courses in the program to participants, where they feel there is a specific training need or to supplement existing induction training or professional development
- select individual scenarios or case studies to deliver as part of their own existing training or as part of a meeting to reinforce theory with practical examples
- refer participants to the Resources section of the program for further background on specific topics
- use the scenarios and case studies as a starting point for discussion, focussing on the key messages and how that situation would apply to their situation or with the people with disability they support.

Examples of how to adapt content

Content in the print-based tool may be adapted by accessing the Word version of the resources provided before they are converted again to PDF and printed. The print-based tool has been specifically designed in Word in order to facilitate easy customisation without the need for high level technical skills. Examples of changes to content organisations may choose to make include:

- adding their own policies and procedures relating to existing topics
- adding extra relevant topics
- packaging of selected courses and module to suit their training needs
- replacement or alteration of scenarios to reflect services provided
- changes to wording
- addition of extra case studies or scenarios
- deletion of case studies or scenarios

- replacement of photos with the organisation's own images.

Note that any changes to content do not override the existing copyright and intellectual property ownership of the program or its resources.

Packaging resources

The following information details the packaging requirements employers will need to consider when preparing resources for their selected mode of delivery.

1. Online – via the carecareers website

Organisations can access the online tool on:

<http://www.carecareers.com.au/page/welcome-to-the-disability-induction-program>.

If the selected delivery mode is face-to-face, facilitators may access the site directly in the classroom and content may be projected, as needed. Alternatively, if a computer lab classroom environment is available then the participants may all access this link on individual computers simultaneously.

If delivery is self-paced then individuals can be provided with the link for access at the workplace or from home on a desktop or laptop, tablet or smartphone.

If the program is not being delivered in its entirety, participants can be directed to the links for the appropriate course/s.

2. Removable device

This option is only available to organisations that have employees in remote locations where there is no internet access but still wish to complete the interactive version of the program. Organisations can request a copy of the online tool on a USB by emailing ndsns@nds.org.au.

3. Print-based provided electronically

The print-based Workbook, which replicates the learning in the online tool, can be provided to organisations electronically. A Word and PDF – print ready version will be provided. Organisations must print and package the Workbook themselves to meet their own demands and requirements. The Word version of the Workbook can be used to make any alterations for customisation but it must then be converted to PDF format before printing to enable the colours, quality and positioning designed and embedded in the document template. To do this, Select 'Save As' from the menu and then select 'PDF' when asked to choose a file format. If no changes are made to the existing Workbook, then the PDF version must be used for printing.

Some of the Word files are in excess of 25MB in size. In all instances the files will need to be converted to a PDF (as detailed above) prior to being emailed or printed.

The Workbook is designed to be placed in a ring binder and has a front cover, back cover and spine included for the folder. The left margin is designed for hole-punching for inclusion in the ring binder.

Courses within the Workbook are designed to stand alone so they can be included or excluded as required. If organisations choose to do this, they will need to remove the table of contents, either electronically or by excluding it when printing.

Packaging accompanying resources

All versions of the program are supported by:

- the Employer Guide
- the User Guide.

Both resources are provided as PDF and Word versions. Unless customising, PDF versions must be used for printing.

The **Employer Guide** is also designed to be ring bound. It can be separated, if the organisation chooses, into an **Implementation Guide**, a

Facilitator Guide and an **Assessment Guide** or can be packaged together as one whole guide as per instructions for the Workbook.

The **User Guide** is designed to be spiral bound and margins and template positioning has been designed to suit this presentation. Alternative presentation may impact on the positioning, quality and readability of this guide so spiral binding is strongly recommended.

Facilitation Guide

Introduction

Guide overview

The **Facilitator Guide** is designed to provide advice and guidance on how to deliver the program and how to support participants. It contains information about the role of the facilitator in various delivery models, as well as tips for catering for a range of audiences, learning styles and learning needs. Whilst there are guidelines about how to support participants who undertake this program in the self-paced, self-guided mode, this guide is primarily for supporting facilitators who are delivering the program face-to-face in a group or one-on-one environment.

Facilitating the Disability Induction Program

A facilitator is someone who assists a group of people to understand their common objectives and assists them to plan to achieve them – in this case, the aim is to successfully complete the program components, along with any additional organisational outcomes which have been defined in implementing the program. It is important that facilitators of this program have an understanding of the values and mission of the sector and those of the organisation. Facilitators should also have an understanding of how the program integrates with overall organisational training and development strategies and the outcomes, both for individuals and the organisation, that are expected. For more information see the **Implementation Guide** in this resource.

What do the courses contain?

Course and module list

There are five courses in the program. Each course consists of either two or three modules.

Courses:

1. It's a great career if you enjoy working with people
2. You can make a difference
3. Essential skills
4. Looking after yourself and others
5. Your work is meaningful.

