**Workforce Capability Framework Provider Session**

**Recorded 16 June 2023**

So my name is Kendi Kirimi, I'm one of the Assistant Directors in the Workforce Quality team with the NDIS Commission and in about the next minute or so we're going to start the provider session around the NDIS Workforce Capability Framework.

Perfect. Before we start today, I'll just do an Acknowledgement of Country. So for me, I'm coming to you all from the land of the Ngunnawal people here at the ACT, I recognise their strength, resilience and capacity on this land which they have inhabited for more than 60,000 years. I would also like to acknowledge the lands in which you are all coming from today. I pay my respect to elders past, present and emerging and also pay my respects to any Aboriginal and Torres Strait Islander people that are present today.

The image that you can see on your screen is an image that was done by NJ which is a combination of hand prints of some of the Commission's Brisbane based staff as well, which is to represent community connections and each person's unique contribution.

Thank you all so very much for participating in today's session as well, where we will discuss a bit more about the Workforce Capability Framework as well as go into depth about two resources and tools.

The NDIS Commission released the NDIS Workforce Capability Framework in 2021, and so the Framework itself is an interactive online function that describes the attitudes, skills and knowledge expected of all workers funded under the NDIS.

The Framework itself is written from the participants’ perspective as well. So during the earlier stages of the development of the Framework sessions there was consultation with participants to ensure that the Framework and what we discuss around attitude, skills and knowledge are also written from the participant’s perspective. What the Framework aims to do is to share and establish a shared language of what good looks like.

The Framework and tools were developed with participants, with workers as well as with providers over around a three-year span period.

What the Framework really tries to do is connect the Code of Conduct: the NDIS Code of Conduct and the Practice Standards into observable behaviours and capabilities for workers at all levels. These may be workers that are directly employed or sourced privately, are expected to meet the Code of Conduct in the NDIS Commission as well has these Frameworks in place to describe what the attitude, skills and knowledge are as well.

With all of this, what we will do is we'll go through the next slide, which will be an animation video that will kind of give and highlight a view of resources that are live.

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

The Workforce Capability Framework, or simply the Framework, and resources can help NDIS providers with workforce planning, recruitment and continuous improvement of the support you provide.

In short, the Framework and resources tells providers and support workers how they should act, what they should know and the work environment they should cultivate.

The Framework describes the attitudes, skills and knowledge expected of all providers 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 and resources can help you map out how you work with participants, review your organisational goals, recruit workers, and understand how you can supervise and support them. It gives clear practical examples and establishes a shared language of what good looks like when you provide NDIS services and support.

You can use the Workforce Planning and Management Tool to review your organisational goals and workforce needs. The Position Description Tool creates clear position descriptions that ensure work is matched with the relevant skills and capabilities.

Recruitment of workers with capabilities matched to the position descriptions is stepped out in the Recruitment and Selection Resources.

There are a range of additional resources to support how you build the capability of workers with feedback from participants.

These include the Supervising for Capability Resources and the Training for Capability Resources.

Our tools are here to support providers to create the best possible environment for your workers and the people they support.

Building safe and trusted relationships with workers and participants leads to delivering good support that suits their needs.

Where will you start your journey with the NDIS Workforce Capability Framework?

Visit the website today.

I hope that animation video gave a really high-level view of the tools and resources that are live on the website that can be utilised for you as providers in your everyday work as well. The link to the video has also been popped in the chat and for anyone that has come a bit late, there will be a session recorded and made available on the Workforce Capability Framework website as well.

What we've just gone through is what the Framework is, the purpose of the Framework, which is to establish a shared language of what good looks like, and what we're going to go into now is what you can see, what the interactive format of the Framework looks like and how you can work through the capabilities that are on the website.

What we can see on our screen right now is a screen grab from the interactive version of the Framework and it is depicting a capability for supporting health and managing risk for the work type of a supervision or a supervisor and a frontline management member as well. So what happens with their capabilities is, it is broken down to a few job roles or work types, so we've got the general support work type, we've got the advanced support web type as well as the supervision and frontline management, but we also do have a senior management and leadership section as well.

We will go through this a little bit just to explain how the Framework describes the skills and the behaviours and the attributes that are expected of workers funded under the NDIS.

