22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability

Version 1

This course has been accredited under Part 4.4 of the *Education and Training Reform Act* 2006.

Accreditation period: 01 November 2019 – 31 October 2024

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Section A: Copyright and course classification information

1.	**Copyright owner of the course**	Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria (Department of Education and Training) 2019.
2.	**Address**	Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) PO Box 4367 Melbourne VIC, 3001 **Organisational Contact:** Manager Training Products Unit Higher Education and Skills Group Telephone: (03) 7022 1619 Email: course.enquiry@edumail.vic.gov.au **Day-to-Day Contact:** Curriculum Maintenance Manager – Human Services Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Ph: 03 9214 8501 / 03 9214 5034 Email: cmmhs@swin.edu.au
3.	**Type of submission**	Accreditation
4.	**Copyright acknowledgement**	Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019 The following unit of competency: • CHCDIS007 Facilitate the empowerment of people with disability is from the ***CHC Community Services Training Package*** administered by the Commonwealth of Australia. © Commonwealth of Australia Units of competency from Training Packages can be accessed from the Training.Gov web site here The following unit of competency: • VU22853 - Apply human rights based approach to the identification reporting and prevention of disability abuse

		is from **22530VIC - Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities**. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019.
		The following unit of competency:
		• VU22733 Identify and provide initial response to family violence risk
		is from **22510VIC Course in Identifying and Responding to Family Violence Risk**. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019.
		Units of competency housed within these accredited courses can be accessed from the Victorian Department of Education and Training website ([here](#)).
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		Copies of this publication can be downloaded free of charge from the DET website [here](#).
6.	**Course accrediting body**	Victorian Registration and Qualifications Authority (VRQA)
7.	**AVETMISS information**	**ANZSCO** [Australian and New Zealand Standard Classification of Occupations]
		411712 - Disabilities Services Officer
		ASCED Code – 4 digit (Field of Education)
		0905 - Human Welfare Studies and Services

	National course code
	22529VIC
8. Period of accreditation	01 November 2019 – 31 October 2024

Section B: Course information

1. Nomenclature	*Standard 1 AQTF Standards for Accredited Courses*
1.1 Name of the qualification	Course in Performing Allied Health Tasks and Supporting People with Disability
1.2 Nominal duration of the course	335 hours
2. Vocational or educational outcomes of the course	**Standard 1 for AQTF Standards for Accredited Courses**
2.1 Purpose of the course	Successful completion of this course provides participants with the skills and knowledge to: • Work with people with disability • Perform delegated or allocated allied health tasks within the disability sector • Develop an understanding of the National Disability Insurance Scheme (NDIS) and work within an NDIS service environment • Support the safety of people with disability through identifying and reporting abuse and/or family violence
3. Development of the course	*Standards 1and 2 AQTF Standards for Accredited Courses*
3.1 Industry /enterprise/ community needs	As demand for allied health services increases under the National Disability Insurance Scheme (NDIS), there is a need for new workforces and service models that make the best use of available skills, particularly in rural and regional areas. Victoria's *Supervision and Delegation Framework for Allied Health Assistants and The Support Workforce in Disability* states that "greater use of allied health assistants and more effective use of the disability support workforce will increase allied health workforce capacity and sustainability in the disability sector; and improve the system's capacity to meet the community's needs into the future. While the role of the allied health assistant is not new, there are significant opportunities to expand the roles and use of allied health assistants in disability services. There are also significant opportunities for disability support workers and community care workers to work more closely with allied health professionals and

	assist with allied health therapy under the supervision and delegation of an allied health professional."[1]
	The unit *VU22854 Perform allied health tasks within a disability context* has been developed to align to the roles, responsibilities, skills and knowledge outlined in the *Supervision and Delegation Framework for Allied Health Assistants and The Support Workforce in Disability*. The other units within this course reflect the skills and knowledge for working within the disability sector.
	The target audience for this course is allied health assistants and disability support workers. This course also applies to those from other health workforces (such as aged care) who wish to cross-skill to perform allied health tasks in the disability sector.
	The course structure developed by the Project Steering Committee reflects the skills and knowledge required to perform the work function regardless of the individual student's pathway into the course or pre-existing skills and knowledge of the allied health or disability sectors. Credit and/or RPL should be offered to entrants to the course to recognise their existing capabilities.
	This course is appropriate for delivery to both the current workforce and to students enrolled in relevant VET qualifications (e.g. Certificate III in Individual Support, Certificate IV in Disability, Certificate III/Certificate IV in Allied Health Assistance, etc.). Units of competency within this course could be imported into the VET qualification as elective units (dependent upon Packaging Rules) or the course could be delivered concurrently to the VET qualification.
	Course consultation and validation process
	The accreditation of this course was guided by a Project Steering Committee (PSC) who provided advice on and validated the skills and knowledge requirements for the course.
	Course consultation involved:
	• email and telephone consultation to form the PSC and review course amendments
	• face-to-face PSC meetings