Course and module descriptions

Course name	Course description/goal	Module 1	Module 2	Module 3
Course 1: It's a great career if you enjoy working with people	The core message is that the people you work with have goals and aspirations, as well as needing support with the daily activities; they are unique inspiring individuals; some situations are challenging, however the work is very rewarding if you enjoy supporting people to live full and rich lives.	<p>Meet people with disability.</p> <p>What is a disability?</p> <p>Disability – the myths and the reality.</p> <p>Introducing the National Disability Insurance Scheme (NDIS).</p> <p>How you can make a difference.</p>	<p>What career opportunities are available?</p> <p>How can I enter the disability sector?</p> <p>What are the pathways for further learning and development?</p> <p>What is it like working in the disability sector?</p> <p>Roles in the disability sector.</p>	<p>Milestones over the past hundred years.</p> <p>What are the changes in approach to providing disability services?</p> <p>How has life changed for people with disability?</p>
Course 2: You can make a difference	You can make a difference in people's lives, by adopting a person-centred approach. This involves listening to what a person with disability wants, and supporting them to achieve their goals and	<p>The importance of choice and control.</p> <p>Working in a team to support people with disability.</p> <p>Who are the people in a</p>	<p>What are the roles and responsibilities of a disability support worker?</p> <p>A week in the life of a disability support worker</p>	No module 3

Course name	Course description/goal	Module 1	Module 2	Module 3
	aspirations and live in their community as they choose.	support network? Introducing a person-centred approach.	Putting a person-centred approach into practice.	
Course 3: Essential skills	This course looks at key skills you need and how you can continually learn and develop when working in the disability sector.	The importance of good communication. Essential communication skills. Meeting the communication needs of different people. Dealing with complex and sensitive situations.	Continuous learning and development. On-the-job training. Taking responsibility for your learning. Responding to change.	No module 3
Course 4: Looking after yourself and others	You are responsible and accountable for yourself and others. The core message is about the importance of keeping watch over a safe and healthy workplace, looking out for yourself and	Your responsibilities in maintaining a safe workplace. Duty of Care. What is “reasonable” Duty of Care?	How do you respond to risk using a person-centred approach? Keeping safe while respecting individual’s choice. Tips for improving well-	Identifying and managing risks associated with manual handling, slips, trips and falls, driving and working alone. Good work practices to

Course name	Course description/goal	Module 1	Module 2	Module 3
	the people you work with.	Responsibility versus self-determination.	being. Dealing with challenging situations.	prevent injury.
Course 5: Your work is meaningful	Your work with people is meaningful. People with disability have the same rights as everyone else. By applying a right-based approach to their work learners will support and uphold the rights of people with disability.	What are human rights? What is a rights-based approach? How does applying a person-centred approach support a person's human rights?	Professional practice from the perspectives of a person with disability, an organisation, a worker. Responding to suspected harm and abuse.	

Facilitation options and approaches

Timing

It is envisaged that participants will spend approximately one hour completing each course in the program – therefore five hours in total. This is based on the use of the online tool in self-paced, self-directed mode.

Other delivery modes may result in different completion times. For example, face-to-face sessions may include more time discussing scenarios and activities and learning may extend to on-the-job examples specific to an organisation. Customisation of the courses may also result in less or more time taken to complete the program.

The following program structures could be considered:

- 5 x 1 hour sessions (1 session per course)
- 1 x full day (whole program)
- 2 x half day sessions (e.g. Courses 1, 2 and 3 + Courses 4 and 5)

Delivery options

Organisations are free to use the materials provided in the program in whatever format or combination they choose. Courses are stand-alone and do not infer a presentation order. The various media available allow for a range of delivery modes. Some possible delivery scenarios are included below as a guide.

Option 1: Self-paced online learning tool

Option 2: Integrating the online tool into face-to-face delivery

Option 3: Self-paced print-based tool

Option 4: Face-to-face facilitation using the print-based tool

Preparing for facilitation

The main demands of a facilitator in this program will be when the program is delivered in a classroom type environment in face-to-face mode.

Before delivering the program in this mode, the facilitator will need to complete the following tasks:

1. Undertake resource preparation.
2. Conduct training needs analysis.
3. Develop training documentation.

1. Undertake resource preparation.

This includes arranging a suitable learning environment and arranging required resources for the selected mode of delivery (e.g. learning materials, print-based materials, computers, internet access). Facilitators will need to consider what locations and resources are available on-site and, if necessary, seek an alternative venue that meets the needs of the selected delivery mode. They will also need to familiarise themselves with the learning materials and how they work.

