

**THE  
AGENCY TRAINING PLAN  
RESOURCE KIT**

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# Introduction

This Resource Manual is part of the Agency Training Plan (ATP) Resource Kit developed by the Disability In-Service Training Support Service (DISTSS) to enhance services provided to people with a disability in the Victorian non-government disability sector.

The ATP Resource Kit is funded by the Department of Human Services (DHS) and augments the existing document [Developing an Agency Training Plan - How to Guide](#), which was produced and distributed to agencies by the Non government Disability Training Unit (NDTU). This ATP Manual builds on the How to Guide by including information on the Community Services Training Package (CSTP) - Disability Work and the DHS Disability Services Self-Assessment System (DSAS).

The ATP Resource Kit is intended to support non-government disability agencies to meet the requirement in their Service Agreement to produce an annual Agency Training Plan (ATP).

This manual is not intended to create more work for managers and supervisors, rather to assist in streamlining the human resource processes underpinning the development of an ATP. It aims to better equip agencies in their responsibility to provide professional development and training services to staff. The manual is a tool that provides a framework for achieving a targeted and resource-efficient ATP, resulting in a worthwhile investment that enhances outcomes for clients.

The approach detailed recognises the need for the ATP process to fit into any structures that already exist in your agency, for example Staff Development and Review (*see Appendix 4*); Disability Services Self-Assessment System (*see Appendix 4*); staff meetings; management meetings.

YOU DO NOT NEED TO PUT ANOTHER LAYER OF MEETINGS AND STRUCTURES ON TOP OF WHAT ALREADY EXISTS.

If your agency has few structures in which to include the ATP process, then this is an excellent opportunity to establish them as part of your organisation's continuous quality improvement. It is also required under the performance indicators detailed in the Disability Services Self Assessment System for Management (*see Disability Services-Self Assessment System Manual*).

The ATP manual details in three stages...

A training plan process that meets the requirements of

- your clients
- your agency
- DHS compliance

# STAGES...

Read on to  
find out more...

# STAGES...

...the three stages reflect the continuous quality improvement cycle

# Why do an Agency Training Plan?

The ATP is part of an overall approach to managing and developing human resources in an agency. It is a tool that assists in the development of staff in meeting the needs of clients. The ATP addresses many of the performance indicators detailed in the Disability Services Self Assessment System (Management). These include:

- 3.1 There are agreed and documented roles and responsibilities for staff, management and Board
- 3.2 The service has a documented and implemented staff performance appraisal for all staff
- 3.3 The organisation has a staff training plan that is consistent with documented roles and responsibilities; is developed from an analysis of individual staff skills and experience; includes orientation, induction and on-going training strategies; involves clients in training needs analysis; and involves clients in the training delivery

- 3.4 Orientation information and training that includes organisational values and beliefs; service activities; management structure; general and special needs of the clients; appropriate service delivery and outcomes

- 3.5 All new staff complete orientation and induction

- 3.6 The organisation has a dedicated budget for staff development and training

As well as meeting the requirements of the Disability Services Self Assessment System and your Service Agreement with DHS, the ATP ensures your agency plans and implements its training priorities effectively and within budget. Its built in monitoring and evaluation maintains the relevance of the ATP.

# Stage 1

# Plan

This stage...

...is about laying the ground work for Stage 2.

# Lay the groundwork

## Ground work

The planning stage lays the groundwork for an effective ATP process.

## Part of agency business

Once you have developed and established the various tools as well as agency processes/protocols, the ATP will become streamlined as part of the agency's usual business.

The planning stage is about creating a supportive environment for the development and implementation of your ATP. This includes:

- Being clear about the current and future directions of your agency
- Understanding responsibilities under the Victorian Disability Standards and Disability Services Self Assessment System (DSAS)

## Clearly identifying the needs of your clients

- Ensuring job descriptions reflect actual roles and responsibilities
- Seeking support from management and board for the ATP process and its implementation
- Creating time and opportunity for considered organisational and individual responses to training needs including preferred ways of learning
- Ensuring you have clear policy and procedures in areas such as induction, recruitment, OHS, workforce planning
- Creating the tools for gathering information, that is, training needs analysis (TNA) survey that includes all eligible roles and responsibilities in the agency

# How to plan for an effective

## Training Needs Analysis (TNA)

The following details the actions required to establish an effective ATP process:

- Re-visit your agency's vision/mission statement and note areas where action does not match the integrity of the statement. Does it reflect the agency's directions?
- Establish how you will obtain the input of staff, management and clients. If your Agency has in place staff development and review, the discussion of training needs will be part of this process. If your agency does not have an SDR process for all staff, it will need to establish one as part of meeting performance indicators for the Management Standard in the Disability Services Self Assessment System. Until then, for the purpose of the ATP process, you could arrange a 30-45 minute interview with each staff member.

### Link into staff development and review

### process (SDR)

### Client input

Clients can be asked to determine what staff do well and what they could do better as a way to create a discussion about what further skills/knowledge/attitudes staff may need. Staff can also be observed as they work with clients to identify skills, as well as required improvements in knowledge and attitudes.

Management need to be interviewed about their individual training needs in the same way as other staff. Some agencies use external facilitators to do this as it is sometimes awkward for a staff member to be reviewing their manager's or CEO's training needs.

Management meetings can be used to discuss organisational training needs and future induction training based on projected staff turnover. Committee of Management can also be asked to identify any changes in

direction or policy that could impact on staff development needs.

# Update job descriptions

- Review job descriptions. Some of this work may have been done as part of your agency's existing staff development and review process. You can use this information to update the job descriptions and have them with you during staff consultations. This will give everyone a clear basis on which to discuss individual training needs.

The job descriptions can be written to reflect the competencies described in the Community Services Training Package (CSTP see page 11 and Appendix 3 and Appendix 2 for sample Job Description).

# Develop Training Needs Survey

- Develop a TNA survey or adapt your current SDR process for guiding participants through a discussion of their individual and organisational training needs. You could also attach the agency's vision/mission statement to help set the context for discussion.

The survey should reflect the Victorian Disability Service Standards and the benchmarks within the Disability Service Self-Assessment System (see 4.4 Standard 8 - Service Management pp 24-25).

The survey should include:

- A description of the person's current role
- Analysis of the clients' program plans to map client needs against staff development needs
- A review of any current or past training
- Opportunity to discuss current skills/knowledge/attitude relevant to the competencies expected in the job
- Opportunity to discuss areas where skill/knowledge/attitude needs to be developed to match the expected competencies
- Opportunity to discuss the agency's vision/policies that affect their role and the skill/knowledge/attitudes they have and need to gain in order to progress the agency's vision and policies
- Preferred learning style and environment - off-site/onsite; mentoring/shadowing; self-paced learning; classroom; action learning project; mix of the above; other
- Brief description of what is available through the CSTP - Disability Work and benefits in accessing it
- Agreed prioritising of training needs (based on individual and organisational training priorities as well as budget)

Keep information gathering concise so analysis of data at the end of the interviews is more manageable.

An example of a TNA survey that can be used by agencies for training needs analysis are in Appendix 1.

# Link to Community Services Training Package (CSTP)

The CSTP was developed in consultation with all stakeholders in the training and community services sectors across Australia. It is designed to provide nationally accredited qualifications for a range of specialist areas within the field of community services. The specialist field of Disability Work has qualifications from Certificate II to IV, Diploma and Advanced Diploma.

The competencies required to gain the particular qualification are based on the skills, knowledge and attitudes as outlined for each level. If staff enrol in one of these qualifications they should be first assessed against the competencies to determine areas in which they are already competent and those where further training is required.

