**NDIS Workforce Capability Framework workshop: provider session**

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So thank you for joining us today for the Workforce Capability Framework provider workshop. Welcome back to anyone who has joined one of our previous workshops. My name is Melissa Raassina. I'm one of the Assistant Directors with the Worker and Provider Quality team at the NDIS Commission.

So before we go any further, I'd like to pause and acknowledge the traditional owners on the lands on which we're all meeting on today across the country. I'm coming to you from the lands of the Yugambeh and Jagera peoples here in south of Brisbane. I pay my respects to their elders, past and present, and extend that respect to Aboriginal and Torres Strait Islander peoples present today. But I would also like to acknowledge all people with lived experience of disability and the experience of people who are supporting those with disabilities.

So shortly, I will introduce today's speaker Sam Jenkinson. But first I'd like to give you a quick introduction to the Framework.

So today's session will focus on how the Framework could assist providers in having robust ways of supervising, managing, providing professional development opportunities, identifying gaps and how to provide feedback or review performance. So for those who may be attending their first workshop, we will still give you that little bit of an overview but if you have used the Framework or you are using it please feel free to pop some comments in the chat of your experience so far or how you are using that for us.

So, the Workforce Capability Framework was created by the NDIS Quality and Safeguards Commission to support the improvement of services and quality of support in the NDIS.

The Framework is an interactive online tool and its purpose is to show what the capabilities are for all workers funded under the NDIS. And when we say capabilities, we mean those observable behaviours and skills and attitudes as well as the knowledge that a worker should have. And we have a bunch of resources, tools, guides to support providers, workers and participants, from workforce planning through to career development, which you can see in that diagram there. And the reason we have the diagram in a circle with the four quadrants is to show you that all of these areas work together in the Framework, and it's a whole suite of materials from workforce planning and workforce development through to career planning and recruitment and selection. And so you may be aware that the Framework translates the Code of Conduct which all workers and NDIS providers must adhere to under the NDIS legislation. And that's all workers, is even those directly employed or sourced privately do need to meet the Code of Conduct.

But the Framework also connects back to the Practice Standards which registered providers need to adhere to. And it does that by describing what quality can look like from the perspective of the person with disability. And we tried to keep the Framework, tools, guides, resources in a very practical level of what day-to-day support worker could be doing in the way they behave and the way they talk to people with disability they are supporting. So here is a quick screenshot for those who are not familiar with the Framework.

So what you can expect to see in the online interactive Framework so you can see that the way the capabilities are described, they can be really useful when providers and participants are supporting workers to know what they should be doing. So for this example I've just shown the capabilities which are the expectations for a supervisor or frontline management in supporting health and managing risks.

I'll just call out two of those and one of those are ‘ensure that workers understand their role and responsibilities in supporting participants to keep themselves safe and healthy, including accessing routine health screenings and preventative healthcare’, and another one is ‘build workers’ capability to support positive risk taking and to work alongside participants to implement individual safeguards that enable choice and manage risk’.

We also have a senior management and leadership capability for ‘establishing systems to support health and manage risk’ that is not on the screen.

And when you look at the Framework, it doesn't just show you the supervision or frontline management expectations, but it goes all the way from a general support worker through to frontline managers, to senior leaders and even ancillary workers. So the Framework is really relevant to all roles in the NDIS and I will make note because we've had some questions around allied health: it is also relevant to those allied health and ancillary workers. The core capabilities themselves are actually the same for ancillary, ancillary workers as they are for general support work, and when it comes to roles like allied health, you can choose advanced support work for these more complex roles, so it is applicable, you just need to make sure you're selecting the right type of work and any additional capabilities. So the Framework is there for participants, providers, and workers in the NDIS, and the full suite of the Framework tools and guides can support areas such as hiring staff, worker development, supervision and participant feedback. The Framework is ultimately there to ensure participants are supported well and that's why we have such a wide range of tools, guides and resources to support your use of the Framework.

So the Framework is supported by these tools and guides, which we have the Workforce Management and Planning Tool. The Position Description Tool, the Recruitment and Selection Resources, the Self-Assessment Tool for Potential Workers, the Career Options Guide, Supervision for Capability and the Training for Capability Guide. And these tools and guides can be used by providers, participants and workers. In fact, some of these we have specific guides for participants or for providers as well.