2. Conduct a training needs analysis.

This means identifying the learning outcomes required by the organisation and identifying and analysing the target audience. To do this, ask yourself and others within the organisation, if necessary:

- What does the organisation want to achieve by delivering this program?
- What are the expected outcomes?
- How does this fit with other training and professional development strategies within the organisation?
- Who are the participants?
- How many participants are there?
- What job roles do participants have?
- Do the participants have significant industry experience/skills?

- What is the skills gap?
- What is the demographic of the participants, e.g. age, gender, culture, skill levels?
- What are some common characteristics/interests?
- What are their preferred learning styles? (See below for more information on learning styles.)

3. Develop training documentation.

During this stage, you will need to consider the findings of your analysis and design a training program that reflects those needs. This includes designing an overall strategy for delivery and assessment and then developing session plans for each course of the program.

Your overall delivery strategy must consider:

- how you will deliver the training (mode);
- when you will deliver the training (dates, times and number of sessions);
- what version of the learning materials you will use (online, print-based, etc.); and
- how you will assess completion of the program.

A sample session plan has been provided as a guide only. Your organisation may have its own session plan templates or documentation.

Sample session plan template

Session name/number	Date	Location/resourcing requirements	Learning outcomes	Content/topics	Resources/training materials	Activities	Assessment

Meeting the needs of the target audience

When designing your training delivery, remember that good training programs use a mix of methodologies. They allow learners to:

- understand the level of performance expected of them;
- understand how the training will improve their own work practices and how this relates to their ability to meet requirements;
- observe a demonstration of the skills or competencies required;
- practise the skills or competencies required and receive feedback to improve performance; and
- review and understand the criteria for evaluation or assessment of tasks, i.e. what is expected of them and at what level? What will facilitators/assessors want to observe/see evidence of when they are assessed?

The method (or combination of methods) used for training delivery is largely driven by the nature of the tasks involved in the training program and the resources available. In this program, discussion, collaboration, presentation of anecdotes and situational analysis are predominantly used to delivering the key messages.

Catering for various learning styles

It is important to consider the individual learning needs of participants when delivering training in order to make the program more meaningful and maximise outcomes. There are many different theories about adult learning – underlying them all is the notion that adults learn in different ways. Two well-known theories are:

- Knowles' theory of adult learning principles
- Gardner's multiple intelligences.

Knowles' theory of adult learning principles

Adults learn differently to children. Knowles identified six principles of adult learning.

1. Adults are internally motivated and self-directed.
2. Adults bring life experiences and knowledge to learning experiences.
3. Adults are goal oriented.
4. Adults are relevancy oriented.
5. Adults are practical.
6. Adult learners like to be respected.

For further information on Knowles' work, go to:

www.infed.org/thinkers/et-knowl.htm.

Gardner's multiple intelligences

Recognises that learners may have different types of intelligence that influence the way they prefer to learn. These include:

- visual/spatial
- logical/mathematical
- verbal/linguistic
- musical
- interpersonal
- intrapersonal
- kinaesthetic
- naturalistic
- spiritual.

For further information on Gardner's work, go to:

<http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/>.

Here are some strategies you could implement to cater for various individual learning styles in your audience:

- Be approachable.
- Encourage participants to ask questions and explore concepts.
- Actively and carefully listen to all opinions and questions.
- Provide regular, constructive and specific feedback.
- Review goals and acknowledging and celebrating goal completion.
- Encourage participants to form action learning groups outside the formal learning environment.
- Acknowledge that people learn in different ways by using a range of different learning activities.
- Find out about participants' past experience.
- Assist participants to draw on this experience.
- Encourage participants to identify and acknowledge any existing biases or habits they may have formed through their past experience.
- Facilitate a community of participants who share experiences.
- Clearly link the learning to the needs of the workplace.
- Provide real case studies that illustrate how to apply the learning.
- Ask questions that motivate reflection, inquiry and further research.
- Ask participants to do some reflection before and after a learning experience for example, about their learning expectations prior to the experience, what they learnt after the experience and how they might apply what they learnt in the future or in their workplace.
- Provide some choice in learning and assessment activities so that learning is more likely to reflect learner interests.
- Make the purpose of the training and learning activities clear and providing links between what they are learning and their work.
- Be explicit about how what the participant is learning is useful and applicable to their job/work.
- Promote active participation and providing hands-on experience by allowing participants to try things rather than just observe.
- Take an interest in participants and their work.
- Acknowledge the wealth of experiences that participants bring to

the learning experience.

- Regard participants as colleagues who are equal in life experience.
- Encourage expression of ideas, reasoning and feedback at every opportunity.
- Incorporate interesting and varied methods of delivery.

Delivering the program

During the program delivery, the facilitator will:

- introduce participants to the program;
- outline the requirements of the program;
- detail the number of sessions and the content that will be covered in each session;
- explain the purpose and expected outcomes to participants;
- outline the expectation of participants;
- introduce the learning resources;
- deliver the content;
- lead and guide discussions and activities;
- assist in completion of assessment tasks;
- answer any questions you can; and
- refer participants to other resources or personnel as required.