## Previous experience recognised

In this way your previous experience, training and knowledge is formally recognised. Where training is recommended, the options for training delivery are flexible and able to be negotiated. These include self-paced learning, action learning, coaching, mentoring as well as the traditional classroom based options.

You can use the competencies described in the CSTP to make it easier for staff to access the qualifications. Assessment of staff competencies toward a nationally accredited Disability Work qualification is much easier if their role is described in the terms of the CSTP.

*A description of the CSTP is in Appendix 3.*

# Stage 2

## Act

This stage...

...is about doing the training needs analysis, writing and implementing the training plan.

# A re you ready?

You are ready to discuss staff and organisational training needs when you have:

- A clear statement of job descriptions and agency directions for the next twelve months
- You have identified client needs through analysis of their program plans
- An agreement with staff and management about how and when each person will work through the TNA with you—if it is not being done within the SDR process
- A process to work with participants in identifying training needs, for example the existing SDR process
- Established times to meet clients and carers, Committee of Management and each member of staff
- The TNA survey

Actions within the suggested approach to ATPs include:

- Supplementing individual information with use of existing forums such as staff meetings and management meetings to get feedback on organisational issues that require a training response. The Disability Services Self-Assessment System can provide further information on organisational issues
- Identifying, analysing, and prioritising training needs
- Setting out delivery of training based on information from participants' preferences and incorporating flexible, no/low cost approaches such as mentoring, self-paced learning, shadowing, action learning
- Costing of training activities
- Including a timeframe for implementation of each part of the ATP
- Implementing the ATP and monitoring learning outcomes
- Monitoring and evaluating benefits of training to staff, client and agency
- Reporting on the acquittal of DHS training funds

# Making it happen

## Time to reflect and discuss

### Staff and Management

It is important to give staff one-to-one interview time to talk through the demands of their job and the level to which they are currently able to meet them. This approach also creates an environment of collaboration in developing the professionalism of staff and the organisation as a whole.

Management also need to go through this process. In some agencies an external facilitator is used to conduct the performance review process. Management and Board meetings can also be used to identify organisational training needs.

### Clients and Carers

## Meeting with clients and carers

Meetings with clients and carers need to be arranged, allowing plenty of time for them to give considered views on where staff need to improve. This is important information to build into the ATP. Consultation with clients and carers is also essential in meeting the

Victorian Disability Standards criteria as expressed in the Disability Services Self-Assessment System - Management Section.

## Individual program plans

Consultation with clients/carers can be linked into the regular meetings you have throughout the year such as Individual Program Plans (IPP).

Allow extra time at one of those meetings to get the opinions of clients on where staff are doing well and where they need to improve. It is important to ensure clients with high as well as low to medium support needs contribute. Specialist communication facilitators can be used to assist clients with high support needs. Carers can also be encouraged to contribute to the discussion.

This information can be added to the analysis of client needs as presented in IPPs.

## Link into existing processes

# ATP part of continuous quality improvement

## Continuous Improvement Activities

The work done in identifying staff training needs meets the requirements of the ATP process, as well as covering some of the work required in the Disability Services Self-Assessment System and your annual SDR process. In this way, the ATP process is an essential part of your agency's regular annual organisational requirements rather than being a one-off activity.

# Workforce Planning

## Recruitment and Induction

Organisational functions such as recruitment and induction are on-going responsibilities for agencies. It is important to include information on staff movement in the ATP process. This allows your agency to plan for the training delivery and costs associated with induction of new staff.

The ATP process can also gather information on effective ways to induct staff into the service, based on what has worked/not worked for other staff.

Some agencies successfully use the shadowing approach for induction. This is where a new worker shadows a senior staff member for a period of time. (*see Appendix 4 for description of Shadowing*)

# Organisational needs

## Staff/Management/Board Meetings

These existing forums can be used to discuss organisational training needs, complementing information gathered during the one-to-one discussions.

**These meetings can also be used to gather information that feeds into the ATP.**

The following issues will require some level of agency response:

- Managing change due to agency amalgamations
- Workplace stress, where organisational structures/approaches are seen to be contributing
- Taking on the provision of more or new services
- Where an agency wants to establish a new system, for example an internal email system between agency locations

**Some issues will require training responses and other organisational systems change.**

Prioritise...

Identify...

Analyse...

# Individual, organisational , common, needs

When all information is gathered through the processes described previously, you will need to *analyse* the data, *identify* the training needs and *prioritise* your agency's response.

In analysing the information you will need to identify the individual, common and organisational training issues.

After analysing the information gathered, a breakdown of training needs for your agency could look like this:

Specific areas of training for the individual as identified in staff consultations

- Induction into the agency
- Induction into working with people with a disability
- Infection control
- Manual handling
- Medication - side effects and administration
- Working with people from a non-English speaking background

Organisational areas of training as identified by the agency

- Change management
- Creating a learning organisation
- Working in teams
- Multi-skilling/job rotation
- Communication (managing up/down)
- Writing skills
- Development of Policy and Procedures

Common areas of training, where it is identified that 40-50% of staff require the training

- First aid (basic/update)
- Food handling
- Managing challenging behaviours
- Stress management
- Certificate IV Disability Work under the Community Services Training Package (CSTP)
- Communication skills/team building

# Setting out the Agency Training Plan

The following provides a guide to setting out the information you have gathered throughout the whole ATP process for presentation to your own organisation as well as to the Department of Human Services. Appendix 12 has an example of a completed Agency Training Plan.

It is recommended that you attach a Summary Sheet to the front of your ATP so the reader, whether from within your organisation or DHS, can gain a snapshot of the key aspects detailed inside. Appendix 12 also has a sample Summary Sheet attached.

## Agency Profile

- Staff numbers, summary of roles and organisational structure
- Target client group, number and characteristics
- Agency objectives and directions
- Vision statement

## ATP Process

- (i) Preparation and Consultation
  - How information was gathered
  - Who was consulted and how
  - Examples of surveys used, pro-formas, job descriptions
  - List of all training needs
  - Priority ranking of training needs and the relevant criteria
- (ii) Training Activities
  - Each training activity should identify the following. *The next page provides an example of a training activity set out using the headings described below and a blank pro-forma for recording*

*training activities is in Appendix 7.*

- Training Objective
- Target group and number
- Level of training
- Expected benefits
- Mode of delivery/learning strategies
- Training Provider
- Funding source
- Priority ranking
- Cost Budget
- Projected/Actual
- CSTP Competencies
- Monitoring and Evaluation

## (iii) Monitoring and Evaluation

You need to indicate what level of evaluation you will undertake to determine the success of the training in achieving the expected benefits, and how the evaluation will be done.

*Appendices 9 and 10 describe the four levels of evaluation and provide samples of evaluation tools that you can customise for your Agency's requirements.*

*The Training Activities pro-forma in Appendix 7 has space provided for recording of evaluation and monitoring feedback on the success of that particular training program.*

## Projected Budget

*The projected costs of training need to reflect both your Agency's contribution as well as any contribution from other sources. Typically another source would be TAFE Colleges through qualifications such as Community Services Training Package and Frontline Management Initiative.*

# Agency Training Plan - Training Activities

Training Objective	eg Type, frequency and triggers Strategies for prevention Strategies for management Organisational procedures		
Target Group and Number	Direct care workers (5)		
Level of Training	Refresher		
Expected Benefits	Less staff stress more positive staff / client interactions		
Mode of Delivery/Learning Strategies	Short course work project, mentoring, over 5 weeks		
Provider	TAFE		
Funding Source	Training budget/TAFE		
Priority Ranking	1		
Cost Budget (Total) • Agency Contribution • TAFE • Other Contribution	Projected \$ Projected \$ Projected \$ Projected \$	Actual \$ Actual \$ Actual \$ Actual \$	
CSTP Competencies	Certificate IV – Provide services to people with disabilities CHCDIS3A		
Monitoring/Evaluation	This section is for on-going recording of outcomes / issues arising from training		
Priority Key	1 = 1-3 months	2 = 3-6 months	3 = 6-12 months

# Supports for ATP process

## Training action plan

Before accessing available training, staff can be asked to complete a **Training Action Plan** form, indicating how the training will assist their work performance and benefit clients.