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[1] *Supervision and Delegation Framework for Allied Health Assistants and The Support Workforce in Disability*, State of Victoria, Department of Health and Human Services, August 2018; <https://www2.health.vic.gov.au/health-workforce/allied-health-workforce/victorian-assistant-workforce-model>

- a review of relevant codes of conduct and frameworks, including (but not limited to): Victoria's *Supervision and Delegation Framework for Allied Health Assistants and The Support Workforce in Disability*, Victoria's *Code of Conduct for Disability Service Workers*, *NDIS Code of Conduct*, *NDIS Quality and Safeguarding Framework*

- input from Department of Education and Training (Victoria) *NDIS Workforce Expert Advisory Group*

Members of the Project Steering Committee are listed in the following table:

Project Steering Committee:

Annette Davis	Workforce Innovation Strategy Education Research (WISER) Unit, Allied Health, Monash Health
Tarrlita Kay	Allied Health Assistant Vic Network (AHAVN)
Pamela Reed	Australian Home Care Services
Tilly Waite	Wodonga TAFE
Anthony Walsh	Oncall Training, representing National Disability Services (NDS)
Mark Farthing	Health and Community Services Union (HACSU)
Gabriele Rukas	Ethnic Communities Council of Victoria
Michael Stanley	Carers Victoria
Andrew Fleming	Community Services & Health Industry Training Board (Vic)
Lisa White	Victorian Advocacy League for Individuals with Disability (VALID)

In attendance:

Autumn Shea - Curriculum Maintenance Manager (CMM) for Human Services
Wendy Dowe - CMM Administrator
Lisa Confoy - Department of Education and Training

Additional consultation:

In addition to those listed above, the unit of competency VU22855 - Work effectively within an NDIS service environment was developed in consultation with:

Felicity Gaylard	Independence Australia Group, representing National Disability Services (NDS)

	Libby Neesham Victorian Aboriginal Community Controlled Health Organisation (VACCHO) Melinda Eason Victorian Aboriginal Community Services Association (VACSAL) Lorelle Zemunik Mental Health Victoria Thomas Howell Premium Health This course: - does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification - is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set - does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification - does not comprise units that duplicate units of competency of a training package qualification.
3.2 Review for re-accreditation	Not applicable.

4. Course outcomes	*Standards 1, 2, 3 and 4 Standards for Accredited Courses*
4.1 Qualification level	*Standards 1, 2, and 3 AQTF Standards for Accredited Courses.* The *22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability* meets an industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF).
4.2 Employability skills	*Standard 4 AQTF for Standards for Accredited Courses* Not applicable.
4.3 Recognition given to the course	*Standard 5 AQTF Standards for Accredited Courses* Not applicable.
4.4 Licensing/ regulatory requirements	*Standard 5 of AQTF Standards for Accredited Courses* At the time of accreditation, no licensing or regulatory requirements apply.
5. Course rules	*Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses*

5.1 Course structure

To be eligible for the award of a Statement of Attainment for the *22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability,* participants must successfully complete all five (5) units listed in the table below.

Where the course is not completed, a Statement of Attainment will be issued for any completed unit/s.