Facilitation tips

- Start each session with an ice-breaker activity to focus attention and to begin building connections within the group.
- Begin each session by explaining the goals, purpose and timing of the course being covered.
- Let participant know what the expectations will be from them throughout the session and beyond.
- Detail some “ground rules” about the session, such as listening to others, respecting differing opinions, etc. This only needs to be done in the first session if multiple sessions are planned for delivery of the program.
- Explain the resources (whether using online, removable device or print-based version of the tools) and how they work.
- Provide a mix of training methods and presentation of material to both cater for varying learning styles and keep participant engaged. You don’t need to follow the activity formats in the resources exactly.
- Continually seek feedback from participants.

- Draw on the experience and knowledge of participants.
- Seek anecdotal examples from the workplace from participants to reinforce learning and to test for understanding.
- Always seek to relate content and key messages to your organisation and to real workplace examples to maximise relevance.
- Conclude each session with a general and a self-reflection task.
The key learning points for each module in the courses can be used as a basis for this conclusion.

Tips for facilitating activities

Purpose of activities

Activities are embedded throughout the modules in this program to:

- reinforce learning; and
- test understanding and comprehension.

They provide evidence for assessment to determine that participants have successfully completed each course. For more information about assessing this program see the **Assessment Guide**.

Tips for delivering activities

Activities are presented as interactive tasks in the online tool. Participants select answers from a range of options provided and receive feedback. In the print-based tool, alternatives are provided, for example 'circle the correct answer' or 'make notes and check your answer'.

However, organisations have the freedom to present activities in any format they choose. This may include:

- asking participants to complete the activities independently and as questions as required
- pairing or grouping participants to complete the activities
- asking participants to complete the activities first and then discussing their responses as a follow-up
- presenting the situation or case study to the participants visually and verbally and they discussing possible answers
- role playing the situations/case studies
- role playing responses to situations/case studies.

Remember, the methods you choose for delivering the activities should take into consideration the preferred learning styles of participants, the resources available and the suitability of the content. A variety of delivery methods needs to be considered.

Customising activities

More information about customising activities for assessment purposes is provided in the **Assessment Guide** of this resource. However, it is important to point out here that, whilst the activities are intended to reinforce learning in this program, in many cases they contain key learning too. So, if you are planning to remove or substitute activities, remember to consider the key messages and ensure you include them in some other way.

Suggested answers/discussions topics

The activities embedded throughout the learning program provide immediate feedback to participants. In the online tool, this occurs immediately upon selection of options provided on the screen. Correct and incorrect feedback is provided and, in most cases, a description of why the selected response was correct or incorrect is also provided.

Whilst this model is difficult to replicate in the print-based tool, due the interactive design of the online e-learning program, answers have also been provided on the page for participants. Given the nature of the just-in-time delivery of this information and its role in reinforcing the learning that has just taken place, the answers are provided immediately, although an effort has been made to separate the answers from the questions so that participants are not tempted to read the answers before they are provided.

Sample online activity

How can you support Yuri and practise a person-centred approach?

Select the best answer and then select OK to see how you went.

- ☐ a. Go to the shop for Yuri and exchange the DVD.
- ☐ b. Tell Yuri that it is not important and not to worry about it.
- ☐ c. Take Yuri to the shop and speak to the shop assistant about the issue on his behalf.
- ☒ d. Accompany Yuri inside the shop while Yuri exchanges the DVD.
- ☐ e. Reach an agreement with Yuri that you will accompany him to the shop and remain outside should he need your assistance when he exchanges the DVD.
- ☐ f. Encourage Yuri to go to the shop alone and exchange the DVD.

OK

It's great to support Yuri and encourage him to speak to the shop assistant himself, so this could be a good response, but there is another response that also supports Yuri to build his confidence and independence. Try again.

Online tool – answers and feedback are provided on the screen when a selection is made from the available options.

Sample print-based activity

Activity



This concerns Yuri, who you have just met. Yuri has an intellectual disability. Currently he is working with Paul on building his confidence in participating in his community. This includes going to the local shops, where he often buys a DVD.

Imagine you were out shopping with Yuri yesterday. He bought a DVD, but after he got home he discovered that the disc was missing when he opened the box. He became quite upset.

How can you support Yuri and practise a person-centred approach?

Select the best answer.

- a. go to the shop for Yuri and exchange the DVD
- b. tell Yuri that it is not important and not to worry about it
- c. take Yuri to the shop and speak to the shop assistant about the issue on his behalf
- d. accompany Yuri inside the shop while Yuri exchanges the DVD
- e. reach an agreement with Yuri that you will accompany him to the shop and remain outside should he need your assistant when he exchanges the DVD
- f. encourage Yuri to go to the shop alone and exchange the DVD

Feedback

The best answer is in green.