This clarity ensures that the training provider, staff and agency are all in agreement about the desired learning outcomes for participants. This can be discussed and refined through negotiations with the provider before training is delivered. Being clear and in agreement before the training will also help in evaluating its success.

This can be done by mapping out what they intend to learn through their training and how they intend to apply this learning on return to the workplace, preferably towards addressing a real workplace problem/challenge.

The Training Action Plan ensures maximum benefit to the agency, other staff and clients. It also feeds into the evaluation process, particularly medium-long term evaluation of outcomes.

## Clear expectations of providers

### Customising Training Delivery

It is important for agencies to be clear and assertive with training providers about the way they want training delivered. TAFE and other Registered Training Organisations (RTOs) as well as non-RTOs have an obligation to their

clients - **YOU** - to match the training to the client not the client to the training. Negotiate to have the courses delivered in flexible ways that suit the customer in terms of learning style, timing and location.

Universities are offering a wide range of courses relevant to the Disability Services Sector. They are also offering a wider range of options for accessing courses, including action learning, internet, distance learning. It is also important to identify the skilled people you have on staff. They can mentor other staff, set up action learning sets, run training sessions etc.

A statement from your agency of what it expects from training providers (*see Appendix 8 for example*) makes the whole process of negotiation with them much more transparent and smooth. This can be your starting point in discussions and establishes the agency as the co-driver rather than the passenger.

### DISTSS

The Disability In-Service Training Support Service (DISTSS) is available to any DHS funded non-government organisation (NGO) in the disability sector to:

- Assist in the ATP process
- Identify and broker training providers to meet the expressed training needs of NGOs
- Provide information to the sector on effective ways to improve staff training outcomes, develop learning organisations and so improve service delivery
- Advise on ways to maximise your training dollar through alliances with other agencies, linking into local or regional networks, accessing training offered by larger disability organisations, and accessing existing funded training through a Registered Training Organisation (RTO).

# Stage 3

## Review

This stage...

...begins after the first training program is finished.

From that point begins an on-going process of monitoring the quality and effectiveness of training.

The information gained from this process is used to inform planning for the next ATP.

# E valuation/monitoring

## On-going evaluation

There are many approaches to evaluation and monitoring. On a practical level, it is more efficient to have on-going evaluation in place so that you can refine or change arrangements if they are not meeting the desired outcomes.

If you wait until the end of the 12 month cycle to find out whether the training was effective, you will waste funds on training that could have been modified and improved.

## Four levels of evaluation

The Kirkpatrick Model outlines four levels of evaluation:

to the program and/or the trainer

1. **Reaction** to the program and/or the trainer
2. **Learning** as a result of the training program
3. **Behaviour** changed as a result of the program
4. **Results** from the changes that are noticeable in the participant's skills, knowledge and/or attitudes over the longer term; the benefits these have begun to have for clients, the organisation, colleagues, quality of service delivery etc.

### Level 1 & 2 Evaluation

This can be achieved through an end-of-training evaluation form completed by the participants. The form can cover pre and post training program self-assessment of skills and knowledge, ratings from 1-5 of usefulness of content, effectiveness of training delivery, appropriateness of venue, quality of materials, level of understanding, further needs.

### Level 3 Evaluation

This can be achieved by asking participants 3-6 months after the training program what they have changed in their skills, behaviour or attitudes as a result of the training; asking supervisors, colleagues and clients what they observe as positive changes in skills, behaviour and attitude.

### Level 4 Evaluation

Evaluation at the results level asks that agencies consider the impact on the organisation as a result of training. To do this, a 'snapshot' needs to be taken which measures a work practice before and 6-12 months after the training, to identify resulting benefits.

Evaluating results in the Disability Services could also include analysing client outcomes for example, incidence of challenging behaviour, movement into less restrictive programs, increases in adaptive behaviour.

It is not realistic that all training be evaluated to the results level. Given that this level of evaluation can be resource intensive, agencies need to be strategic about what programs they choose to evaluate in this way.

Examples of pro-formas and procedures for evaluation strategies are in the Appendices 10 and 11.

Organisations typically focus on the first two levels of evaluation. However, there is great value in developing strategies for measuring behavioural change brought about by the transfer of learning into the workplace. This ensures that training does not happen in a vacuum, that agencies benefit and staff are supported in applying new learning in their job roles.

## Summary

The level of evaluation undertaken by an agency is entirely their own choice. What is described previously gives ideas for agencies at whatever level they choose to evaluate. The staff, management and training provider all need to be clear about the evaluation process and involved in its development and application.

However, the stronger the evaluation information, the better. It not only improves decisions about training but also meets the need for evidence in many of the performance indicators within the Disability Services Self-Assessment System.

# A

## ppendix 1

## Training needs analysis survey Sample

- Please read the details below carefully and respond accordingly.
- There are no right or wrong answers. It is your perception, or opinion, that is important.
- For each item please circle the number / rating that best describes your level of skill.
- Please do not circle more than one number per item.
- Please answer every question.

The ratings used for **Level of Skill** are:

0. **Not applicable** - Not relevant to your position within your agency.
1. **Not at all** - This means that you do not have the skill at all and would not feel confident in having to perform tasks which required you to use the skill.
2. **Require Assistance** - You consider that you have a minimum depth of skill, competence. You require intermittent support to perform tasks requiring the skill in familiar situations.
3. **Require Occasional Assistance** - You consider that you have some depth of skill. You are competent in familiar situations. You would be able to use the skills with occasional assistance for more complex situations.
4. **Competent** - You have a sound depth of skill. This means you are competent and totally independent in a range of familiar and unfamiliar situations.
5. **Able to support others** - You have detailed skill and are able to train others. This means you are able to provide leadership and support others. Apply judgements, analyse complex work situations and can train others in the skill.

Adapted from training needs analysis

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Personal and Organisational Communication

Establish effective working relationships	1	2	3	4	5
Deal with interpersonal conflict	1	2	3	4	5
Manage time	1	2	3	4	5
Participate in team based approach	1	2	3	4	5
Speak plain English	1	2	3	4	5
Read plain English	1	2	3	4	5
Write plain English	1	2	3	4	5
Apply appropriate language skills	1	2	3	4	5
Apply active listening skills	1	2	3	4	5
Recognise appropriate non verbal communication	1	2	3	4	5
Use appropriate non verbal communication	1	2	3	4	5
Identify alternative communication systems	1	2	3	4	5
Demonstrate and provide leadership	1	2	3	4	5
Motivate and support staff	1	2	3	4	5
Mediate conflict and achieve solutions	1	2	3	4	5
Facilitate development of teamwork approach	1	2	3	4	5
Identify and utilise individual team members strengths	1	2	3	4	5
Adapt personal style to interact effectively	1	2	3	4	5

### Legal Environment

Comply with Employee Relations Acts, Regulations and Standards	1	2	3	4	5
Demonstrate awareness of the relevant Acts, Regulations and Standards	1	2	3	4	5
Explain the requirements of the relevant Acts, Regulations and Standards	1	2	3	4	5
Comply with the requirements of the relevant Acts, Regulations and Standards	1	2	3	4	5
Respond to industrial issues within organisational policy and current legislation	1	2	3	4	5
Inform staff and implement Employee Relations Acts, Regulations and Standards	1	2	3	4	5
Implement Duty of Care	1	2	3	4	5

