**Workforce Capability Framework Participant Session**

**Recorded 8 June 2023**

Thank you very much for joining me today. I'm Jo Tilbrook, the Assistant Director of Workforce Quality with the NDIS Commission.

For any general enquiries about the Commission, you can send them through to our Contact Centre because we want to really keep the discussion around the Framework today.

I am coming to you from the land of the Kaurna people in South Australia. I recognise their strength, resilience and capacity on this land which they have inhabited for more than 60,000 years. I also acknowledge the lands on which you are all coming from today. I pay my respects to elder's past, present and emerging, and I extend that respect to Aboriginal and Torres Strait Islander people who may be present today.

I would really like to acknowledge his fabulous artwork that you have on your screens by Natalie, a proud Wallabaloola and Pajong woman.

I would also like to acknowledge all people with lived experience of disability and the experience of the people who are supporting people with disability.

Today's session will focus on how some of the Workforce Capability Framework, tools and resources can support participants, but before we get into that, I'll give a bit of an overview of the Workforce Capability Framework.

The NDIS Commission released the Framework in 2021 and we have built, been building a range of tools and resources to support using the Framework.

It is an interactive online and it describes the attitudes, skills and knowledge expected of all workers funded under the NDIS. It's written from this perspective of the NDIS participant.

It establishes a shared language of what good looks like.

The Framework is connected to the Code of Conduct which all workers and NDIS providers must adhere to under the NDIS legislation.

All workers, even those directly employed or sourced privately and all providers registered and unregistered providers are expected to meet the Code of Conduct. The NDIS Commission can investigate and take action if a complaint or report is given to us where someone may have breached the Code.

The Framework translates the Code of Conduct and it also has the connection back to the practice standards which registered providers need to adhere to as well, by describing what quality can look like from the perspective of the person with disability.

The Framework and tools have been developed over three years, with participants, workers and providers.

It's talking about what's in the Code and what's in the standards at a very practical level at what day-to-day a support worker could be doing in the way they behave and the way they talk to people with disability that they support. The Framework and its tools can help your workers and your providers meet the Code of Conduct and the Practice Standards.

We’re going to show you a little animation, so this just gives you a little journey of a participant and how they can use the Framework.

Welcome to the journey through the NDIS Workforce Capability Framework for participants.

The Workforce Capability Framework or simply the Framework, includes a series of tools and resources tailored to help NDIS participants, higher support workers, give feedback to workers and providers, and understand the skills their support workers should have.

In short, it tells participants what workers and providers should do, what they should know, and how they should act.

The Framework is written from a participant's point of view and describes the attitudes, skills, and knowledge expected of all workers funded under the NDIS.

It's also supported by a series of tools and resources that help make using the Framework simpler.

Let's walk through the journey of using the Framework.

At its core, the Framework is a guide that can help you map out, how you talk to your workers and providers about your support needs and describe how they can support you to live the life you choose. The capabilities in the Framework give a detailed description of the skills and behaviour workers should show in the way they work. Different types of work have capabilities that explain the behaviour and knowledge that go with it.

The Position Description Tool helps identify the specifics of what you want workers or providers to support you with. It gives you a description you can use to check providers and workers understand their role.

You can use the Recruitment and Selection Resources when hiring your own workers or be part of a recruitment process with a provider. There are templates and tip sheets to develop interview questions and find workers suited to your needs. The Supervision for Capability Resources and Training for Capability Guide are both great resources that include templates and tips for participants to use.

They can help you to be part of supervising workers with your provider.

Or assist if you are self-managing and supervising workers directly building safe and trusted relationships with support workers through providing regular feedback leads to workers delivering good support that suits you. Where will you start your journey with the NDIS Workforce Capability Framework?

Visit the website today.

This slide shows what the interactive Framework looks like. You can see how capabilities are described. They really can be super useful when providers and participants are supporting and workers to know what they should be doing or when a participant wants to provide feedback to the worker or provider.

For example, the capabilities describe the expectations of a worker's role in managing health and safety. So this could be like check in with me to understand any intermittent conditions I may have and what I need you to do if they occur. Be alert and take action if you notice that I am uncomfortable, distressed, apathetic or don't have much energy or in poor health.