- a. go to the shop for Yuri and exchange the DVD

A person-centred approach involves agreeing a strategy with Yuri that both enables him to make his own decisions, whilst also supporting his independence. Taking the DVD back for Yuri isn't the best option. There is a better approach.

- b. tell Yuri that it is not important and not to worry about it

A person-centred approach would involve discussing the situation with Yuri. Reaching an agreement on an approach where you accompany him to the shop and remain outside should he need your assistance when he exchanges the DVD. This way you support him to make his own decisions, build his confidence and independence, and also consider his safety when walking to the shop.

- c. take Yuri to the shop and speak to the shop assistant about the issue on his behalf

A person-centred approach involves agreeing a strategy with Yuri that both enables him to make his own decisions while supporting his independence. You could also encourage Yuri to speak to the shop assistant himself. There is a better approach.

- d. accompany Yuri inside the shop while Yuri exchanges the DVD

A person-centred approach would involve discussing the situation with Yuri. Reaching an agreement on an approach where you accompany him to the shop and remain outside should he need your assistance when he exchanges the DVD. This way you support him to make his own decisions, build his confidence and

independence, and also consider his safety when walking to the shop.

- e. reach an agreement with Yuri that you will accompany him to the shop and remain outside should he need your assistant when he exchanges the DVD**

You are spot on! You have discussed the situation with Yuri and have agreed an approach that supports him to make his own decisions while also building his confidence and independence. You have also considered Yuri's safety in walking to the shop.

- f. encourage Yuri to go to the shop alone and exchange the DVD

You are encouraging Yuri's independence, but you still need to consider his safety. Yuri still needs support getting to the shop safely at this stage. There is a better answer.

Practising a person-centred approach makes sense and is so rewarding for both the person with disability and for you as a worker. So if you're anything like Paul you'll enjoy working in the disability sector. Every day is different!

Assessment Guide

Introduction

Types of assessment

There are two types of assessment generally used in teaching and learning – formative and summative.

Formative assessment is aimed at monitoring learning to provide ongoing feedback. Formative assessment assists learners to identify their strengths and weaknesses and target areas that need work. It also assists trainers recognise learning progress and address any gaps in learning.

Summative assessment evaluates learning at the end of a program or midway point in a program and usually does this by comparing results against some standard or benchmark. This is often done by way of a test or exam.

The role of assessment in this program

This program has adopted a formative assessment approach. Activities are embedded throughout the modules and are designed to reinforce learning and test understanding and comprehension as participants progress. Whilst they provide evidence for assessment to determine that participants have successfully completed each course, they are not considered to be formal, summative assessment.

The reason for this is that one segment of the target audience, the pre-employment participants who are seeking more information about a possible career in the sector, is not motivated by “passing” any type of tests. And it is therefore not appropriate to alienate them by placing possible barriers in their way of completing the program. This does not, however, preclude employers who deliver this program to new and existing employees from treating assessment more formally or, indeed, supplementing the assessment activities to achieve their own learning outcomes.

For example employers may choose to mandate the successful completion of the induction as part of a new employee's application or interview process. They could also, for example, supplement the program with a final exam. Regardless of the approach taken, it is important for the assessment process to be taken seriously in the context of the implementation of the program by employers.

Participants will receive a certificate of completion at the end of each of the five courses within the program. The certificates will specify the modules and topics covered so that participants can refer to them when discussing their knowledge and understanding of the industry with prospective employers.

A mapping document has also been provided (see Appendix 1) which outlines the relationship between the content covered in this program and formal qualifications available within the sector. Participants seeking to enrol in further formal qualifications may be able to use the certificates as evidence towards negotiating some recognition of prior learning with Registered Training Organisations when they enrol to see if they are eligible for any credits and to identify their individual training requirements.

Types of assessment activities

These are predominantly self-assessment tasks with feedback provided immediately afterwards. Assessment activities most commonly appear as case studies or simple interactive tasks and can, in a face-to-face delivery mode, be used as a springboard to further discussion.

Examples of the types of assessment embedded in the programs follow.

How can you support Juan and practise a person-centred approach?

Select the best answer and then select OK to see how you went.

Go to the shop for Juan and exchange the DVD.

Tell Juan that it is not important and not to worry about it.

Take Juan to the shop and speak to the shop assistant about the issue on his behalf.

Accompany Juan inside the shop while Juan exchanges the DVD.

Reach an agreement with Juan that you will accompany him to the shop and remain outside should he need your assistance when he exchanges the DVD.

Encourage Juan to go to the shop alone and exchange the DVD.