For a supervisor or a team leader or a frontline management staff member under the objective of managing, supervising and coaching others, we can see that the capability here is really around being a supervisor or team leader. There's that expectation around ensuring that workers understand their role and their responsibility in supporting participants to keep themselves safe and healthy, so this can include access to routine health screening as well as preventative care as well.

There's also the one around ensuring that workers are aware of who to contact and what to do in the event of an incident crisis or emergency, as well as building workers’ capability to support positive risk taking and to work alongside participants to implement individual safeguards that enable choice and manage risks.

As you can see with these capabilities and how they're described, they really are to keep the participant at the centre of everything and to highlight what could be expected of senior management around managing health and risk.

The capability for them is establishing systems to support health and manage risk. Some of those skills would be around develop and implement safe systems of working together and ensuring that workers are able and encourage to identify and manage workplace safety risks for participants, themselves and others.

When you look at the Framework, it's not only describing the expectations of support workers or people that are working with the participant directly. It really is to describe the capabilities expected from all levels of workers that interact or deliver supports funded under the NDIS, which does include our frontline managers and providers as well as senior leaders as well.

The purpose of the Framework is there for participants, providers as well as workers and the Framework can support providers to hire, to work with developing their staff, with supervision as well as how they can incorporating participant feedback into their day-to-day work as well. The Framework’s overall purpose is to ensure that participants are well supported and that participants have an understanding, or there is sector shared understanding, of what good looks like.

As a provider, you could use the Framework, tools and resources to ensure you have a supported and engaged workforce and you have supported and engaged participants as well as quality services that continuously improve as well.

What we're going to before we quickly go into the resource, we're going to talk to today, I just wanted to give you a really high-level view of what are the tools and the guides that are live on the website.

But before I do that, I just want to get either thumbs up or any reactions around who has heard or seen the Framework themselves.

I can see a few hands coming up. That’s really good to see as well. And who has actually tried to implement any of the tools?

So if you have tried to implement any of the tools, feel free to pop that in the chat as to maybe how you've done that or what are the tools that you've implemented, because I think they'll be really interesting to see how many people have potentially utilised some of the recruitment and selection resources to support boosting the their own organisation's way of recruiting or potentially looking at different ways as well.

Around incorporating the Framework in induction programs. I think that's definitely a really good way that you can introduce that language of this is what good looks like and these are the capabilities as a worker you're expected to uphold as well.

We've got a few tools and guides that are live on the website, so there is the Workforce Management and Planning Tool and the Workforce Management and Planning Strategies document as well.

There's a Position Description Tool. So the Position Description Tool is there for both providers, but also participants. There is a participant section of the Position Description Tool that helps develop a position description where you're able to input any information for the provider version.

There's also space for you to put in your logo as well.

It just helps with that consistency of position descriptions as well as being able to link back to what are some of the capabilities that are identified that are required to be upheld by in the role as well.

There's the Recruitment and Selection Resources, with this there is a participant version and provider version, so the provider version goes through six or so steps of recruitment and there are various templates. There is a Letter of Offer Template, but there's also a template that can be utilised to notify workers if they are unsuccessful as well, which can be kind of that really good practice to get into for them to have that as a documentation.

There are interview example questions of how you can potentially add in the Framework's capabilities into some of the ways that you may interview or ask questions when interviewing for workers as well. There's a Self-Assessment Tool: so this is more for potential workers as well that they're able to utilise and see whether the disability sector’s something for them and gives them some ideas of what the Framework is and what are the expected behaviours and skills that they might be required to have as they move into their role, or hopefully get a role in the disability sector.

There's a Career Options Guide, this is a really good guide for any workers, but potentially maybe for people who have been support workers that are looking at elevating their career in the disability sector and want to know what are some other types of roles that are there.

Then they can link back into the Framework as to as an advanced support type, “my expected capabilities”, If I wanted to advance into a team leader frontline management role, what would be those options there? What would be the capabilities that I might need to be able to actually have in place in the way I do my work?

The last two are the Supervision for Capability and the Training for Capability Guides which we will be going through in today's session as well.

So I'm just going to quickly pause and check the chat as well.

I can see some people have been using the learning and development resources as well, which is really good to see.

And yes, I think if anyone else down the track has other ways they’re potentially incorporated their resources in their own organisations, I think we’d all love to hear from that as well.

So I'm just going to quickly pause. Great questions.

Is there an easy reference table with levels and capabilities like a spreadsheet outside of the position description as well?

There is an interactive format that mimics a table where it's quite easy to be able to identify what are the capabilities for what work role.