So that's enough from me with your overview, I’d now like to introduce our main speaker today as we go into a bit more depth, here is our Worker and Provider Quality Director, Sam Jenkinson, and she will also pause for any questions.

Today's session we're focusing on the Supervision for Capability guides and the Training for Capability Guide, and we're gonna go into a little bit more depth with some examples and I'll show you a little bit about what's on the website as well. Just so that you know where to go to find the information.

But we're happy to answer questions along the way if there's any generally about the Workforce Capability Framework itself. What we're going to start with is a short video and we do have a number of animations and video explainers are available on the website now for each different tool. And the first video that we have today that we just wanna share is focused on the supervision and training guides and how they could be useful, which will show, share a bit more about. But this is a video just to show you a little bit and this is something that you might wanna share with other providers or workers that are in the sector as well.

You can view the video with captions here: [(2) NDIS Workforce Capability Framework Supervising and Training for Capability Resources - YouTube](https://www.youtube.com/watch?v=wWI_GSE8hfA&list=PLFgDbrzQXfs_Lvis42LOv7JMl8Vmwq1ye&index=23)

That hopefully gives you a little bit of an overview of the particular tools that we're going to look at today. So today we're focusing on the supervision guides and the training for capability. So what you can see on the screen now is a diagram there on the Supervision Framework that we've got in the resources available and that Framework is really about having those three elements of: setting expectations, implementing the supervision and implementing what a worker might be doing. Whatever type of work that might be, and then reviewing. So we are trying to embed a capability-based way of working, not only if you've come to some of our previous sessions, in the way people are hired for doing their role in the way that roles are described, but then also in the way that supervision and training is done as well. And capabilities if, um, you might remember are really about not just the skill or the knowledge someone has, but how those are put into practice and the behaviour and attitude that comes with the skills and the knowledge. So yeah, when we talk about capability, it's all of those things together.

So the resources that we've got have got a lot of practical examples as well as which we've tried to put all the way through and that's because we want to really encourage examples which show how participant feedback is part of.

Firstly, the setting the expectation about what's involved as part of supervision and how often it happens, but also where the feedback comes from, and that feedback coming from participants is a part of a good feedback conversation. But also, that there's a clear review cycle as well that's in place that's looking at the capabilities and how capabilities are assessed.

And then knowing what it is, you might need to work on. And using again that capability-based approach means that you've got that link back to your position description which might have your listed capabilities for the role and gives you a point of reference then for training and supervision in what you're working on.

So if we move on to the next slide, I'd just like to share with you the different sorts of guides that we have available in the supervision resources. So the key guide that we have is the, um, Working Together Guide which is the largest part of the supervision resources that talks about setting up that good supervision relationship. And also talks about, there's a how to have those conversations with workers with some of those practical examples. And I'll show in a moment where that is on the website so that you can see how to get there and where to find the information. But we also have as part of those guides some guides that are specifically for your supervisors and senior leaders or managers in an organisation which are about the systems that you've got in place to support good supervision.

And then some guides that are specific for participants that might be either self-managing or that are wanting to be part of providing that feedback process about the workers that they have working with them. And then we have a number of templates which are available as well as part of those guides. So there's a Performance Agreement Template which I'd like to show, will be able to show a little bit of, but it's very much about, um, a performance agreement, that's an agreement between the team leader or the supervisor, the person who's delivering the work and how you're working together to have conversations about capabilities. And also an Assessment Record Template, which again has a both a self-assessment as well as an assessment that happens with a supervisor that you can use looking at it from that capability-based perspective.

We have some great tip sheets, there's a tip sheet on what a good buddy shift looks like for supervisors; how to assess capability and also how to build in a good reflective practice in the way that you're engaging with workers in supervision conversations, however, those supervision conversations might happen, so we're also very aware that what might be supervision is not necessarily a sit down meeting every fortnight for an hour. You know that that's not the sort of work environment that many support workers or allied health workers are in when they're working in the disability sector.

So what regular supervision looks like could be about ‘how will we building in continuous points of check in even if those check ins might be a five or 10-minute check in or a debrief that can happen after a shift when you know that you've had somebody doing work with, um, maybe where there's behaviours of concern or a behaviour support plan is trying to be implemented, for example. Or if maybe there has been an incident that's happened and you're wanting to ensure that you're getting that incident reporting, but that's also the opportunity to have a chance to talk about how the person is going to be able to debrief, to be able to have some reflection as well.