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22853 (imported from Abuse Course)	090509	Apply human rights based approach to the identification reporting and prevention of disability abuse	None	65
VU22733	090501	Identify and provide initial response to family violence risk	None	50
CHCDIS007	090509	Facilitate the empowerment of people with disability	None	100
VU22854	090509	Perform allied health tasks within a disability context	CHCDIS007	65

VU22855	090509	Work effectively within an NDIS service environment	None	55
			Total nominal duration	**335**

5.2 Entry requirements	*Standard 9 AQTF Standards for Accredited Courses*
	There are no mandatory entry requirements for the *22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability.*
	Learners enrolling in *22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability* are best equipped to successfully undertake the course if they have as a minimum language, literacy and communication skills that align to Level 3 of the Australian Core Skills Framework (ACSF). The ACSF can be accessed here.
	Learners with language, literacy and communication skills at levels lower than suggested above may require additional support to successfully undertake this course.
6. Assessment	***Reference: Standard 10 and 12 AQTF Standards for Accredited Courses***
6.1 Assessment strategy	*Standard 10 AQTF Standards for Accredited Courses*
	All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of: • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, or • the Standards for Registered Training Organisations 2015 (SRTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment.
	Where appropriate, training providers are encouraged to take a holistic approach to assessing of units within this course.
	Assessment strategies for the course should reflect the nature of the work undertaken; it is recommended that assessment include: • oral and written questioning related to underpinning knowledge

	practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training
	• holistic assessment that reflects realistic job tasks.
	Assessment of imported units of competency must comply with the assessment requirements detailed in the source training product (Training Package or accredited course).
	Consistent with the requirements of Element 1.5 of Standard 1 of the AQTF: Essential Conditions and Standards for Continuing (or initial) Registration, RTOs must ensure that RPL is offered to all applicants in determining their competency.
6.2 Assessor competencies	*Standard 12 AQTF Standards for Accredited Courses*
	Assessment must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,
	or
	• the *Standards for Registered Training Organisations 2015* (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Assessment of imported units of competency must meet the competency requirements specified in the relevant source training product (Training Package or accredited course).
7. Delivery	***Standards 11 and 12 AQTF Standards for Accredited Courses***
7.1 Delivery modes	*Standard 11 AQTF Standards for Accredited Courses*
	There are no restrictions on offering the program on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies.
	This course may be delivered in a variety of modes including:
	• Educational/classroom setting
	• Workplace or simulated workplace

	• Blended learning
	Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes.
	It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment.
	Trainers and assessors should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.
7.2 Resources	*Standard 12 AQTF Standards for Accredited Courses*
	Training must be undertaken by a person or people in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,
	or
	• the *Standards for Registered Training Organisations 2015* (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Resources include:
	• realistic tasks or simulated tasks covering the mandatory task requirements
	• access to relevant organisational policies and procedures, and legislation
	• access to relevant legislation, government policies, and codes of conduct relevant to role
	• appropriate environment to facilitate a safe space for uninterrupted communication
	• computer and internet facilities
	• access to people with disabilities and, where relevant, their families

	Trainers of imported units of competency must meet the competency requirements specified in the relevant source training product (Training Package or accredited course).
8. Pathways and articulation	*Standard 8 AQTF Standards for Accredited Courses*
	There are no formal articulation arrangements in place at the time of accreditation. This course contains a units of competency imported from the *CHC Community Services Training Package* and Victorian Crown Copyright Accredited Courses. Applicants who already hold these imported units can receive credit transfer into this course. Likewise, completion of the imported units within this course provides credit into a range of other accredited courses and qualifications from nationally endorsed training packages.
9. Ongoing monitoring and evaluation	*Standard 13 AQTF Standards for Accredited Courses*
	This course is maintained and monitored by the Curriculum Maintenance Manager – Human Services. A formal review of the course will take place at the mid-point of the accreditation period. Feedback will be sought from industry, those providers offering the course, and other relevant stakeholders as part of the review process. Recommendations for any significant changes will be reported to the Victorian Registration and Qualification Authority (VRQA).

Section C—Units of competency

The following units of competency have been developed for this course and are attached in this section:

- VU22854 Perform allied health tasks within a disability context

- VU22855 Work effectively within an NDIS service environment

The following unit of competency from the *CHC Community Services Training Package* can be accessed from the Training.Gov web site here:

- CHCDIS007 Facilitate the empowerment of people with disability

The following units of competency from Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Department of Education and Training website (here):

- VU22853 Apply human rights based approach to the identification reporting and prevention and of disability abuse

    o Imported from *22530VIC Course in Identifying, Reporting and Preventing Abuse and/or grooming of People with Disabilities*

- VU22733 Identify and provide initial response to family violence risk

    o Imported from *22510VIC Course in Identifying and Responding to Family Violence Risk*

Unit code	**VU22854**

Unit title	**Perform allied health tasks within a disability context**

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to perform delegated or allocated allied health tasks within the disability sector.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills	This unit contains Employability Skills.