Example 1: Extract from a sample case study activity where a situation is described and options for action are presented.

How can you support Juan and practise a person-centred approach?

Select the best answer and then select OK to see how you went.

Go to the shop for Juan and exchange the DVD.

Tell Juan that it is not important and not to worry about it.

Take Juan to the shop and speak to the shop assistant about the issue on his behalf.

Accompany Juan inside the shop while Juan exchanges the DVD.

Reach an agreement with Juan that you will accompany him to the shop and remain outside should he need your assistance when he exchanges the DVD.

Encourage Juan to go to the shop alone and exchange the DVD.

OK

You are encouraging Juan's independence, but you still need to consider his safety. Juan still needs support getting to the shop safely at this stage. There is a better answer. Try again.

Example 2: Extract from a sample case study activity where with feedback for each selection made is presented and participants have the opportunity to make another selection.

Which sentence do you think describes a contemporary approach to supporting people with disability? Select the correct option and select OK.

CLOSE X



Which sentence do you think describes a contemporary approach to supporting people with disability?

Select the correct option and select OK.

- a. Disability is an illness or impairment that requires treatment and management.



- b. People with disability are supported to achieve their goals and aspirations, and to live in their community as they choose.

OK

Example 3: Simple reflection activity that asks participants to think about a broad question posed and select an answer. Feedback is provided, which gives the correct answer, plus additional information.

How to assess

Assessment principles

Competency Based Training (CBT) is training that is designed to allow a learner to demonstrate their ability to do something. The key point about CBT is that you either can or can't do the thing that you are learning about.

The word 'competency' is often used, and sometimes misused, in the sector and, although this course is not competency based and assessment activities provided are not formal, it is good practice to adopt the assessment principles of competency based training.

Following a competency based assessment approach will also facilitate a smoother transition into formal qualifications if an organisation intends to integrate the program as part of their formal training. It will also assist participants who will go on to seek Recognition for Prior Learning (RPL) in future learning pathways.

Organisations considering adapting this program as a more formal training strategy should consider the following principles when planning and developing extended assessment tasks and strategies.

Principles of assessment

Principles	Key feature
Fair	Considers individual candidate's needs and characteristics and any reasonable adjustments that need to be applied to address them. Includes opportunities for the candidate to challenge the result of the assessment and to be reassessed if necessary.
Flexible	Reflects the candidate's need by: <ul style="list-style-type: none">• providing for recognition of competencies no matter how, where or when they have been acquired;• drawing on a range of methods appropriate to the context, competency and the candidate; and• supporting continuous development of competency.
Valid	Assesses what it is meant to assess.
Reliable	Degree to which evidence presented for assessment is consistently interpreted to obtain consistent assessment outcomes.
Sufficient	Refers to the quantity of evidence assessed – requiring the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

Determining types of assessment

As already explained, the types of assessment tasks embedded in this program are predominantly formative. This means that they occur during the learning. If your organisation wishes to adopt a more formalised approach to delivering this program, you may consider developing other types of assessment tasks to supplement the existing activities. The following information will assist you in this task.

Types of assessment and when used	Characteristics/purpose
Diagnostic assessment Occurs prior to the learning e.g. language, literacy and numeracy assessment.	<ul style="list-style-type: none">• Used to identify strengths• Used to identify areas of improvement• Done to learners• Externally referenced• Outcome focused
Formative assessment Occurs during the learning e.g. topic assessments, progress checks, providing feedback.	<ul style="list-style-type: none">• Used to improve learning• Done with learners• Done as learners learn• Process focused• Ongoing
Summative assessment Occurs after the learning e.g. issue a qualification, statement of attainment, licensing.	<ul style="list-style-type: none">• Used to improve learning• Measures learning• Externally referenced, although can be within an organisation• Outcome focused

Customising assessment

Assessment activities are designed as self-paced, formative tasks aimed at building and checking a participant's understanding. However, there is scope for organisations to customise assessment for a range of reasons, for example to:

- make assessment activities more relevant in the context of the services they provide;
- extend understanding;
- apply theory to real workplace examples of on-the-job training;
- embed organisational policies and procedures;
- design a more robust, competency based approach; and
- formalise training to align to organisational training needs and/or strategies.

So how can you customise activities to meet those organisational needs?

The following are some tips:


- Alter the setting, type of disability referenced or other details featured in situations and case studies to better reflect your organisation.
- Supplement or substitute activities to ensure participants have an understanding of the key messages but in the context of your organisation.
- Extend activities, either in writing or via discussion, to prompt further learning.
- Add quizzes and other types of tests to further check for understanding and/or application of key messages.
- Observe interaction and participation of individuals during assessment activity discussions for further evidence of understanding/application.
- Add summative assessment, such as a test, a work-based project or a group task, at the end of each course or at the end of the program to further assess understanding/application.