It also outlines the knowledge they need to know, for example, basic understanding of behavioural, physical and emotional indicators of poor physical or mental health or distress, the role of health screening and preventative health service in improving my wellbeing, reducing risks and mitigating potential crises.

When you look at the Framework, it not only described in the expectations of a general support worker, as could be a support coordinator or a therapist working with a person with disability, but it also describes the capabilities expected from frontline managers and supervisors as well as senior leaders.

There are also additional capabilities for supporting your culture or identity, but also specialist areas like coordinating support, mealtime management and psychosocial disability and much more.

The Framework is there for participants, providers and workers in the NDIS. The Framework can support hiring, worker development, supervision and participant feedback. The Framework is there to ensure participants are supported well. There is a range of provider and participant tools, guides and resources available to help you use the Framework,

The participant resources in particular can help participants to speak up about what they need and how they would like support delivered. It's important that people with disability who are NDIS participants and their family actually have a good understanding of what they should expect when they are getting a quality support.

Some of the tools and resources we have developed can assist participants in what to look for when finding providers and workers, support participants to guide and provide feedback to providers and workers. There's particular specific tools for self-managing participants hiring their own workers, and we have a range of Easy Reads, fact sheets, videos, and animation explainers with examples.

There's a wide range of tools and resources that we have developed. There are some that are just for a provider, there are some for supervisors, some for workers and some for participants.

There are some that the participant can use as well, and we'll go through those. But the Workforce Management and Planning Tool and the strategy guide that is really to help providers with their manage their workforce needs.

The Position Description Tool will help you develop a position description whether or not you're a provider or a self-managed participant, but it also helps when you want to give some feedback as well. So I'll go through that later.

Under Recruitment and Selection Resources, we have a Self-Assessment Tool for Potential Workers. We have a Career Options Guide where we have supervision resources and Training for Capability Guide. So there's a number of resources, then we'll go through that some of those that are key for participants shortly.

We've also developed a participant journey and this is about sort of using the Framework.

Those first three points that you see on the screen.

You get your NDIS plan. You review the NDIS website and you find out information about using your plan. You can use the budget calculator to see how much funding you have available. All of those things relate to resources that the NDIA have developed for participants so they're not a Commission resource, but we have links to those to help participants find information easier.

For some years, the NDIS have a provider register tool.

You decide what you want, direct to decide if you directly want to employ your staff and use the Position Description Tool.

You use the Recruitment and Selection Guide to help you find and select your workers.

You welcome your new worker and set out the Performance Agreement and assessment record and you identify a worker capability gap. This is about identifying skills that might be needed and you can use feedback, tip sheets and the supervision resources. So that's just a stepped out process of what the journey might look like using the Framework.

So the Workforce Capability Framework has a new participant page which went live on Monday.

The page brings together linked resources and tip sheets and templates that can support participants trying to find quality, support sports and managing or guiding your supports, whether that's giving feedback direct to workers and or providers.

We know it can be very complex to navigate and difficult to find things, so the page sets out “find support sets suit me”, so that'll be finding an NDIS provider.

How do we engage a worker?

In the guide under “My Support” you have an Easy Read and other resources like Auslan or the animations and some other resources there as well.

I will go through in detail a bit more about the Position Description Tool, Recruitment and Selection, and the Supervising for Capability Resources that we have.

Participants may have people who can assist them to find support. Some of the important links you can use are on our participant page to find a provider that suits you, so there's a little snapshot there of what the website looks like. You can use the NDIS Provider Register. You can see if a provider is registered with the Commission, or whether their registration has been suspended or revoked or if a provider or worker is banned, if you're looking for a behaviour support practitioner that that NDIS Commission considers suitable to develop a Behaviour Support Plan and help the provider implement the plan.

There are links to the NDIA Planning Implementation Directory to help participants make their own choices about how to use the NDIS plan. The NDIA also has a provider tool where you can search for providers.

The NDIA also has a range of information to support self-managing participants treat implement their plans as I said before.

So let's have a look at these tools. The Position Description Tool is an interactive tool with different options to support service providers and self-managing participants.

Once you enter a job role, for example, support worker or a general support worker, the tool automatically downloads the relevant capabilities and provides practical advice on filling in the Position Description Builder supports the development of the position description based on the Workforce Capability Framework.

It allows you to add additional capabilities as well as information about yourself, your values, the task you need to support that you need support with and your key relationships.