With that what happens is you click into let's say, if you're an advanced support worker, you'll click into that section and then it will have four or so objectives.

Whether it's ‘support me, so support the participant, impact me’, there are different areas and then you'll be able to click onto that and then it will have each of the capabilities there as well.

There is that interactive format that makes it a little bit easier to read rather than what's on the Position Description Tool.

Out of curiosity, have others in this session established and implemented much of this already.

The Workforce Capability Framework website has had a slight bit of a refresh and we now have a provider page that breaks down what are the tools and resources that are more targeted for providers and that can be utilised.

The provider page has a tab for Workforce Planning. So that's where that Workforce Management and Planning Tool will sit in. There's a tab for Recruitment, the Position Description and then Supervision and Training Development.

As well as that, we have an information pack that is now live on the website that kind of provides that information and high level information of what the Framework is, how to navigate the Framework, and how you can implement it in your own organisations as well.

The first resource we're going to discuss today is the Supervising for Capability Resources.

The Supervision Resources provide guidance and practical suggestions not only to help service providers, but also to help NDIS participants and support workers to work together.

We've got a resource called the Working Together Guide, so there's three versions of the resources, one for participants, there's one for supervisors or service providers, then one for workers as well, which just highlights how each person in the role of supervision or in everyday interaction, what that would look like and just provides that really clear understanding of how each NDIS participant service provider and a support worker can work together.

The Supervision Resources assist everyone to understand how supports and services should be delivered. They also assist with discussions about how workers are delivering supports.

There's a few resources and tip sheets that are created that can support a supervisor in being able to provide feedback or think of other methods of supervision that can be put into place.

Those discussions about delivering quality supports are able to be implemented in organisations as well, so there's tools and templates as well to assess capabilities as well as practical examples of approaches suited to workers delivering different types of supports as well.

The Supervision Resources are probably one of the bigger types of resources where there's just so many moving parts because with supervision, it really is a collaborative approach between participants, workers and the supervisor.

We really want to ensure we were providing enough guidance and tips of how potentially organisations can implement some supervision methods, consider some ways of potentially setting up some communications with their workers or how they can potentially record training that's been done or have a performance agreement in place which outlines the key tasks expected of the worker as well.

With the Supervision Resources, we will be having an interactive online version available by the end of June with some plain language resources which will be available and with the Supervision Resources we have taken into account participants that are also self-managing who may also actually be supervising their own support.

There are various resources that are coming out to support that cohort of participants as well because supervision can really be across the board, regardless of if we're going to a service provider or for participants directly employing their own staff.

Perfect.

I'm just going to take a pause and have a look at the questions that we've got in the chat.

There's a question around will there be an option format provided to enable us to upload to our own learning management system?

Was that in reference to the Position Description? Because if it's in reference to the Position Description that can be downloaded as a Word document and then as your own organisation you're able to upload that into whatever ways that you store position description or have that governance around storing documents as well.

Is there any likelihood of this becoming mandatory for registered providers to implement?

The tools and resources are really to support development of the sector. So the NDIS Commission has a developmental sphere of work where we look at ways of being able to bring that capability uplift in the sector. So the resources and the tools aren't mandatory, but the Framework and the capabilities do come from the NDIS Code of Conduct and the Practice Standards which are mandatory.

The tools and resources and the guides, those aren't mandatory, they're more supports to help any organisations, whether there's new organisations, they could be small to medium organisations that don't have an HR function as well that might require that additional supports and being able to set up a few systems and processes in their own organisation so these tools and resources are not mandatory.

With the supervision and resource tools, as we can see on the screen right now, there are a variety of tools, guides and tip sheets that are live on the website.

Just moving left to right, we've got the Working Together Guide, which is a guide for supervisors. So this was a guide I was mentioning, there's one created for supervisors for workers and for participants and there is going to be a plain language version coming out as in the next few weeks as well.

The Learning and Capability Development Guide, as well as a system to support the Supervision Guides, are there to support how to identify potential ways of addressing learning and capability on a supervisor level and ways to potentially look at processes and reviewing systems in place for supervision.

The Supervision and Support Relationship Guide is a really interesting guide that outlines ways that you can potentially put through a Performance Agreement with workers or potentially look at capability developmental plan as well.

That guide really steps through different ways of supporting relationships, whether it's having debriefing sessions or having regular check in sessions. It also allows a bit of information there to outline what are the different ways you can set up supervision methods in your organisation.