So all of those different points are points of supervision touch points, which can be used to help build the capacity of workers. Whatever type of work you're doing, and to be able to support supervisors, leaders, team leaders in knowing what workers are doing and being able to provide that supportive environment for workers and potentially as well for participants to be able to have points where they can feedback as well.

What you should be able to see now is the Workforce Capability Framework homepage. And on the home page, there's a couple of places that you can go to get to the provider resources. So there's this section down here. And there's also where you can find the animation for the provider journey. And the drop down list at the top as well.

On the Supervision for Capability page, there is a little bit of a guide as to how to find the right information in the different supervision guides, because we have guides that are for participants, guides that are for providers and also the Working Together Guide for workers as well, so that they are also part of those conversations and have some resources available for them to be able to be an equal partner in that supervision relationship.

On this page you can also see the guiding principles for supervision. And these were developed as part of the development of this tool to really highlight what supervision is about and when you're doing capability-based supervision. How –
that means that you're describing the how and the what of support, and that you're identifying not just what someone needs to improve, but also how they might be improving, how they might be delivering their work.

You can also see in the guiding principles there that it's collaborative. That it has to involve feedback from participants, and that when there's changes in the way that support is delivered that that's something that's done in collaboration with participants, with workers and with supervisors about, um, you know, if there's further supervision needed, if there's more debriefing time needed, if there's a change in the way notes might be taken, for example, that all of that is done as well, with participants providing some feedback into that that is respectful, and also that it's evidence-based and we do have a new page on the NDIS Commission on what we mean by evidence based practice. Which is really about how we are using really contemporary and rights-based practice in the way we deliver supports and of course, being supportive.

So I'm going to click on provider here. And you can see that on the top you can select a guide and this goes through as I said before, the systems to support supervision; the supervision and support relationship; working together and learning and capability development.
And each part of the guide, you'll find that there are links to resources as well as some different sections within each guide. And lots of examples we've tried to provide in here to be as, um, practical as possible for you.

So in the systems to support supervision, you can see that there's all the different elements that are required, listed down, policies and procedures, etcetera.

I'll just go to one of the others and see where we've got an example. You can see they're all through there. But on this page with working together, we have some little examples pulled out here in boxes that try and show how some of that information might be used in practice.

So I'm going to go back to the slides now and just share one of the tip sheets that we have on reflective practice. So this is a tip sheet and this is just a snapshot of what's on that tip sheet. But it's about, um, using a way of encouraging self-reflection from the person who's delivering the supports and the same questions can be used as well for the supervisor in your own role, but also for the participants where there's family members or a participant like myself, who's very capable of being involved in giving feedback to workers, to actually have some of these reflective conversations and using the reflective practice as part of those feedback sessions or points where you can connect with participants as well as workers together.

So one of the examples that we use in that tip sheet on reflective practice is straight from Helen Sanderson and Associates with the 4 + 1 questions. And this is a really great tool that I've used often myself where when something happens, the first thing you ask is you know, ‘what have we tried?’ If there's an issue here, ‘what have we tried?’ And then ‘what have we learnt?’ ‘What are we pleased about?’ ‘What are we concerned about’ and ‘what do we do next?’ So that very last question that ‘what do we do next’ is always really important.

I'm just going to check if we've got any questions in the chat around supervision to answer at this point in time. Ah, some one's asked: When looking at evidence for audits, what type of evidence would be expected from providers to auditors as demonstration of how the Capability Framework is used in recruitment, employment and service provision?

So the Capability Framework is not a mandatory piece of, um, regulation. The NDIS Quality Indicators for the Practice Standards are what's mandatory, so the auditors are looking at the Quality Indicators.

What they might be, also, what a provider could use as a demonstration that they're meeting the Quality Indicators is to show how they're using the Framework, so that might be one of the ways that you're showing you're able to meet the Quality Indicators by showing that you're using some of the tools in the Framework.
And so for supervision, for example, that could be around the supervision notes that there are regular feedback points that you've got in place.

It might also be the interviews that auditors actually have with workers and with participants, ‘cause that's actually a really important part of the audit process. And that's also why it's important that when, that you do have something in place.

Even if it is those check ins which might be small but regular for the workers, that you're that you are supporting, if you're in a supervision role or a senior leadership role or, or a management level role in your organisation. So reflective practice, I'll just come back to that, is a really important tool for supervision. And so we've got those 4 + 1 questions, but our tip sheet has a few other things on there as well, which I'd encourage you to have a look at.