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Organisation Support

Demonstrate awareness of the relevance of position description as to the worker's role	1	2	3	4	5
Participate in professional development	1	2	3	4	5
Participate skill acquisition	1	2	3	4	5
Assist in the provision of work place training and learning	1	2	3	4	5
Contribute to development of staff management policies	1	2	3	4	5
Follow protocols for the collection, verification and use of information	1	2	3	4	5
Develop a network to obtain information	1	2	3	4	5
Respond to requests for information and resources from external sources	1	2	3	4	5
Complete documentation within organization guidelines	1	2	3	4	5
Support and maintain the development of resources	1	2	3	4	5
Manage information	1	2	3	4	5
Manage and maintain feedback systems	1	2	3	4	5
Implement the organisation's internal and external communication policies and procedures	1	2	3	4	5
Use information and materials technology appropriately	1	2	3	4	5
Use office equipment and systems maintain and respond to equipment maintenance and supply needs	1	2	3	4	5
Work with basic budgetary and financial processes	1	2	3	4	5
Perform basic numerical tasks	1	2	3	4	5
Work within budgetary and financial constraints	1	2	3	4	5
Identify resources required for budgeting	1	2	3	4	5
Apply organisation's financial reporting and monitoring systems	1	2	3	4	5
Monitor income and expenditure	1	2	3	4	5
Maintain accounts	1	2	3	4	5
Manage systems to record and store information	1	2	3	4	5

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Managing Behaviour

Identify both appropriate and inappropriate behaviour	1	2	3	4	5
Identify triggers of inappropriate behaviour	1	2	3	4	5
Anticipate and diffuse conflict	1	2	3	4	5
Provide support strategies to minimise the possibility of conflict	1	2	3	4	5
Implement support strategies to minimise the possibility of conflict	1	2	3	4	5
Participate in the identification of client's needs	1	2	3	4	5
Contribute to planning appropriate strategies	1	2	3	4	5
Plan appropriate strategies	1	2	3	4	5
Implement strategies to minimise and reduce conflict	1	2	3	4	5
Implement crisis intervention strategies	1	2	3	4	5
Seek professional advice when needed	1	2	3	4	5
Complete relevant documentation	1	2	3	4	5
Record appropriate information	1	2	3	4	5
Maintain relevant documentation incorporating all legal and organisational requirements	1	2	3	4	5

### Client Empowerment

Encourage clients to exercise their own rights and responsibilities	1	2	3	4	5
Involve clients in decision making within an environment which reflects their social, emotional and cultural needs	1	2	3	4	5
Provide opportunities for skill development	1	2	3	4	5
Contribute to a culture of client empowerment	1	2	3	4	5
Facilitate clients exercising their own rights and responsibilities	1	2	3	4	5
Identify the difference between support and advocacy	1	2	3	4	5
Identify different types of advocacy and support	1	2	3	4	5
Implement appropriate advocacy and support strategies	1	2	3	4	5
Promote and recognise client rights and responsibilities	1	2	3	4	5

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Program Development

Provide opportunities for individuals to express their needs	1	2	3	4	5
Contribute to the identification of the needs of the client group and/or individual	1	2	3	4	5
Create opportunities for individuals to express their needs	1	2	3	4	5
Identify the needs of the client group	1	2	3	4	5
Promote opportunities for the client to contribute to program development	1	2	3	4	5
Provide opportunities for individuals and/or significant others to be involved in the development of programs	1	2	3	4	5
Identify program outcomes	1	2	3	4	5
Identify and select appropriate resources	1	2	3	4	5
Implement the program	1	2	3	4	5
Complete relevant documentation	1	2	3	4	5
Participate in program review	1	2	3	4	5
Review the program and adapt accordingly	1	2	3	4	5
Contribute to evaluation of the effectiveness of the program	1	2	3	4	5
Identify suitable evaluation method	1	2	3	4	5
Implement evaluation method	1	2	3	4	5
Document evaluation outcomes	1	2	3	4	5
Identify future directions for program development	1	2	3	4	5
Maintain relevant documentation	1	2	3	4	5
Negotiate with client and caregiver specific support to be provided to client	1	2	3	4	5
Collect and organise required program resources	1	2	3	4	5
Maintain program resources in a functional condition	1	2	3	4	5
Report requirements for replacement and additional program resources to supervisor	1	2	3	4	5
Document details of programs for individuals and groups	1	2	3	4	5
Identify gaps in program delivery and refer to supervisor	1	2	3	4	5
Prepare programs in advance of session	1	2	3	4	5
Record programs support expenses	1	2	3	4	5
Liase with colleagues, primary carers and other service providers in relation to client's goals and skill development programs	1	2	3	4	5

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Medication

Assist client to administer medication themselves as appropriate	1	2	3	4	5
Administer medication to clients within agency policy and procedure	1	2	3	4	5
Monitor effects of medication	1	2	3	4	5
Ensure safe keeping of drugs within agency policy and procedure	1	2	3	4	5
Discuss with clients issues relating to medication they are taking	1	2	3	4	5
Monitor benefits and possible side effects of medication used	1	2	3	4	5
Utilise agency infection control policies and procedures	1	2	3	4	5

### Personal Care

Support client to maintain general health and well being	1	2	3	4	5
Support clients to refer themselves to appropriate health services	1	2	3	4	5
Support client to undertake therapy programs	1	2	3	4	5
Provide first aid	1	2	3	4	5
Observe and report significant changes in client's health and well being when required	1	2	3	4	5
Assist client to identify risks to health	1	2	3	4	5
Assist client to identify health problems	1	2	3	4	5
Assist monitoring diets where appropriate	1	2	3	4	5
Recognise and act on the identification of symptoms of common illnesses	1	2	3	4	5
Apply infection control procedures	1	2	3	4	5

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Relationships

Respond sensitively to relationship issues raised by the client	1	2	3	4	5
Minimise impact of own values and attitudes on client	1	2	3	4	5
Support the client to develop and maintain friendships and family relationships	1	2	3	4	5
Acknowledge own comfort level with sexuality issues	1	2	3	4	5
Provide positive, accurate information about sexuality and their sexual development	1	2	3	4	5
Assist clients to deal with sexuality issues related to their specific disability	1	2	3	4	5
Educate clients about protective behaviours	1	2	3	4	5
Assist client to access services to meet their sexual needs within agency guidelines	1	2	3	4	5
Foster an environment which gives clients adequate privacy to meet their sexual needs	1	2	3	4	5

### Integration

Support the client to undertake tasks and activities as a member of the community	1	2	3	4	5
Promote the value of work, recreation, community involvement and peer group interaction as parts of a balanced lifestyle with the client	1	2	3	4	5
Inform the client of activities and services available in the community	1	2	3	4	5
Provide information and advice to community organisations to enhance client access to services	1	2	3	4	5
Advocate on behalf of client where appropriate to ensure access to community activities and services	1	2	3	4	5
Discuss increased community access with client and/or significant others	1	2	3	4	5
Conduct training of the client to facilitate integration into the community	1	2	3	4	5

### Level of Skill

- |                       |                                  |
|-----------------------|----------------------------------|
| 0. Not Applicable     | 3. Require Occasional Assistance |
| 1. Not at all         | 4. Competent                     |
| 2. Require Assistance | 5. Able to Support Others        |

### Family and Significant Others

Identify and support the family's level of involvement	1	2	3	4	5
Establish and maintain effective communication links with significant others	1	2	3	4	5
Involve significant others in setting realistic goals and expectations	1	2	3	4	5
Inform significant others on the range of services and resources available	1	2	3	4	5
Understand and respond appropriately to the grief processes associated with disability	1	2	3	4	5
Support significant others to access appropriate services	1	2	3	4	5

### Communication with Clients

Use and understand alternative communication methods	1	2	3	4	5
Observe and interpret non-verbal signals	1	2	3	4	5
Resource interpreters and community language written material for non English speaking background client	1	2	3	4	5
Use clear speech and visible speech patterns	1	2	3	4	5
Support client to communicate effectively	1	2	3	4	5
Support client to use alternative language	1	2	3	4	5

# A

## ppendix 2

### Job Description

#### Community Support Worker

#### Overview

The following specifications are designed to adhere to the values, principles and meaning of Personal Outcome Measures, which are used to ensure that quality of service is maintained and improved. The Competency Standards relating to this position are listed below each of the specification groups to which they refer; some are related to more than one specification group.