It asks you to decide what is an essential requirement of the job, like if you need someone to have an NDIS workers screening, NDIS induction online module training and any other training qualifications that you think are essential or desirable.

Once completed, you can download and modify it further if you like.

There is the ability to use our online or offline.

The NDIS Commission coverages providers to also include participant in the development of position descriptions, particularly if they're recruiting workers that you that will work with you.

I'm going to go through just a bit of a case example.

Jen is a participant who is recruiting workers for the first time. She fills out the Position Description Tool using each section to address her concerns like the type of support work she needs, her relevant personal and family information and the values she wants from a worker. The tool helps Jen manage expectations for when she interviews potential workers.

In the tool she completes the position, descriptions, responsibilities, requirements and capabilities section.

Jen uses the position description to help write her job ad and provides a copy of the position description to candidates before interviewing them. After hiring a candidate, Jen uses these to check in with her new worker, Fran, at the end of each shift. Together they go through the position description and the capabilities, and Jen asks if there are any parts of the work frame is having difficulty with.

In this case, Jen has noticed that Fran is sometimes stepping into do things when Jen's not ready. Jen refers to the position description to help her describe why is important for her that friend supports Jen to be as independent as she can.

Jen also uses the tool to let Fran know all the things Fran is doing well.

The responsibilities and requirements in the position description helps Jen to outline the expectations, skills, experience and essential requirements needed to support her. The capabilities help her to outline necessary qualifications and fine tune what she expected, needed and desired in the support worker.

Together Jen and Fran are able to use the Position Description Tool to review the position, confirm the word and build trust in their working relationships by setting clear expectations.

So the next resource is the Recruitment and Selection Resources. This resource is for participants who are recruiting their own workers and to participant, who is involved in the recruitment of workers managed by service provider.

Information templates and the materials are provided for each stage of the recruitment process. All templates and documents can be downloaded and edited where appropriate.

To get started, you will select where you whether you're a participant or a provider. You can use the navigation bar at the top of the page on the website to work through the process, so you just click on the buttons. Participants interested in using more and more formal recruitment process can also have a look at the information under the provider option if they like. It provides that step by step guide and tips on taking a capability based approach to recruiting and selecting your workers.

Providers are encouraged to involve participants in the recruitment of the workers as well. There are also, there is also information on how to come up with questions and examples of what you might consider a good or very good answer.

The tools can be used with the NDIA self-managing resources for directly employing workers.

I will just go through another case example here.

So Tyrone is an NDIS participant who employs his own workers.

With a self-managed NDIS package, he found resources on self-management on the NDIA website, like directly engaging your own staff, helpful information on the employment and using his plan. Now that Tyrone is ready to engage his own workers, the Framework and the Recruitment and Selection resources help him through each step of the hiring process to find quality support.

Tyrone was looking for a general support worker who in the Framework is described as someone who is ‘responsive to a cultural and linguistically diverse identity’. He's used the Position Description Tool and included information about why his cultural identity is important to him. This became the basis for his job advertisement where he could be clear about the capabilities and experience that he needed from workers.

The Recruitment and Selection Resources guided Tyrone on mapping out how and when to conduct individual interviews.

As applications came in, he uses the Shortlisting Candidates Scorecard to choose the best candidates to interview. The recruitment and selection resources give Tyrone advice about issues he hadn't considered, such as interviewing candidates at a cafe instead of his own home to protect his privacy, and asking a friend to sit with him to give him a second perspective on applicants.

The example interview questions help Tyrone to write his own questions that are specific to his needs and interests, such as how a candidate would support him to stay involved with his football team.

The process supported Tyrone from the first interview down to the final Letter of Offer Template that he could adapt to send to the successful candidate.

Tyrone then goes to the NDIS website self-management resources, again for guidance on “paying for your support” to complete the candidate’s employment.

If anyone is self-managing, they can ask workers and an individual who is an unregistered providers to get screened and apply to access the data, the screening database to link the worker to you. So worker screening is an important part of the recruitment and selection process.

A participant may also ask a provider at any time if their staff have a worker screening check. So this means that they are cleared to work with you as an NDIS participant and that they don't pose a risk to you. It's an important step when, as I said, when recruiting workers.