Pre-requisite Unit(s)	CHCDIS007 - Facilitate the empowerment of people with disability

Application of the Unit	This unit applies to workers who perform allied health tasks in the disability sector. These tasks have been delegated to them by an allied health professional or allocated to them by their line manager or service user.
	Tasks may be performed as an individual or as part of team under regular (direct, indirect or remote) supervision.

ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1. Prepare to undertake allied health tasks	1.1 Review the service user's individual therapy and support plan to identify the delegated or allocated **allied health tasks**, the **accountable individual** and the required **supervision arrangements** that have been established
	1.2 Review the identified risks and risk mitigation strategies that have been documented by the allied health professional
	1.3 Seek verbal or written clarification from the accountable individual when required, including when uncertain about scope of role or skill requirements to complete task
	1.4 Using the service user's preferred communication methods or language, discuss their **preferences** when receiving allied health support and answer queries about the allied health tasks being undertaken,

seeking clarification from the accountable individual where required

| | | 1.5 | Check any required resources/equipment for serviceability prior to commencement of allied health task and rectify or report any faults in line with organisational protocols |

1.6   Identify and follow Occupational Health and Safety (OHS) / Work Health and Safety (WHS) requirements relevant to performing allied health tasks in a disability context

2.   Perform delegated or allocated allied health tasks within scope of role

2.1   Obtain consent from service user prior to commencing, confirming their understanding of your role in performing allied health tasks and the actions to be undertaken

2.2   Follow the risk mitigation strategies that have been developed by the allied health professional

2.3   Perform all tasks in a safe and effective manner, in accordance with the service user's individual therapy and support plan, and under guidance received from the accountable individual

2.4   Seek the support of accountable individual if there is concern about the safety of the service user, self or others in performance of the tasks

2.5   Use any required equipment according to manufacturer instructions, guidance received from the accountable individual and OHS/WHS requirements

2.6   Monitor the service user's responses to the allied health tasks and make *appropriate adjustments*, within scope of role and in accordance with the service user's therapy and support plan

2.7   Address accidents and incidents appropriately and report to the accountable individual in accordance with the service user's individual therapy and support plan and organisational protocols

3   Report on progress

3.1   Maintain records of participation and progress

3.2   Use appropriate medical and allied health
        terminology relevant to the allied health task when
        making *reports*

3.3   Provide reports and feedback to the accountable
        individual in accordance with the organisation's
        reporting requirements, while maintaining
        confidentiality and privacy of the service user

3.4   Receive further guidance from the accountable
        individual and modify provision of allied health tasks
        as required

3.5   Provide feedback to service user on progress and
        any recommendations and/or adjustments to
        program after consultation with the accountable
        individual

3.6   Store reporting documentation according to
        organisational policies/procedures and legal
        requirements

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
  - Monitor the service user' responses to the allied health tasks
  - Identify that the allied health task may require modification or escalation to accountable individual
  - Notice potential safety concerns
- Communication skills to:
  - Use basic medical and allied health terminology appropriate to the audience
  - Convey information to, and elicit information from, a variety of audiences
  - Communicate effectively with people with a range of different disabilities and adapt communication style to meet their communication needs
  - Use language appropriate to the age of the service user - adults, young people and children
  - Provide feedback and updates to accountable individual on task performance and effectiveness
  - Ask questions for clarification and understanding of allied health tasks
  - Raise safety concerns with the accountable individual
  - Engage and communicate via an interpreter
- Interpersonal skills to:

- Engage effectively with allied health professionals, line manager, and service user
- Use verbal and non-verbal communication to convey respect and empathy to service user

- Problem solving skills to:
  - make appropriate adjustments to intensity and difficulty of the service user's allied health task, within scope of role and in accordance with therapy and support plan

- Teamwork skills to:
  - Work collaboratively with others to perform the allied health task
  - Follow the accountable individual's direction on adjustments to the program
  - Provide and obtain feedback on allied health task
  - Work within multidisciplinary and interdisciplinary teams

- Self-management skills to:
  - Follow instructions and perform allied health tasks as specified in the service user's individual therapy and support plan
  - Work under remote or indirect supervision
  - Ensure work is within scope of role, seeking assistance where required
  - Identify when to seek support, advice and/or assistance from the accountable individual
  - Identify and escalate any issues in a succinct timely manner