The Performance Agreement Template and the Assessment Record Template are two templates that can go hand-in-hand.

The Assessment Record Template is really a template that can be utilised to record what training has been done and can be also given to the workers so they have a record as well

The Performance Agreement Template is more around outlining what are the key duties and tasks of that worker required to support the participants that they're supporting as well, and this can be quite helpful for any of those small medium organisations that potentially don't have a way of documenting or outlining what are the key tasks and responsibilities that a worker is required to administer as part of their role, just so there's a bit of that clarity of roles and responsibility for the support work as well.

The last are around tip sheets. So there's a Buddy Shift Tip Sheet which can support considerations when having some buddy shifts, so if there's new staff members coming in or there's any time that as an organisation you see that a buddy shift is required. There is some tips there for supervisors that are on the ground and how they can implement that as well.

Then there is the Feedback Tip Sheet and the Reflective Practice Tip Sheet.

These are my personal favourites, the Feedback Tip Sheet is really useful for providing feedback at all levels. So there are some really practical examples of conversation starters that we've outlined there that help contextualise how you can potentially give feedback, how feedback can have something around describing what the issue is and then that impact to the participants. That way feedback is being received in a really empowering way.

The Reflective Practice Tip Sheet has a few questions that help that reflective practice, that organisations might be able to implement in their day-to-day interactions with workers.

What we'll do is we'll just go through a made-up scenario that will hopefully help contextualise how each of these resources can be utilised.

But before I do that, I just wanted to check if anyone has any questions on the resources that I've just briefly gone through.

Let's have a look at this example case study.

Raham runs a provider agency which needs to ensure workers are meeting expected capabilities when delivering NDIA supports to participants.

They're able to use some of the tools and the Supervision Resources in practice. So Raham uses the Supervision Resources to support and to understand how to speak with workers about how to meet expectations.

She gives feedback to workers by setting up supervision methods using some of the templates, like the Feedback Tip Sheet as well as the Performance Agreement, and then Raham undertakes a reflection and review process and ensures each worker understands what's expected of them.

I’m just going to run through that tool in practice, and run through those templates that we've gone through previously that can be utilised for Raham in this situation around providing feedback to her workers and around what are the expected capabilities when they're delivering supports to the NDIS participants.

The key objectives here for Raham is to address or to ensure that workers understand the supports that are required to be delivered in the participant’s needs and preferences, and also it's to ensure that a clear and common understanding is explained of what supports will be delivered and how.

This is where Raham can utilise the Framework to have a look at the capabilities that she wants to specifically hone in on, that she wants to ensure that her workers are across, so whether it's a capability around upholding the rights of participants or communicating effectively that she's identified as needing a bit of development or support for workers, she's able to utilise a Framework to help describe how a participant would expect them to be operating or what those attributes, skills and behaviours are that participants would expect a worker to have as well.

In terms of the tool in practice, there are a few resources and tools that Raham can utilise when going through this kind of work around speaking to workers about expectations so she can first start off with using the Working Together Guide.

She can use that and go into section two, which is a conversation guide and has some questions that she can think about, or she might ask her staff just to get a feel or an understanding of where they are at.

Questions, for example, she could ask a worker: Are there any areas where you feel you need further training or support in? How do you feel or how do you feel you are going with providing supports to a particular participant?

The conversation guide is part of that Working Together Guide and has a few questions that can help kind of start those discussions around expectations by just getting an understanding of where the worker is.

She can also potentially look at setting up some Performance Agreements to ensure that each worker's able to understand what are their roles and responsibilities. That there's a bit of a clear distinction between potentially general support workers and maybe a support worker in their agency that provides a bit more of that advanced support or high intensity support.

She can use the Supervision and Support Relationship Guide to step through and get an understanding of how she can set up a Performance Agreement and what are the important key points to put in that Performance Agreement, how to include the participant in showing that the key tasks and duties are quite clear as well as what the participant is expecting of that support worker.

She can also have any points in there that are around capability development that she potentially has identified or maybe something that the participant wants to work on further.

Let's say the participant wants to work on engaging in different types of social activities that potentially might require a bit more of creative thinking or understanding of the participants CALD background. There might be that capability developmental plan put into place to support a support worker to actually support the participant in what they would like to do out in the community.