So the next tool that I want to go through is the Supervising for Capability. So the supervision resources provide guidance and practical suggestions to help NDIS participants, service providers and support workers to work together and assist everyone to understand how NDIS supports and services should be delivered.

This is with discussions about how workers are delivering support. So in the Working Together Guide for participants, it has a section about giving and receiving feedback. So good working relationships rely on being able to give and receive really open and honest feedback such as being able to talk with your workers about any concerns or questions. It means you can address them before they end up becoming big problems. And you can also use these to talk to your providers as well.

Make a habit of checking in with your worker and provider and let them know how things are going. You could agree to spend the last five minutes of a shift, for example, or set up a time during the work week to raise any issues that you may have if you haven't already had a chance.

The guide gives examples of how to talk to you, a worker. There are tools and templates to assess a worker's capabilities or the skills that they have in identifying any gaps.

These practical examples of approaches suited to workers delivering different types of support.

A new interactive online version of the supervision resources will be available by the end of June, with plain language resources and templates for assessing workers setting up Performance Agreements, and tips on giving feedback for self managing participants. So there's going to be a lot more resources there for self-managing participants.

I will just give you an example of how the supervision resources work.

So Rhonda wants to give feedback to her support worker Nan, but isn't quite sure how to go about it. So Rhonda reads the guide to help plan out how she will talk to with Nan. She finds some example questions to ask Nan and ideas about the best ways to give constructive feedback.

The guide gives suggestions on how to say things clearly. For example, instead of saying to Nan, “I'm mostly happy with your support” Rhonda learns that she could be more specific about how, what she wants and needs by saying “I really like it when you check in with me first before helping me with a task because I need to finish one task before I start another”. The guide also helps Rhonda plan a difficult discussion about Nan being distracted on the phone a lot lately and how to solve it.

Rhonda asks Nan: “Is everything OK? I have noticed you've been on your phone a bit, particularly when I've needed help. I need to make sure I get the help when I need it. Can we talk about what's happening?”

From having this conversation, Rhonda finds out that Nan had been on the phone with her childcare centre because they child had been sick, so Nan said that she knew that she had been a bit distracted and she would organise childcare outside of her work hours.

Rhonda and Nan establish activities like agreeing to check in at the beginning of a shift and agreeing to have a cup of tea or coffee and a chat about hang how things are going once a fortnight so this helps them work together to find areas where there is room for improvement between Rhonda and Nan.

So the Working Together Guide has helped Rhonda and Nan set clear expectations for what good looks like. Since agreeing on how to work together now feel Nan feels supported and valued and that is leading to better outcomes for Rhonda.

Just another example here, so Vinny is a self-managing participant who's decided to employ his workers directly and has found helpful information on NDIA website about the processes he needs to follow. However, he wants some help to know what good support looks like.

The Framework helps Vinny with questions he has about his daily relationship with his current support worker, Amy, particularly around his privacy and independence, and upholding his rights.

So when Vinny is in his bedroom, Amy will often enter to check on him or talk to him about the day ahead without knocking. This makes Vinny uncomfortable, and he wants to provide this feedback to Amy, but he needs help expressing his concerns.

Each section of the Framework gives a description of how a worker should act. While reading the Framework, he finds the “our relationship” objective and under “uphold my rights” he learns that he can tell Amy to ask his permission before she enters his personal space or touches him. So respect my response and remember that you are a guest in my home, so this helps Vinny when he's speaks with Amy to give feedback in a productive way.

After using the Framework and speaking with Amy, Vinny is happy that he's been heard and that Amy is now supporting him with his privacy front of mind.

All participants can use these tools to help give feedback to their workers during the day when they're on shift and can also use them to provide feedback to providers, which could be the worker’s supervisor as well. If a participant has been involved in the development of the position description, they can use this also to help talk to their worker or provide feedback to the provider as it outlines the role that the worker should be doing and those capabilities and skills that they need.

As I said, there’s a lot of Easy Read guides, fact sheets, videos, and Animation explainers. There's resources for Aboriginal and Torres Strait Islander people. We're developing more, so they'll be on the website in the next couple of weeks.

We've got brochures, fact sheets in 11 community languages that are coming, so we've got lots of resources there. If you like to find out more the Workforce Capability Framework the web address is on the screen at the moment.

If you have any questions, you can email our Contact Centre.