Based on Kirinari Community Services Limited  
Job Specifications

#### Identity

To create a living and learning environment for people with disabilities consistent with the Principles of Social Role Valorisation.

To create an environment which promotes the maximum competence and maximum image enhancement of people.

Identify, prioritise and address with the people residing in the home, what their training, support needs and goals are.

Assist, where appropriate, people in daily living and self care activities such as toileting, dressing, grooming, food preparation and eating, maintenance of personal hygiene and in general household maintenance.

#### Related Competency Units

##### Unit descriptor

- Undertake basic administrative duties
- Provide administrative support
- Communicate appropriately with clients & colleagues
- Utilise specialist communication skills
- Work with clients intensively
- Process & provide information
- Follow the organisation's policies, procedures & programs
- Apply principles of Personal Outcome Measures to clients
- Participate in development of individual Personal Choice Plans

# A

## ppendix 3

# The Community Services Training Package

## What is it?

- The framework for national skill recognition in the industry
- Covers approx 50% of the Community Services workforce
  - Aged Care Work
  - Alcohol and Other Drugs Work
  - Children's Services
  - Child Protection/Juvenile Justice/Statutory Supervision
  - Community Housing Work
  - Community Work
  - Disability Work
  - Mental health Work
  - Youth Work
- Defines New Apprenticeships pathways
- Focuses on workplace assessment

## What's Inside?

- [National Competency Standards](#)
- [Qualifications Framework](#) which defines the national qualifications for the industry
- [Assessment Guidelines](#) to ensure the specific needs of the industry are met. Assessment Guidelines include principles for assessment, assessor requirements, advice on choosing assessor training programs and for conducting assessments
- [Resources](#) to assist Training Package users will be developed on an ongoing basis

## Benefits for Employers

- Training targeted to workplace needs
- Flexible training structures
- Workplace assessment can lead to a National Qualification
- New Apprenticeships recruitment pathways

## Benefits for Employees

- Career pathways are broadened by acquiring common competencies
- On the job training can be assessed and recognised
- New apprenticeships are available

## Benefits for Training Providers

- National benchmarks for training/assessment
- National recognition of training/assessment
- National implementation guidelines
- Flexible delivery options

## How is the Community Services Training Package different?

The Community Services Training Package:

- Does not rely on accreditation of courses
- Relies on assessment against competency standards to award national qualifications

Allows for:

- Training on and off the job
- Customisation by organisations
- New Apprenticeships pathways
- Direct assessment against the competency standard

## Components of the Community Services Training Package CHC99

A Community Services Training Package CHC99 qualification includes:

1. **Common Units** - provide for transferability
2. **Specialisation Units** - ensure consistency
3. **Optional Units** - provide greater flexibility

The required number and combination of units are defined in the “packaging rules” for each qualification level.

## What will happen to previously endorsed competency standards?

Previously endorsed competency standards will be reviewed and changed as necessary to meet the technical requirements of Training Packages.

## What will happen to previously accredited training?

Existing courses, which match requirements defined in the competency standards as the Training Package, will continue to be useful for training provision. Where courses do not match, they will be replaced by more relevant training.

## Who can issue qualifications?

Only Registered Training Organisations (RTO's) may issue a qualification in the Community Services Training Package CHC99. A Registered Training Organisations must:

- Be registered by the State or Territory Training Authority
- Meet the conditions in the Assessment Guidelines for the Community Services Training Package CHC99
- Ensure that the candidate is competent in all aspects of all the units of competency required for a qualification

A statement of Attainment may be awarded for competency in individual units.

## How can I find out more about the Community Services Training Package?

- Order a copy
- Hit the website:
  - packaging details for 41 qualifications
  - all competency standards listed (units and elements)
  - recently reviewed with up to date information about Community Services and Health Training Australia

*Go to the revised website*

*[www.home.aone.net.au/cshta](http://www.home.aone.net.au/cshta) for more on Community Services Training Package or [www.distss.org.au](http://www.distss.org.au).*

# A

## ppendix 4

## Glossary of Terms

- Action Learning
- Shadowing
- Mentoring
- Coaching
- Higher Duties
- Workplace Exchange
- Self-Paced Learning
- Classroom Based Learning
- Staff Development and Review (SDR)
- Disability Services Self-Assessment System (DSAS)
- Individual Program Plans (IPPs)
- Victorian Standards for Disability Services

### Action learning

The action learning model is one that has seen excellent results for organisations. The emphasis is on working as a staff team to solve a real workplace problem and in doing so develop the skills identified as needing development in the ATP.

For example, a common training need may be Managing Challenging Behaviours. A team of staff (up to 12) nominates to:

- Investigate the issues - who, why, how, what, where and when
- Research the topic, including visits to other agencies, guest speakers, discussions with clients/carers, reading material etc
- Develop a strategy to trial within the agency
- Trial the strategy with an agreed in-built evaluation of its success
- Review the evaluation of the trial, adjust the strategy and implement again
- Review again
- Report to management on the findings and recommend a strategy to address the issue

This is done for two hours a week over an agreed period, usually 10-12 weeks. The timeframe is established at the beginning and often needs to be adjusted up or down depending on the progress of the project.

This training approach also has the effect of creating a more united group of staff who own the outcomes and so are more committed to seeing the strategy work. It can raise the energy of the whole workplace and motivate others to find out more about the subject.

Action Learning is obviously a more thorough way to develop skills and has a greater level of monitoring and evaluation than the standard one-off workshop. However the one-off workshop can be used as a springboard and help create a momentum for the action learning project.

## Shadowing

Shadowing is similar to mentoring but involves a greater focus on specific jobs skills development by assigning already competent, often senior staff to “buddy” other staff. Shadowing deals with day-to-day situations as they arise and provides an opportunity for staff to reflect on different ways of working. This approach is often used for induction.

## Mentoring

Mentoring can provide a cost effective way to further develop team and individual skills. Unlike shadowing, which is primarily focused on day-to-day tasks, mentoring involves taking a more long-term view. The staff involved may work together or the mentor may work in another organisation. Further information on successful mentoring programs is available from DISTSS. Mentors can advise over the phone, email and/or meet the staff member at regular periods. The mentor is someone who demonstrates excellence in the area that the staff member wants to improve.

## Coaching

Coaching is generally used in specific areas of skills and personal development. Good supervisors can provide effective coaching as long as a solid relationship exists between the staff involved. Coaching will help staff who may be unsure about career advancement or require a greater focus in a particular area of work. It requires sound communication skills and an understanding of when to monitor and when to intervene. DISTSS can assist staff with the development of an effective coaching program.