There's also an Assessment Record that she could utilise with her workers, so let's say they identify or have a few participants that are from culturally and linguistically diverse backgrounds and a few of the workers haven't actually ever supported participants of certain demographics. They want to do some cultural awareness training as well.

That's where they could utilise the Assessment Record Template, put that information into the template and give that to the workers, kind of acknowledging that they've done the template and this is kind of how the training was assessed. They can put any notes in there if there was a need to do a buddy shift or any other sort of activities.

If we talk about how to speak with workers that Raham wants to address, she can utilise the Feedback Tip Sheet specifically to really help with how to provide feedback or when to address feedback as well.

The tip sheet can help her understand how she can utilise some of her regular check-in meetings she has with workers to have that feedback as a two-way process.

She can provide any feedback that she's identified that a worker potentially might need to grow their skills in or also even feedback that is positive.

The tip sheet has some examples of prompts or scripts or things to consider when giving feedback that Raham is able to utilise with her workers.

Then last, which ties into that impact part of the scenario, is the reflection and review process where Raham can utilise a Reflective Practice Tip Sheet which has a few questions that can kind of help reflective thinking. So you know what went well, what didn't go well and how could the situation be made better.

This could be something that not only she uses towards the end of this, but she could utilise this in all different aspects of her communication or in any situations that occur down the track is kind of ensuring that whilst they're giving feedback. It's not that one-way process, it allows two-way where a worker has the ability to reflect and think about what they did well, what they didn't do well and what they're going to improve which helps that continuous learning culture.

In this case study, you can see there are different components of the Supervision Resources that can be utilised.

It's not necessarily a linear process, there might be days you're in a situation where you really just want to understand how you can give feedback and what's the mechanisms that you can use to give feedback whilst linking it into the Framework.

You might be in a situation another time where you just want to understand how you can work together with your workers and your participants and want to get an understanding of some questions you might ask workers and participants to ensure there's that collaboration there of what the participant expects, and then, if the support worker feels there is adequate training to be able to deliver that support.

So that's Supervision Resources.

Before I go into the training, I'm just going to answer a few questions in the chat so.

Are there any specific tools to support workers working with participants living with mental health conditions?

With the Framework as part of our tools and resources, we haven't created specific tools for specific types of disabilities, but there are specific Supervision Resources that are there for workers to be able to get an understanding of what they can expect their provider that they work for to have in place as a supervisor.

Unfortunately, we don't have kind of disability specific resources, we have taken a holistic approach, that some providers might be providing supports to a variety of participants with disabilities as well. We just want to ensure that we can provide that information of how to set up effective supervision methods.

So Jo has just popped in a comment there as well that there is a Working Together Guide for workers which covers the specialised support capabilities. There are some specialised support capabilities as well as three identity capabilities.

The Training Development Resources can go quite handy in hand with the Supervision Resources.

What they do is they provide guidance on how to identify learning and developmental needs and they also provide assistance in understanding what are some different training options.

What are the different types of structured training options?

What or when do you need to consider training so you know credited versus non-accredited versus online?

Information on how you can assess whether the training program that you've been quoted for might be the best fit and what are some considerations to just look out for when you are looking for training programs or trainers is there and guidance on evaluating training.

The next slide is just going to show a quick snippet of one of the templates. This is the Training Selection Score Sheet that someone had popped into the chat. They've utilised this before and so this really helps evaluate the different types of training options that you might either receive a quote for, information for, and just as a template that can be utilised just to help distinguish if you have three or four training options, and only need one.

How can I ensure that I'm choosing the best one?

It goes through the content of the expertise, the delivery methods, the assessment methods, and a cost evaluation as well, and then there is a score that can be utilised.

The guide breaks down each of those sections and gives tips and considerations when engaging with training programs, online versions of what you should just consider.

With all these templates, these can be adapted to the liking of your own organisation, and so these are to be just utilised as a Framework or as a basis and can always be built on depending on what you see fit for your organisation when evaluating or trying to select training.

The next two slides are just going to go briefly into some of the things you can expect from the Training for Capability guide.

It really highlights what are some drivers in being able to identify learning and developmental strategies. It's a really good start for updating the organisation's learning and developmental strategy, reviewing the organisation participant and worker drivers and just ensuring that you're confirming the capabilities that workers have.

The guide goes through a breakdown of what an organisational driver might be, what a participant driver might be to learning and development and what a worker driver might be.