Example of contextualising an assessment activity

Current activity:

Amari likes to smoke despite knowing the health risks. He often smokes at the entrance to the house, although he has been asked to smoke in the garden to avoid any potential health risks to his housemates and workers. One of his support workers doesn't approve of Amari smoking and has told him that his choice to smoke is unsafe. Is the worker applying a reasonable duty of care?

CLOSE X



Is the worker applying a reasonable duty of care?

Select Yes or No and select OK.

☐ a. Yes

☒ b. No

OK

That's right. Amari has the right to smoke in the garden. The support worker may provide lifestyle education, such

Assessment activity where a worker must make a decision about what is reasonable duty of care.

Contextualised activity:

Has this ever happened to you here or in another workplace before? If so, what did you do? What is the organisational policy on smoking on the property here? Why do you think that policy is in place? What should it/is it applied in practice?

Example of extending assessment activity

Current activity:

Which statements of duty of care belong to a worker and which to an organisation?

Select worker or organisation from the drop down menu next to each statement, then select OK.

Provide training and supervision.

Organisation

Ensure you have read, understood and follow policies and procedures.

Worker

Provide personal protective equipment.

Organisation

Use and operate safety equipment correctly.

Worker

Report identified risks, hazards and incidents in your work environment.

Worker

Match workers who have appropriate skills, interests and capabilities to work with people with disability.

Organisation

OK

Well done, you distinguished between them all correctly.

An assessment activity asking participants to allocate duty of care for each statement to either the worker or the organisation.

Extension activity

For each of the above statements, locate and read the relevant organisational policies and procedures. Discuss each policy and procedure and how it relates to your everyday work with your supervisor.

Practical contextualisation issues

Whilst it is more straightforward to customise assessment using the print-based tool, adapting the Word documents and then saving to PDF before printing, it is possible to also customise assessment if you are delivering the online tool as part of your training, especially in a face-to-face classroom environment. Examples include:

- showing the original case study on the screen and working through it with participants before presenting a 'what if..' alternative example and asking participants, either as individuals or in small groups to consider that example in the context of their own situation and how their responses might differ
- supplementing the online examples with contextualised examples, via handouts or supplementary visuals presentation e.g. in PowerPoint
- posing 'what if..' alternatives verbally to prompt discussion
- asking participants to nominate and discuss similar situations they have experienced on-the-job.

Certification

At the successful completion of each course in the program, participants should be provided with a certificate of completion. All versions of the program contain these certificates. The facilitator/assessor, upon consideration of the individual’s completion of assessment tasks, and any additional evidence collected in line with the assessment principles and advice outlined above, must determine whether individuals have successfully completed each course.

Participants should be encouraged to keep a copy of their certificates for future reference and the reasons for this explained to them. In addition, it is good practice to maintain a copy of the certificates in the individuals’ employment records for future reference in relation to organisational professional development.



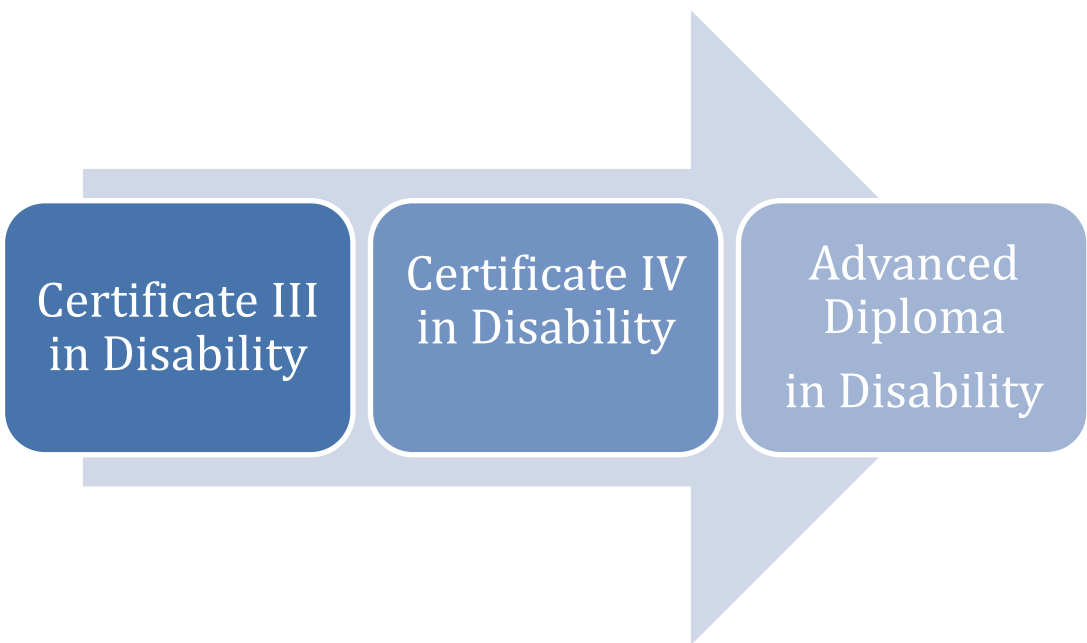
Sample certificate of completion

Appendix 1

The following diagrams map the correlation of Courses and Modules within this program with two qualifications within the CHC08 - Community Services Training Package so that employers can identify future learning pathway opportunities and identify gaps in training that can be addressed in order to supplement the program with the view to achieving a formal qualification.