## Higher Duties

Acting in a higher duties position has long been seen as a way of grooming future leaders and managers. The most common focus, particularly for short-term assignments is to appoint a caretaker. With careful selection and planning, higher duties assignments can be

used both as a reward and as a way of reinforcing the lessons learned through training in a ‘live’ environment.

## Workplace Exchange

Workplace exchange recognises the value of experiencing how other workplaces manage their activities. This often broadens the perspective of participating staff members and brings new ideas into the organisation.

Participating staff need to collaboratively agree on clear objectives for their placement including a process for sharing what they have learned with other staff members

## Self-Paced Learning

Self-paced learning recognises the need for training to be also available outside the classroom or worksite. Some employees may prefer to work independently to gain the knowledge or skills required. This approach requires appropriate resources to be available and assumes a reasonable level of reading and comprehension skill to be effective.

This approach is often used in conjunction with other approaches such as classroom based, action learning, mentoring.

## Classroom Based Learning

This is the approach all people have experienced as a result of their formal compulsory education. For this reason it is both loved and hated - depending on past school experiences. In adult learning environments, this approach should be less like a traditional school classroom and more like a cooperative team working through issues with an experienced facilitator. This model reduces the impact of past negative associations with classrooms and values the current skills, knowledge and experience of participants while working toward building on them to better meet the requirements of their job.

## Staff Development and Review (SDR)

SDR is any system that enables regular review of the performance of staff against clear and agreed performance criteria. There are many and varied ways to conduct an SDR process. It is crucial that all staff have a clear understanding of how it works and it is done to develop rather than punish. In looking to establish or review an SDR process, it is advisable to seek expert assistance given the potential for a negative effect on staff morale and performance.

## Disability Services Self-Assessment System (DSAS)

The DSAS assists disability services managed or funded by the Department of Human Services to assess themselves against the Victorian Standards for Disability Services and develop and implement an annual Quality Plan.

Every disability service received the DSAS manual in 1999. This was supported by training workshops in every region detailing how to use the manual and customise it to their service's activities.

## Individual Program Plans (IPPs)

These refer to the various processes disability services have in place to collaborate with parents/carers, advocates, clients, other staff and external consultants in planning the most appropriate activities to match the client's expressed needs and interests.

## Victorian Standards for Disability Services

These are the Standards described by the State Government to which all government and non-government funded services are expected to achieve. A full description can be found in the publication, Victorian Standards for Disability Services (1997).

In summary, the Standards are:

- Service Access
- Individual Needs
- Decision Making and Choice
- Privacy, Dignity and Confidentiality
- Participation and Integration
- Valued Status
- Complaints and Disputes
- Service Management
- Freedom from Abuse and Neglect

# A

## ppendix 5

### Training Request Form

Please use BLOCK capital letters

Submitted by: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Title of training program/activity \_\_\_\_\_

Date(s) and time(s) \_\_\_\_\_

Venue \_\_\_\_\_

Cost \_\_\_\_\_ Provider \_\_\_\_\_

Focus of program/activity \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In what way will this training assist you in your work performance?

\_\_\_\_\_

\_\_\_\_\_

Supervisor comment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approval: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

# A

## ppendix 6

### Training Action Plan

Name: \_\_\_\_\_

Training: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

What do you plan to implement in your agency as a result of this training?  
\_\_\_\_\_  
\_\_\_\_\_

Why do you want to implement this?  
\_\_\_\_\_  
\_\_\_\_\_

How will you implement this?  
\_\_\_\_\_  
\_\_\_\_\_

Who will you involve in the implementation?  
\_\_\_\_\_  
\_\_\_\_\_

When will you begin this new implementation?  
\_\_\_\_\_  
\_\_\_\_\_

What are some key stages in your action plan?  
\_\_\_\_\_  
\_\_\_\_\_

What barriers do you need to overcome?  
\_\_\_\_\_  
\_\_\_\_\_

# A

## ppendix 7

### Agency Training Plan - Training Activities

Training Objective			
Target Group and Number			
Level of Training			
Expected Benefits			
Mode of Delivery/Learning Strategies			
Provider			
Funding Source			
Priority Ranking			
Cost Budget (Total) • Agency Contribution • TAFE • Other Contribution	Projected \$ Projected \$ Projected \$ Projected \$	Actual \$ Actual \$ Actual \$ Actual \$	
CSTP Competencies			
Monitoring/Evaluation			
Priority Key	1 = 1-3 months	2 = 3-6 months	3 = 6-12 months

# A

## ppendix 8

### Expectations of Training Providers

Some of the Major Considerations in Selecting Training Providers/Consultants are whether they:

1. Have demonstrated expertise in the Disability Sector
2. Provide training within the framework of the Community Services Training Package (CSTP)
3. Offer accredited training
4. Offer training in a Competency Based Format
5. Provide participants with assessment and certificates of CSTP competence achieved for the training conducted
6. Apply adult learning principles in their training
7. Provide certification to participants
  - Certificate of Attendance
  - Statement of Attainment
  - Accreditation for competencies achieved
8. Can supply CV and referees
9. Have flexible methods of training delivery
10. Cost structures in line with current industry trends (call DISTSS for advice)
11. Have a range of evaluation methods to match your requirements

# A

## ppendix 9

### Evaluation Pro-Formas

#### Participant evaluation and feedback sheets

We would be grateful if you would complete this form. Improving the course is one of several intentions of this form. Your sincere and constructive comments on the course will help us build a better training program to meet the needs of your staff.

Where more than two attendees are from the same organisation, we will be forwarding a copy of this form to the supervisor nominated below. This is intended to support the transfer of your learning to your work role and agency.

---

Agency: \_\_\_\_\_

Your role/position in the agency: \_\_\_\_\_

Supervisor who approved your attendance: \_\_\_\_\_

Workshop title: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Location of training: \_\_\_\_\_

Training Consultants: \_\_\_\_\_

---

Before the training

1. What do you want to get from the training?

Four horizontal lines for writing.

2. How would you rate your understanding of the topic? \_\_\_\_\_

Just beginning			Well developed	
1	2	3	4	5

During the training

List any good ideas discussed or developed:

Four horizontal lines for writing.

List any issues for your agency:

Four horizontal lines for writing.

At the end of training

1. How would you rate your understanding of the topic? \_\_\_\_\_

Just beginning			Well developed	
1	2	3	4	5

2. Has this rating changed during the training? YES/ NO Please describe:

Four horizontal lines for writing.

3. List the key learning you have gained from the training process:

---

---

4. Did you achieve your learning goals? Please describe:

---

---

5. Were there any benefits from the training you did not expect?

---

---

6. Were there any difficulties with the training you did not expect?

---

---

7. What learning strategies from this training, do you plan to implement?

---

---

8. What else could we do to assist you?

---

---

9. Do you have any comments about:

a. The plan of the workshop?

---

---

b. The training materials and resource materials?

---

---

c. The workshop arrangements including the location, trainers, catering, group mix, timing?

---

---

Thanks for your participation and feedback.  
Please return your comments to the training consultant/s.

General Evaluation

1. The following learning outcomes were stated for the program.

\_\_\_\_\_  
\_\_\_\_\_

To what extent did the program achieve its outcomes?

\_\_\_\_\_  
\_\_\_\_\_

That the participant is able to:

Insert learning outcomes here	completely successful	generally successful	limited success	Failed

2. If you wish to explain any of the above ratings, please do so.

\_\_\_\_\_  
\_\_\_\_\_

3. Did you feel that the program met your needs?

- Yes
- Uncertain
- No (Why?)