I think it's really important to note that there could be sometimes a participant driver leading into an organisational driver. If the organisation potentially maybe wants to expand the support they give to another cohort of participants, so there can be that interlink there.

A learning and developmental strategy that an organisation should also have as a guide are the individual worker developmental plans, which are part of that supervision resource. There should be that link between a worker's Performance Agreement or a worker's developmental plan, and the overarching organisation strategy.

When it comes to structured training options that are outlined in the guide, it breaks down accredited training as well as non-accredited training, so non-accredited training is usually designed to address specific topics. So this could be manual handling or communication skills, so it's just good to know that there's some peak bodies, community practices, online resource hubs and other ways of finding out what can potentially work well for your organisation or what are some similar training needs.

With accredited training and non-accredited training there are some advantages which are depicted in the guide. So we know what some of the advantages for non-accredited could be, it's that kind of quick response to industry-wide organisation level needs and processes and can really be utilised to deepen existing general skills as well that have been developed through a worker's previous accredited training.

It may be a more cost effective and easier way to tailor kind of specific training need that an organisation can utilise. So something that we do highlight even with non-accredited training is to have a look at your relevant State and Territory Government websites as they may sometimes be any free or subsidised non-accredited training available.

The guide has a pretty extensive section on structured training options that has a few links on where you can go to try and consider what are some training options that could work for your organisation.

Just on the last case example now, which will really kind of show how the training development resources can be utilised.

Healthy Supports is a service provider in metropolitan Melbourne that supporting NDIS participants with a range of needs.

These includes participants with spinal cord injuries. They have assessed that they need to provide some specific training for staff on supporting people with spinal cord injury and that the training needs to include some sort of high-level dysphasia support information.

The tools in practice really kind of show how Healthy Supports can use the guide to work through and determine what type of training or structured training works for them, they're able to shortlist and identify someone by the name of Mary who's a training facility facilitator who has some other allied health qualifications. She’s able to develop some training materials that workers can use after the face-to-face training session.

Then the impact of this is, Mary facilitates general training for all staff and specific training to the workers providing dysphasia supports as outlined by each participant’s support plan, and so the participants are confident with the supports that they are receiving from Healthy Supports.

Just to break it down, how you can potentially, or how Healthy Supports could potentially utilise this score sheet when going through this process.

In this case there's the Training Selection Score Sheet which Healthy Support were able to utilise to evaluate all the different training providers, facilitators that they could go with just to ensure that not only is their general training that they’re are after being covered, but that they were also receiving the support from a qualified allied health professional who was able to support implementing some of the training required as per the support plan as well.

The Training Selection Score Sheet is a tool which can be utilised to weigh up the benefits, so the pros and cons with specific training and can also help evaluate. So by doing this they were able to evaluate based on the trainer’s disability expertise, the relevance and the training content as well as expertise and costs which were the main factors that made Mary a more suitable facilitator.

Something that Healthy Supports wants to start doing is to get into that really healthy practice of continuous improvement and learning from strategies or things that they've put into place. They utilise the Outcomes Matrix, which is part of the suite of resources under Training Development Resources.

They use their Outcomes Matrix to assess the objectives of the training, if they were achieved, what they were able to learn from the training. If there was anything else that potentially wasn't achieved, what could be put into place to achieve that?

As the specific training was highly specialised, people's spinal cord injuries, the main outcomes for Healthy Supports was to identify training or delivery support that was also both technically correct and also aligned with a participant centred approach.

Whilst reflecting on their outcomes, they are able to see that Mary also ensured that she was always referring back to the high intensity skills descriptors as a way to describe the skills that were expected for certain dysphasia support, so potentially other supports that she was providing training that could relate to spinal cord injuries.

I hope that provides just a bit of an overview of how the templates can be utilised when trying to find training that best suits your organisation as well as how that interlink with the Supervision Resources with the feedback, and setting up supervision methods to ensure that not only are workers engaged but participants are receiving quality supports as well.

That brings us to the end of our presentation.

If no one else has any questions, that concludes today's session.

Thank you all very much for coming along and hearing about what we've got available around Supervision and around Training for Capability. As a few people have already said, I also recommend having a look at the Position Description and some of the templates and resources as part of the recruitment resources that will be able to help your organisation, if you do need a bit of that support or just want to see how you can incorporate the Framework’s capabilities in your recruitment process.

Thank you all very much.