I think really good supervision can be very much about building somebody's self-awareness to be a good leader within themselves as well. Um, so someone has asked about whether the type of training and supervision apply to allied health.

We would recommend that all of these tools and resources can be used no matter which role you're in, whether you're providing allied health services, direct support, work services, community access. Whichever type of service, if you've got people that are delivering support of any kind to participants in the NDIS then having a good understanding of how the people delivering the direct support are getting feedback about the way they're doing their work is really important, And I guess that's what this is really about, is that feedback and ensuring that people are up to date with their training for allied health professionals, often your professional registration body will have an expectation of professional development to keep your registration live as and when you're working in that role.

So, our resources can assist with maybe where that that professional development might be focused for you if you're working in the NDIS space.

So I will talk a little bit about the training development resources as well that we've got. So the Training for Capability Guide is not a training programme or a training course. What it is, is it's a guide on how a provider can identify the training that your workers might need. So it's very much about providing information about what might be driving the needs for training in your organisation?

And it will look at things like, um, what type of structured training might suit different learning needs of the workers that you have, and so there's a number of, again, practical examples through the Training for Capability Guide to show how, if you're a provider, you might think about the training that your workers need. You might think about how you assess that need or that training gap. And then how you might fill that gap? So what are the practical steps that you'd take to look for a training provider if you're not providing training in house, some of the larger providers we know are also registered training organisations and do a lot of their own in-house training. But there's also lots of small and medium providers out there that don't do that. And so often you're trying to find someone with the right skills to deliver training to your staff or you're trying to find a training course that your staff could do that's gonna bring up their skills.

So we've got some guidance on how you might find the right training for you and that includes some templates as well as some guidance. So I'll just flick on to the next slide. So one of the parts of our training guide does talk about having a learning and development strategy.

And this is where as an organisation, if you've got a strategy in place for learning and development that connects back to your organisational goals, that can really support you in being able to target your training for the right thing. So there's lots of, you know, there's the certificate three and certificate four, for example, in individual support work and in community support work that cover a really wide and broad range of topics, but they might not actually cover the specific things you need for the types of support that you're delivering for the participants that you have. So one of the things that we have in the Practice Standards and Quality Indicators we talk about how, particularly in the high intensity support skills descriptors we talk about, how workers need to have training that's appropriate to meet the needs of the participants they're supporting.

And some of that might be around, for example, buddy shifts that are supporting a worker to know the ins and outs and the detail of a person's particular personal situation. But then there's also particular support needs that you might find across your organisation that you're targeting. So you might have a number of participants that you work with because you've decided as a provider that you’re tailoring your supports to people with high intensity supports or that you're tailoring your supports to people with psychosocial disability. And so the training then that your workers need might need to be tailored into those specific areas, particularly if then, when you're doing an assessment of the particular needs that the participants you support have, you see that there's some commonalities around, um, maybe a number of the people that you work with identify as Aboriginal and Torres Strait Islander and actually your workers don't necessarily have enough information about providing culturally appropriate support, or there might be a need for having an increase in your mental health first aid, for example, for your workers or Aboriginal and Torres Strait Islander Mental Health First Aid. If your workers are working with Aboriginal people with disabilities, that might also have some psychosocial disability supports needed as well.

So thinking about how you tailoring your training for the needs of the workers and the needs of the participants that you're supporting is what that learning and development strategy is all about. But it's also about then the particular individual worker's plans.

What the Training for Capability Guide also has is some information about how you might decide whether accredited training or non-accredited training is going to address those needs. So a registered training organisation, you might be able to find some free or subsidised training that workers could do whilst working with you. A number of States and Territories for example, have currently got fees being waived in disability and aged care qualifications such as your cert. threes and cert. fours.

But also then there might be non-accredited training that is training that you might really wanna do for workers. That's gonna actually be more tailored to the specific supports you need. For example, if you had a number of people that you're supporting that use different types of communication skills or communication aids, you might get some bespoke training that's not accredited, but actually going to fill a particular gap that your workers have.