\_\_\_\_\_  
\_\_\_\_\_

4. The features of the program which were most significant to you were:

\_\_\_\_\_  
\_\_\_\_\_

5. Which module has been most helpful to you on your job?

\_\_\_\_\_  
\_\_\_\_\_

6. Please make any comments about the program? (i.e., the instructors, the material used, the subject areas, etc.) which would help make future programs more valuable.

\_\_\_\_\_  
\_\_\_\_\_

7. What further follow-up training (if any) would you suggest?

\_\_\_\_\_  
\_\_\_\_\_

## Evaluation of On-the-Job Support

Formal development programs can fail or succeed because of conditions that may or may not be controllable. Please indicate which of the conditions below reflect your opinion regarding your on-the-job opportunities to use what you learned during the program.

*Please \_ boxes where provided*

8. Indicate the extent to which you are able to practise what you learned:
- I have not been able to practise anything I learned
  - I have not been able to practise much of what I learned
  - I have been able to practise most of what I learned
  - I have been able to practise all of what I learned
9. When you returned to the job, your supervisor:
- Ignored the effects of the training you received
  - Was neutral regarding the training you received
  - Was moderately interested in the training you received
10. Since completing the program I feel that:
- Informal organisational practices and precedents have kept me from using what I learned
  - Informal organisational practices and precedents are neutral in allowing me to use what I learned
  - There has been a strong interest in allowing me to demonstrate what I have learned
11. If you want to explain any of the above ratings, please do so.

---

—

---

—

## Improvements since the Program

12. What are you now doing that you were not doing prior to the program?
- 
- 
- 
- 
13. What have you stopped doing since attending the program?
- 
- 
- 
- 
14. Can you describe any changes in you, your work, or your work relationships that were caused in some substantial part by your attending this program?
- 
- 
- 
- 
15. Have you used the reference and reading material provided during the program?
- Yes       No

16. In my opinion, the overall program was

---

-

---

-

# A

## ppendix 10

## Description of Levels of Evaluation

### Level One: Reaction Evaluation

Reaction evaluation checks the participants' responses to

- The session or course
- The trainer's style or presentation
- The content of the course
- Comfort of the venue
- Quality of the session materials, handouts, exercises
- Catering, back-up services such as phones, copiers etc.

Ways to evaluate Reaction level include

- Ask participants their views
- Fill out a questionnaire
- List comments and impressions
- Rank the value of the course on a score sheet
- Have a report from the trainer

## Level Two: Learning Evaluation

Learning evaluation checks what participants know as a result of the session that they didn't before the training started. This includes:

- Factual information
- Interpretation of information
- Applying information to situations
- Using practical or technical skills in different situations

### Ways to evaluate participants' learning level include

- Pre and post-test to compare what participants understood about the themes to be addressed in the training and what they understood after the training
- Short quizzes throughout the session to check understanding of new material
- A case study or role play so participants can demonstrate what they have learned
- Participants' summaries of the key points at the end of each stage of the training session or program

If trainers and the agency cannot organise on-site visits so participants can demonstrate new learning in real situations, then role plays, where possible involving clients can be organised as part of the training program.

Participants should be involved in devising how they will be assessed so they feel it is fair and recognise the results as valid.

If the trainer cannot verify the participants' application of their learning on-the-job then they can ask a manager or other reliable person to do so, using the statement of objectives provided by the trainer.

### Level Three: Behaviour Evaluation

Evaluation of Behaviour should occur two-three months after a training session or program. The purpose is to find out whether participants:

- Carry out tasks more effectively since the course
- Treat people better
- Are more knowledgeable, skillful, (or other competencies the training was intended to improve)

#### Evaluation techniques for behaviour include

- Self-assessment
- Assessment of the participants' work by their supervisors
- Comments from clients, colleagues and other stakeholders about observed new behaviours of the participants

To ensure fairness, the pro-forma used to assess the participant's performance two months after the training should be used before the training event. This will ensure the evaluation rests more on observation at the time than memory of what they were like several months ago and comparing that to what they do now.

### Behaviour Evaluation

Participants, supervisors, colleagues, clients, carers, family members complete this form together. You can best evaluate the immediate, long-range, and lasting effects of the program. Now is a good time as it has been several months since the completion of the training program. You have had time to reflect on the material, attempt to put it into practice and make a more informed evaluation of the program.

## Level Four: Results Evaluation

The purpose of Results evaluation is to identify any significant improvement in the way an individual carries out their role as a result of the training.

### Results Evaluation

- What is the area of competency our agency is evaluating?
- Why is your agency evaluating this competency?
- How will your agency evaluate this?
- Who will evaluate the outcomes?  
Instructors? Managers? Directors?  
Training Providers? Consultants?  
Clients? Carers?
- When will your agency collect data?  
**Prior to the training?**  
Indicate period of data collection  
- 1 week? 2 weeks? 1 Month? Other?  
**After the training?**  
6-12 months after the training.
- What will you measure?  
Number of reported incidents?  
Improved communication?  
Observed behaviour?  
**Ask:** what specifically are we looking for?  
How will you know it is happening?  
What are the indicators?
- How will you apply a continuous quality improvement strategy?  
(Plan, Act, Review)  
If the training has not provided the desired outcome, what were the barriers that prevented this?

### Evaluation techniques for results include

- Documented improvements in the standard of work or services delivered to clients and colleagues by the participant
- Service targets being met more effectively
- Work being accepted by others, with repeat business as a demonstration, or complimentary letters, testimonials etc
- Greater measurable productivity, improved safety records, etc.

# A

## ppendix 11

### Acronyms

ANTA	Australian National Training Authority
ATP	Agency Training Plan
CEO	Chief Executive Officer
CSTP	Community Services Training Package
DHS	Department of Human Services
DISTSS	Disability In-Service Training Support Service
DSAS	Disability Services Self Assessment System
IPP	Individual Program Plan
NGO	Non Government Organisation
NDTU	Non-government Disability Training Unit
OHS	Occupational Health and Safety
RTO	Registered Training Organisation
SDR	Staff Development and Review
TAFE	Technical and Further Education
TNA	Training Needs Analysis

# A

ppendix 12

## Sample Agency Training Plan

# Summary Sheet for Agency Training Plan

## Agency Details

Nellie Support Services

Return Road,

Abbotsford. Victoria 3067

**Contact Person:** Marina Aquilina

(03) 999 777

## Client Profile

40 clients (25 female and 15 male) in 10 residential units.

All clients have an intellectual disability with around half having additional physical and/or psychiatric disabilities.

## Identified Training Needs (in priority ranking)

- Communication skills (staff to staff; staff to parent/carer)
- Managing challenging behaviour
- Creating a less restrictive environment for clients
- First aid
- Using communication technology with clients
- Supervising other staff
- Using computers/internet/email
- Understanding performance feedback systems

## Training Activities

- Community Services Training Package  
(10 staff over 12 months)
- First Aid refresher course  
(all staff over 2 days)
- Communication technologies  
(12 staff over two days)
- Frontline Management Initiative  
(8 managers over 9-12 months)
- Internet/Email systems training  
(all staff: two days spread over two weeks)
- Effective Communication  
(all staff: two days over two weeks)
- Managing Challenging Behaviour  
(8 staff over four days)
- Staff Development and Review Systems  
(all staff - one day)

Professional Development  
Funding Allocation from DHS  
\$7,500

Projected Cost of Training  
Activities (inclusive of  
Agency and/or TAFE  
contribution to cost where  
relevant) \$60,300

Projected Agency  
Contribution to Training  
Activities \$8,300

# Agency Training Plan (ATP)

Nellie Support Services (NSS)

Return Road

Abbotsford, Vic

## Agency Profile

NSS provides accommodation services for 40 clients in ten community living options. All clients have an intellectual disability, 25% have severe physical and intellectual disabilities, 20% have a psychiatric and intellectual disability while 55% have a mild intellectual disability.