- Literacy skills to:
  - Interpret and follow:
    - o organisational policies and procedures
    - o laws, regulations and standards, including OHS/WHS
    - o manufacturer's instructions for allied health equipment
    - o service user's individual therapy and support plan
    - o risk mitigation strategies
  - Understand and use basic medical and allied health terminology relevant to scope of role and allied health task
  - Complete required documentation

- Technology skills to:
  - Use required digital technology to complete, submit and store reporting documentation
  - Use any required allied health equipment correctly and safely

Required knowledge

- The purpose and expected outcome of the allied health task that has been delegated, allocated or assigned
- Service user's goals and how the allied health task supports these
- Indications that the allied health task may require modification or escalation to accountable individual
- Scope and limitations of role in performing allied health tasks

- The difference between a therapeutic goal and a daily task as expressed in the service user's individual therapy and support plan

- Appropriate use of allied health equipment and resources

- Supervisory and reporting protocols

- Differences between occupational therapy, physiotherapy and speech pathology and related therapy techniques

- Basic human behaviour and social and interpersonal behaviour

- Basic therapy techniques particular to relevant allied health profession

- Basic anatomy and physiology

- Basic medical and allied health terminology

- Abbreviations used within individual organisations may not be universal to the sector or used in other organisations

- How to work from a multidisciplinary and interdisciplinary point-of-view

- Reporting requirements for allied health progress reports

- Record keeping practices and procedures in relation to disability support work and allied health assistance

- Policies and procedures relating to own role, responsibility and delegation

- legal and ethical considerations relevant to allied health and disability support:
    - privacy, confidentiality and disclosure
    - duty of care
    - work role boundaries – responsibilities and limitation of self and other support workers, allied health assistants, and other personnel
    - Occupational Health and Safety (OHS) / Work Health and Safety (WHS):
    - manual handling including identification and control of manual task risk factors

- Range of communication strategies, techniques and protocols to engage effectively with service users, including children and young people, people with complex communication needs, those from diverse cultural backgrounds and/or individuals who prefer to speak other languages than English

- Relevant policy, legislation, codes of practice and guidelines, including any organisational requirements for NDIS Worker Screening Check, Working with Children Check and/or Police Records Check

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Allied health tasks may include, but are not limited to:	- Mobility and exercise therapy
	- Activities of daily living (dressing, travel, etc.)
	- Assistive technology

- Speech and dialectic adjustments

- Exercise Programs

- Hydrotherapy

Accountable individual may be:

- **The allied health professional** who has delegated tasks to the allied health assistant or disability support worker. The accountability for the task remains with the allied health professional.

- **The line manager** who has allocated tasks to the allied health assistant or disability support worker. The accountability for the task lies with the line manager (transferred by the allied health professional).

- **Service user** (or relevant other) in circumstances where the allied health professional has ceased therapy and there has been a formal handover of allied health tasks to the service user. The service user allocates tasks to the disability support worker.

Supervision arrangements may include:

- Therapeutic supervision provided by discipline-relevant allied health professional

- Managerial and professional supervision provided by the line manager

- Communication lines that have been established between the allied health professional, disability support worker, allied health assistant and line manager and/or service user

- Escalation plan developed by allied health professional

Preferences may include:

- Time of day

- Time of week

- Location

- Level of worker involvement

Appropriate adjustments include:

- Step-up/increase intensity or difficulty of task

- Step-down/decrease intensity or difficulty of task

Reports may include:	• Progress reports – signed off with name and role
	• Case notes
	• Hazard and incident reports
Reporting requirements may include:	• Verbal:
	o Telephone
	o Face-to-face
	• Non-verbal (written):
	o Email communication
	o Digital documentation / online reporting systems
	o Hard-copy (paper-based) reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:
	• Work with at least three (3) service users to perform delegated/allocated allied health tasks
	In demonstrating performance of delegated/allocated allied health tasks, there must be evidence the candidate can:
	• Communicate effectively with the service user, allied health professional and other team members
	• Interpret and follow instructions and directions of the accountable individual when performing or adjusting allied health task
	• Monitor the service user's responses to the allied health tasks and make appropriate adjustments
	• Interpret and use basic medical and allied health terminology
	• Complete and submit required reporting documentation
Context of and specific resources for assessment	The application of competency is to be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies.