Um, and this is also where some of those high intensity supports, for example, in the health space where you're looking at catheter management, ventilation management that you might have both training, that all workers attend that give some quite detailed training on ventilation management or tracheostomy care for example, but then need to have some extra bits that are tailored specifically for the person that's being supported through the buddy shifts or through some particular short tailored sessions for that person and that worker in particular. So that's where that tailoring needs to happen and where you might choose to use accredited training in some aspects, non, non-accredited training in other aspects and that's where it's really important as well for your workers to have that training recorded, recognised and part of their performance agreement and ongoing learning and development that helps build their capacity as a worker and also helps them wanna stay working and feel supported to be working. Whether it's with your organisation but also in the disability sector generally.

So I wanted to share with you a couple of the templates that we have available in now training resources. So this one is a Training Selection Score Sheet which can be used by your HR manager or if you're a small organisation and you know you're the CEO or you're the Operations Manager, you might be doing all of this and so having some of these templates can be really helpful. This particular template is one for using when you're looking at different training providers and wanting to compare how they're going across some key metrics that you might use to decide which training provider you're gonna use for different types of training. So as you can see here, we've actually added in some things that you might not have thought about before. So yes, we have the cost evaluation in there and the relevance of the training content.

But also we have not just content expertise but disability expertise of the trainers. So that might be really important, particularly because when you look at all of the Practice Standards and the Code of Conduct and the Quality Indicators in the NDIS Commission, so those things which are part of our regulation, it does come also from a very strong human rights perspective and the rights of participants being, needing to be upheld. So that disability expertise of trainers, whether they have people with disability who help deliver the training, might be something that we would encourage to be really important to think about. When you're choosing the providers that might deliver training and how contemporary that training is as well.

So someone's just asked in the chat there about participants that have a high and complex mental diagnosis. Workers would need to demonstrate – would workers need to demonstrate much higher skills and training? Yes, it is very much dependent on the participants that you're supporting. So if you're supporting a number of participants with acute mental health and psychosocial disabilities, then the workers, skills and training would need to be reflective of providing appropriate support for those participants.

A question from the Q&A whether the Framework covers the supervision of support coordinators, so where support coordinators are in an organisation then I would hope, and we would strongly recommend, that they should have a good supervision framework around their work and have that reflective practice happening to build their self-awareness of their role as a support coordinator. Absolutely yes. As I said before, the supervision resources, they can be applied for multiple different types of roles. It's not just about face-to-face disability support work.

Personally, I myself, I'm a qualified social worker and I would use these tools in the supervision of the people that I support, if I was working as a social worker and the reflective practice is something I use daily in my supervision when I'm supervising the workers that I have in my own team with the NDIS Commission as well.

Um, I did wanna share this one with you. This is a Worker Capability Self-Assessment Guide that has a template in it as well. This is something which can be used by workers where they can self-assess how they're going against the capabilities that might be in their position description. So as you can see in the capabilities the what you do. We've just got some examples there, but that could be taken directly from somebody's position description.

And then, as a worker, a worker might be putting in how they're going in terms of how do they feel that they’re meeting that capability, what are they doing in their work? And there's some, you know, those reflective practice questions could be used as a guide as well in helping to fill out that self-assessment.

And then there's also a section on the knowledge as well that someone has, and whether their knowledge is matching what they're doing, whether they need to actually increase some of their skills and knowledge through other, um, training courses, etcetera. But that's another example of one of the templates that we have available to try and support those good processes and practices to happen.

Just a, a question in the chat there around: should there be mandatory minimum standards as opposed to non-mandatory high intensity skills descriptors? So the skills descriptors are, although they're not mandatory, they are referenced in the Quality Indicators and can be used by auditors and the Commission as a checkpoint.
So they sort of sit in between being non-mandatory and still having some weight and guidance under our legislation. Um. I hope that maybe answers that question.

I'll just leave a little bit of space for some questions, but I'm also happy to and share or show any further information on the website as well.

So I have a question: Capability response examples would be helpful for workers not familiar with the capability criteria.

But I guess you know in the performance agreement, we do have some examples filled in, in the first section. So that people can see what else they might need to do.
And I'm just gonna see if we've got some examples on the other one.

So there's a question, um, that there is often confusion between supervision and performance management. So, I, I agree, and I think that's one of the things which, when we talk about setting up the supervision relationship, which, we would recommend is part of that really initial induction process that you have with workers that you’re really being clear on what that performance agreement process and the regular catch up and check ins, what the purpose of that is that it's actually about.