## Staff

We have a total of 25 staff, including 5 managers and a CEO. The remaining staff are Direct Care Workers and ancillary staff.

Please see attached Job Descriptions for CEO, Managers, Direct Care Workers and ancillary staff.

## Agency Objectives and Directions

NSS has a number of objectives designed to improve services to its clients. These reflect the values we espouse in our Vision Statement (See attached) and include:

- Introducing a Staff Development and Review process across the entire service
- Involving parents and carers in more Agency development activities
- Introducing email/internet technology for access by both staff and clients
- Working towards compliance with the Disability Services Self-Assessment System

## ATP Process

NSS undertook the following process to identify staff training needs, Agency directions and objectives and client/parent/carer needs that impact on considerations for staff development.

### (i) Preparation and Consultation

Managers were asked to nominate for the role of Leader, Agency Training Plan Process. Three managers wished to be involved so one was given a leadership role with the remaining two providing support and leading when required.

This ATP Team put together a one page chart on the process and briefed staff in a regular staff meeting. Staff were able to ask questions, give ideas and clarify issues during this session and with any of the ATP Team members at any time during the process.

Staff indicated that it would be important to keep the role of the ATP Team even after the Staff Development and Review process was in place next year, given the need to make a specific report to DHS on how training funds were acquitted.

The ATP Team reviewed the job descriptions for Direct Care Workers, Managers, the CEO and ancillary staff. They identified a number of areas that needed updating in each of the descriptions. These were modified and presented to staff and the CEO who offered further refinements before finalising. Meetings with Committee of Management and clients/parents/carers were organised during this planning phase.

The ATP Team attended a Committee of Management meeting to identify Agency directions/issues that could impact on staff development requirements (see Agency Profile for information on these directions/issues).

They also sought feedback from clients, parents and carers in two ways:

- Through face to face meetings as part of the Individual Program Planning (IPP) process
- Through review of IPPs to identify what the main staff/client/parent/carer issues are that could be addressed through professional development

The information from job descriptions, Committee of Management and client/parent/carer consultations and IPPs was collated and staff development issues identified.

A training needs survey was developed using a proforma from the ATP Resource Kit. We added questions and deleted others according to the information gathered through consultations (see Training Needs Survey attached) and according to the job role.

Staff were scheduled for 45-60 minute periods each to go through the survey and discuss some of the professional development issues raised by Committee of Management and clients/parents/carers.

Staff were asked to prioritise their own training needs as well as indicate preferences for how and when training was delivered.

## (ii) Training Activities

The ATP team collated the responses from staff surveys along with Committee of Management, client/parent/carer consultations and IPPs.

These were divided into Common, Individual and Organisational training needs.

**Common** needs that most staff identified were:

- Communication skills (staff to staff; staff to parent/carer)
- Managing challenging behaviour
- Creating a less restrictive environment for clients

**Individual** needs:

- First aid
- Using communication technology with clients
- Supervising other staff

**Organisational** needs:

- Using computers/internet/email
- Understanding performance feedback systems

These training activities were prioritised according to immediate, medium and longer term priorities

The ATP Team reviewed the evaluations of the previous year's training activities to identify any issues to be considered in mapping the coming year's training plan.

Staff expressed concerns about doing 1-2 day workshops that are often generalised, non-accredited and don't have any built in follow-up training. They preferred workplace based training that reflected their daily work requirements and could be tailored to their needs as well as those of the Agency.

The ATP team approached DISTSS to advise on ways we could get accredited training within our budget and preferably training that incorporated 'action learning' principles. They advised that most of the areas of training we identified were available under the Community Services Training Package (CSTP), which is a nationally accredited qualification and can be accessed as a whole qualification or competency by competency.

DISTSS also found a training provider who could deliver the training largely on-site in an action learning mode, which also reduced the need to cover for staff going to off-site training. The TAFE also had funding it could bring to the table, which meant we could get all of our training needs met within budget.

(See attached ATP Training Activity pro-formas for training activities and their priority ranking)

### (iii) Monitoring and Evaluation

We will have a better idea of what staff achieved at the end of this process as almost all the training will be competency based. This means the provider will conduct up front assessments of current competency, identify gaps and assess the participant's competency after completing training to bridge that gap.

The ATP Team will ask staff to give feedback on the training at the midpoint and the end of the process to identify the success of the training delivery, action learning approach, transfer of skills to work. The team will also identify four staff to monitor for 12 months after the program to evaluate longer term changes in attitude and behaviour attributable to the training.

### Projected Budget

Our allocated professional development funds from DHS are \$7,500

The attached Training Activity Pro-formas indicate the projected budget for each training activity. The total of our Agency's contribution expressed as the total of each training activities projected cost is \$8,300. NSS chose to contribute additional funds to professional development activities to ensure all needs were covered.

The total value of our professional development for the next 12 months is \$60,300. This includes the 75% funding by TAFE of the training package qualifications that 12 of our staff will be accessing. The attached Training Activity Proformas indicate the specific Agency and TAFE contributions for each training program.

# A

## ppendix 13

# Client Centred Agency Training Plan

## Case Study - Milparinka ATU

The Milparinka model of Agency Training Plan (ATP) development was designed to guarantee that the needs of individual clients would be met. The ATP for staff is driven by the needs of the people attending Milparinka ATU and the training reflects how Milparinka is working toward meeting the Disability Service Standards.

The following describes the Milparinka Model of ATP development.

### Step 1

#### Identification of client needs

- Assessment of program needs
- Assessment of skills and other issues
- Identification of long and short term goals and objectives
- Identification of required programs, activities and supports
- Development of individual program plan

### Step 2

#### Development of staff training needs analysis questionnaire

Customisation of competency standards to include the needs of the Milparinka clients

Development of Likert scale checklist determining what staff regarded as important and their level of competency

### Step 3

#### Analysis of Data

- Staff responses
- Content of individual program plans
- Matching of client needs with staff competency
- Results of client interviews

### Step 4

#### Develop Agency Training Plan

- Identify training needs priorities
- Identify potential sources of training
- Allocate budget

### Step 5

#### Evaluation and review of Agency Training Plan

- Half yearly review of achievement of Individual Program Plan objectives
- Client satisfaction
- Disability services self-assessment system results
- Staff performance and review
- Client progress
- Revision of ATP

The Agency Training Plan (ATP) Resource Kit contains four components: a Manual, Video, CD ROM and computer disk. It builds on the Non-government Disability Training Unit (NDTU) manual with information on new initiatives such as the Community Services Training Package (CSTP) and the Disability Services Self-Assessment System (DSAS).

The ATP Resource Kit was developed by the Disability In-Service Training Support Service (DISTSS) and funded by DisAbility Branch in the Department of Human Services Victoria. While it provides guidance in preparing an Agency Training Plan as required under the DHS Service Agreement, it also models continuous quality improvement practices that can be applied to professional and organisational development.

The CD ROM is an interactive compilation of the Manual and the Video. It allows you to re-format pages from the Manual if you want to use it for internal professional development/information or customise the pro-formas. Relevant parts of the Video have been linked to sections of the Manual for easy access and interactivity. The disk is in Word 3.0 format so is able to be easily printed or re-formatted for internal professional development.

The Kit contains many samples of resources that assist you to complete an Agency Training Plan. Please feel free to use and adapt them to your purposes. The ATP process described in the Manual and Video has been designed to become a seamless part of your organisation's management and quality processes.

Please give any feedback you have about the ATP Resource Kit to DISTSS through the DISTSS website at: [www.distss.org.au](http://www.distss.org.au).