Assessment is to comply with relevant legislation and regulatory frameworks.

Resource implications for assessment include:

- realistic tasks or simulated tasks covering the mandatory task requirements

- individual therapy and support plans

- relevant allied health equipment outlined in the plan

- reporting documentation

- access to an appropriate environment for performance of the allied health task

- access to relevant organisational policies and procedures

- access to relevant legislation, government policies, and codes of conduct relevant to role

- computer and internet facilities

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment

- written and oral questioning to test underpinning knowledge and its application to the allied health task

- activities, case studies and role play that allow the candidate to demonstrate the application of knowledge and skills

- third party workplace reports of on-the-job performance by the candidate.

Assessment must include interactions with people with disabilities in a workplace or simulated environment to demonstrate competence in communicating effectively with the service user.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Unit code	**VU22855**
Unit title	**Work effectively within an NDIS service environment**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and apply NDIS industry knowledge, underpinning principles and values to own work; provide person-centred support; apply interpersonal skills; use digital technologies; and work independently under remote supervision.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains Employability Skills.
Application of the Unit	This unit applies to those who provide NDIS-funded supports to NDIS participants.
	Work may be performed as an individual or as part of team under direct, indirect or remote supervision.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1. Identify and apply NDIS industry knowledge, underpinning principles and values to own work	1.1 Identify basic industry structure, NDIS planning processes, relevant industry associations and ***employment roles, functions and responsibilities***
	1.2 Describe the function and purpose of an NDIS plan and service agreement and identify how these impact on own role
	1.3 Examine the ***principles and values underpinning the NDIS*** and identify how they apply to own role and responsibilities
	1.4 Outline the basic rights and fundamental freedoms all people are entitled to under the *Universal Declaration of Human Rights*
	1.5 Outline the rights people with disabilities contained in the *Convention on the Rights of Persons with Disabilities*
	1.6 Identify the ***principles underpinning safeguarding*** and recognise the importance of upholding the rights

of the NDIS participant to take informed risks while supporting their safety

1.7   Identify and access *information on responsibilities, requirements and obligations* for working with NDIS participants

1.8   Apply NDIS industry knowledge, underpinning principles and values to own work with NDIS participants

2. Provide person-centred supports to the NDIS participant

2.1   Acknowledge the NDIS participant as their own expert and work with them to identify support activities that align to their plan and personal goals, consulting with *relevant others* where required

2.2   Work collaboratively with NDIS participant and relevant others to ensure that the supports are provided in a way that is reflective of their individual preferences and cultural needs

2.3   Provide person-centred support in a manner that promotes independence, encourages informed decision-making, facilitates self-determination and upholds the rights of the NDIS participant

3. Apply interpersonal skills to the provision of NDIS services

3.1   Use the NDIS participant's preferred communication methods or language to discuss their needs expectations, preferences for service delivery

3.2   Use formal and informal communication channels to regularly monitor that the NDIS participant's needs, expectations, and preferences are being met

3.3   Address NDIS participant's dissatisfaction promptly in accordance with workplace procedures and within scope of role, referring to appropriate personnel where outside of scope

3.4   Report NDIS participant's feedback to appropriate personnel and participate, as required and within scope of role, in improving, adapting and customising service provision

3.5   Implement changes to service delivery, where required

4.	Use digital technology devices and systems	4.1	Identify *tasks* requiring use of *digital technology devices and systems*
		4.2	Identify and select the appropriate digital technology devices and system to undertake the required task
		4.3	Recognise and use *digital technology terminology* to identify *programs* and their functions
		4.4	Follow workplace procedures, user guides, and/or instruction manuals to perform the required task using appropriate digital technology devices and systems
		4.5	Perform *basic troubleshooting* of device and system problems within scope of role, seeking assistance where required
5.	Work independently under remote supervision to provide person-centred supports	5.1	Work in a way that reflects organisational values and expectations, quality and safeguarding policies and practices, codes of conduct and supports the rights of people with a disability
		5.2	Demonstrate respect and sensitivity during all aspects of service delivery, recognising that the workplace may be the NDIS participant's, and their family's, own home
		5.3	Maintain professional boundaries and communicate these boundaries and scope of role effectively with NDIS participant and relevant others who play a significant role in their lives
		5.4	Follow OHS/WHS protocols, organisational protocols and risk assessments for lone workers to ensure personal safety, ensuring regular communication and reporting is maintained with supervisor and organisation
		5.5	Apply own professional judgement to service delivery, within scope of practice, in accordance with organisational policies and procedures, and/or relevant legislation, codes of conduct and human rights framework
		5.6	Comply with the organisation's *reporting requirements*, while maintaining confidentiality and privacy of the NDIS participant