As supporting the worker to build their capacity and do the best job they can and a lot of the time it's very much about how you frame and the words that you are using when you're doing supervision and really important that that's clear from the start in the way that it's set up. So we do have some examples of suggesting that catching up can be via text and phone.

Whether there are ways to capture that I can see that the, the question there.
How to capture that information can be really hard and that's where at least having the annual performance agreement can be a way of being able to capture how you're doing those catch ups. Even if you're then not capturing every single catch up, but that you've actually got that record that you know, yep, this year we kept up with our regular routine of doing those catch ups in the way that we had agreed from the start what those catch ups would look like.

Ohh. Someone's asked whether a performance agreement is recommended alongside a service agreement or part of an IEP. So the service agreement is usually what happens between ah, the participant and the provider. Whereas the performance agreement or performance development plan, you know you might call it different things, is between a supervisor and the worker and the participant might also give feedback into that depending on what that relationship looks like. So where a participant might have only one or two workers that are working with them regularly then how that participant is being part of that feedback process is really important. In a supported accommodation setting, then it might be really important that all of the participants have, say, a meeting with the house supervisor or team leader in a regular way to give feedback about the different workers that are as part of that house. So I hope that is clearer about the difference between a performance agreement and a service agreement.

Someone has also mentioned about the recording. Definitely, ah, if there's, if there is a, a recognised way that you're catching up with people regularly, then firstly having that recognised in your performance plan or your supervision plan is really important, but I would have thought so, generally the supervisor or the team leader role in that situation would be the one that's needing to keep the record. It's not necessarily all on the worker either there.

I’m just noticing this. Sorry. Just another question about, ah soft skills. Soft skills being the transferable interpersonal skills and are vital.

When you're looking at the capabilities in the Framework and using those as part of how you're framing your supervision conversations and the working together and the feedback conversations. If you're using the capabilities in the Framework, you will notice that those soft skills are actually there all the way through. So when you look at, for example, the very first core capabilities of the Framework being upholding rights and effective communication, it is very much about how the person who's delivering the supports is interacting with the person with the disability and engaging with that person in a way that's upholding their rights and providing the most effective communication. So you will see if you're using those capabilities as part of that process – and this is why we talk about capabilities being not just about does somebody have a skill or does somebody have the knowledge, but how are they then showing that skill and demonstrating it in the way that they're interacting
– with people with disabilities, and again, that comes back to why it's really important that at some point in some way that there are some mechanisms in place for participants to be able to give feedback as well.

Someone's asked about whether screenshots or sending text messages through to e-mail would be acceptable. That's about a conversation you need to have when you're setting up that supervision relationship, because not all workers would have a mobile phone, that is the office mobile phone, for example, so that's part of how you need to make sure that you've got that set up from the start in terms of setting up your supervision relationship to make sure that you're clear about who's got what information; how you’re gonna record the sessions that you might have; whether that record of the supervision or the catch ups is really about, you know, a follow up text or e-mail that there's, they've recorded on a supervision plan or document that gets looked at regularly as well. So there might be a number of ways that it can happen.

As long as it's agreed and that it's clear and that everyone has got a say in how that happens, I think is what's important.

Um, so we're just at the end. I'm just going to very quickly share with you one last, ah, example of a, that we have available on the website. Just in response to one of those other questions that had come up before. So this is one of the other examples that we have on the website which has a sample assessment record. So this is where you're looking at, say, the training that's been done by somebody and then of course, after trainings been done, has it been implemented, how do you know that the training has been implemented? So this is an example and a template that you could use, which looks at what's the knowledge that was gained through the training that was done.

So what training was completed and then how are we going to check that the capability that's been learnt has actually been gained and is being delivered. So this example here you can see that the training might be an online course delivered by a health service. And then the completion of buddy shifts would be also part of the assessment of whether that training has given that person all the skills that they need.

And then this down below here has got, you know, what was the assessment method used in the learning of the course and then what was the assessment method used when applying those skills. So here you can see that the short course results is one of the assessment methods in application, the observation of shifts with a supervisor or someone else who's already competent in that skill. When it happened, any comments around that and feedback? And then there might be a simulation, might be another assessment method that happens with an overall assessment. And so that's an example that you can then remove our sample. There's the blank one to be able to use as having a record of not only has someone done the training, but how has that training and that new skill or capability been applied in practice?

So thank you very much for your time today. Please do take that 5 minutes now to fill out the survey and we might see what another session in the future. Thank you.