Participants who go on to enrol in one of these qualifications can use this mapping document, together with the Course and Module list (also provided in the **User Guide**) and their **Certificates of Completion**, as evidence towards the assessment of Recognition of Prior Learning with their Registered Training Organisation.

CHC08 - Community Services Training Package



Progression of the three qualifications from CHC08 – Community Services Training Package: Certificate III in Disability, Certificate IV in Disability, Advanced Diploma in Disability

Certificate III in disability

Core units	Aligned courses and modules from the Disability Induction Program	Level of alignment
Work effectively in the community sector (CHCCS411C)	Course 1, modules 1, 2 and 3 Course 2, module 2	Medium Medium
Work effectively with people with a disability (CHCDIS301C)	Course 1, modules 1, 2 and 3 Course 2, module 2	Medium Medium
Maintain an environment to empower people with disabilities (CHCDIS302A)	Course 5, modules 1 and 2 also embedded throughout	Medium
Support community participation and inclusion (CHCDIS322A)	all – embedded throughout	Medium
Contribute to skills development and maintenance (CHCDIS323A)	Course 3, module 2	Medium
Provide support to meet personal care needs (CHCICS301B)	all – embedded	Low

Participate in the implementation of individualised plans (CHCICS302B)	Course 2, module 1	Low – Medium
Support individual health and emotional well-being (CHCICS303A)	Course 4, modules 1, 2 and 3	Medium
Provide behaviour support in the context of individualised plans (CHCICS305B)	Course 2, module 1	Low
Relevant elective units		
Follow WHS safety procedures for direct care work (CHCWHS312A)	Course 4, modules 1, 2 and 3	Medium
Work effectively with culturally diverse clients and co-workers (HLTHIR403C)	all – embedded	Low
Communicate Using Augmentative and Alternative Communication Strategies (CHCDIS411A)	Course 3, module 1	Low

Certificate IV in disability

Core units	Aligned courses and modules from the Disability Induction Program	Level of alignment
Work effectively in the community sector (CHCCS411C)	Course 1, modules 1, 2 and 3 Course 2, module 2	Medium Medium
Work effectively with people with a disability (CHCDIS301C)	Course 1, modules 1, 2 and 3 Course 2, module 2	Medium Medium
WW (CHCCS400C)	Course 5, modules 1 and 2	Medium
Maintain an environment to empower people with disabilities (CHCDIS302A)	Course 5, modules 1 and 2 all – embedded	Medium Medium
Facilitate skills development and maintenance (CHCDIS405A)	Course 3, module 2	Low – note the progression from Cert III ‘contribute to’ to ‘facilitate’ in Cert IV
Facilitate community participation and inclusion (CHCDIS410A)	all – embedded throughout	Low – note the progression from ‘support’ in Cert III to ‘facilitate’ in Cert IV
Communicate using augmentative and alternative	Course 3, module 1	Low

communication strategies (CHCDIS411A)		
Facilitate individualised plans (CHCICS402B)	Course 2, module 1	Low – note the progression in Cert III from ‘participate in the implementation of..’ to ‘facilitate’ in Cert IV

Relevant elective units		
Provide behaviour support in the context of individualised plans (CHCICS305B)	Course 2, Module 1	Low
Contribute to WHS processes (HLTWHS300A)	Course 4, Modules 1, 2 and 3	Low – Medium – note the progression from ‘follow’ in Cert III to ‘Contribute to’ in Cert IV

Low = some minor alignment between content in Disability Induction Program content and the elements and performance criteria of the Unit of Competency, with some relevant scenarios and case studies provided. Relevant modules address or introduce concepts and key knowledge and skills of Unit of Competency only.

Medium = significant alignment between content in Disability Induction Program content and the elements and performance criteria of the Unit of Competency, with several relevant scenarios and case studies provided. Relevant modules introduce and build on some of the required skills and knowledge of the Unit of Competency.

High = substantial alignment between content in Disability Induction Program content and the elements and performance criteria of the Unit of Competency, with many relevant scenarios and case studies provided. Relevant modules replicate most of the required skills and knowledge of the Unit of Competency.



care
careers