> 5.7   Complete, maintain and store documentation securely in accordance with organisation protocols

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Communication skills to:
  - Discuss and monitor NDIS participant's needs, expectations, preferences
  - Be receptive to the NDIS participant and understand their individual circumstances and needs
  - Adapt communication style to meet the communication needs of NDIS participant, including use of (where required):
    - alternative communication strategies
    - assistive technologies
    - interpretive services
  - Support NDIS participant and relevant others
  - Convey information to, and elicit information from, a variety of audiences
  - Use language appropriate to the age of the NDIS participant - adults, young people and children
- Writing skills to:
  - Record required information in required format
  - Use appropriate NDIS terminology
  - Convey meaning without ambiguity
- Interpersonal skills to:
  - Establish and maintain positive relationships with NDIS participant
  - Address feedback and dissatisfaction appropriately
  - Provide person-centred supports that empower the NDIS participant
  - Apply the principles and values underpinning the NDIS and safeguarding to own work with NDIS participants
  - Demonstrate respect and sensitivity to NDIS participant, including respect for their intersecting characteristics and cultural background
- Digital technology skills to:
  - Operate digital technology devices and systems, including:
    - Navigating within the system
    - Saving, retrieving and opening files
    - Using a web-browser to access websites
    - Basic digital audio/visual programs
  - Support NDIS participants with use of digital technology
  - Use required digital technology to complete, submit and store reporting documentation

- Problem solving skills to:
    - Improve, adapt and customise service delivery
    - Perform basic troubleshooting of digital technology device and system problems
    - Support the safety of the NDIS participant whilst upholding their right to take risks
- Initiative skills to:
    - Seek feedback on service provision and address any dissatisfaction promptly
    - Work independently, under remote supervision and apply own professional judgement to service delivery
- Learning skills to:
    - Identify principles and values of the NDIS and apply to own role
    - Identify industry structure and NDIS processes
- Literacy skills to:
    - Interpret documentation from a range of sources, including:
        - Organisational policies and procedures
        - Relevant legislation
        - Codes of Conduct
        - Workplace documentation
        - User guides, and/or instruction manuals for digital technologies
    - Complete required reporting documentation

Required knowledge

- Basic understanding of NDIS processes, systems, and structure; including:
    - NDIS funding packages
    - Eligibility criteria, application, assessment and approval process
    - NDIS planning process
    - NDIS plan
    - Service agreement (between NDIS participant and service provider)
    - Supports that may be funded under an NDIS plan
    - NDIS Quality and Safeguarding Framework
    - Roles of relevant authorities under the NDIS
- Principles and values underpinning the NDIS, including choice and control, person-centred approaches and human rights framework
- The rights of people with disabilities as per *United Nations Convention on the Rights of Persons with Disabilities*
- Basic rights and fundamental freedoms of all people under the *Universal Declaration of Human Rights*
- Own roles, responsibilities and obligations under:
    - NDIS Code of Conduct
    - Zero Tolerance Framework
    - NDIS Quality and Safeguarding Framework

- Victoria's *Code of Conduct for Disability Service Workers*
- NDIS Worker Screening
- Registration and Accreditation Scheme for Victoria's Disability Workforce
- Mandatory reporting requirements and Child Safe Standards
- Information sharing laws and regulations

- Principles of person-centred practice, strengths-based practice and active support

- Range of communication strategies, techniques and protocols to engage effectively with NDIS participants, including (but not limited to) children and young people, people with complex communication needs, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English

- Scope of own role and importance of maintaining professional boundaries

- Risks with community access and entering people's homes as a lone worker

- Importance of cultural awareness and culturally respectful practice, in particular when entering people's homes

- Functions and operation of digital technology devices and systems relevant to working in an NDIS service environment

- Organisational requirements for file naming and storage

- Privacy and confidentiality requirements in relation to the creation, storage and management of personal information in a digital environment

- Relevant policy, legislation, codes of practice and guidelines, including any organisational requirements for NDIS Worker Screening Check, Working with Children Check and/or Police Records Check

- Best practice approaches to safeguarding for people with disabilities

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Employment roles, functions and responsibilities includes, but is not limited to:	• Roles include:
	     o NDIS planner
	     o Plan manager
	     o Support coordinator
	     o Local area coordinator (LAC)
	     o Early Childhood Early Intervention (ECEI) coordinator
	     o Service provider
	     o Support worker
	     o Advocacy groups
	 • Functions and responsibilities include:

o   Developing and approving plans

o   Managing NDIS funding within plan

o   Reviewing and updating plans and goals

o   Making a service agreement

o   Coordinating supports and services

o   Providing supports identified in the plan

| *Principles and values underpinning the NDIS* includes: | • Applying a person-centred approach to service delivery

• People with disability have the right to:
  o realise their potential for physical, social, emotional and intellectual development
  o be able to determine their own best interests, including the right to exercise choice and control
  o engage as equal partners in decisions that will affect their lives, to the full extent of their capacity
  o respect for their worth and dignity and to live free from abuse, neglect and exploitation
  o have their privacy and dignity respected

• People with disability should be:
  o Supported to exercise choice, including in relation to taking reasonable risks, in the pursuit of their goals and the planning and delivery of their supports
  o supported to participate in and contribute to social and economic life to the extent of their ability
  o involved in decision making processes that affect them, and where possible make decisions for themselves
  o encouraged to engage in the life of the community

• The cultural and linguistic circumstances, and the gender, of people with disability should be taken into account

• The supportive relationships, friendships and connections with others of people with disability should be recognised |
| *Principles underpinning safeguarding* includes: | • Right to live free from abuse, neglect, violence and exploitation

• Presumption of capacity to exercise choice and control – the NDIS participant should be fully involved in the consideration and determination of their own safeguards, to the extent of their ability |

- Supporting NDIS participants to take informed, age-appropriate, risks to improve the quality of their lives (dignity of risk)

- Safeguards should:

  o Support the NDIS participant's right to participation and full inclusion in the community

  o Enhances the NDIS participant's safety and wellbeing, while imposing the least possible restrictions on them as an individual and their choices

  o Be relevant to the NDIS participant's circumstances and proportionate to their level of vulnerability and risk

Information on responsibilities, requirements and obligations may include, but is not limited to:

- NDIS Code of Conduct

- Zero Tolerance Framework

- NDIS Quality and Safeguarding Framework

- Victoria's Code of Conduct for Disability Service Workers

- NDIS Worker Screening

- Registration and Accreditation Scheme for Victoria's Disability Workforce

- Information sharing laws and regulations

- Mandatory reporting requirements and Child Safe Standards

Relevant others may include:

- Family member or relative

- Other carers

- Legal guardian

Tasks may include:

- Writing progress notes/reports

- Submitting timesheets/records of billable hours

- Completing incident report forms

- Communicating with organisation and/or NDIS participant

- Accessing workplace documents and/or systems

- Supporting NDIS participant in using digital technologies

Digital technology devices and systems include:

- Laptops and personal computers

- Smart phone

- Tablets and hand-held devices

- Software applications

- Web-based tools

- Organisational/workplace information management systems

- Assistive technologies

Digital technology terminology may include:	• Program icons, such as *My Documents*
	• Toolbar and drop down menu
	• Shortcuts
	• Programs
	• Cable, jack, port, memory card
	• App, url, hyperlink

Programs may include:	• Word-processing programs
	• Applications on tablet and smart phone devices
	• Staff/organisational intranet
	• Web-browser
	• Digital documentation/reporting systems
	• Digital audio and visual communication (VoIP, video conferencing, etc.)

Basic troubleshooting may include:	• Re-booting system
	• Refreshing webpage
	• Checking all cords and cables are properly connected
	• Checking internet connectivity
	• Checking if system updates are required or are currently running

Reporting requirements may include:	• Verbal:
	o telephone
	o face-to-face
	• Non-verbal (written):
	o email communication
	o digital documentation / online reporting systems
	o hard-copy (paper-based) reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to: • Apply NDIS industry knowledge to own work • Demonstrate the principles and values underpinning the NDIS and safeguarding during provision of person-centred supports to NDIS participants • Demonstrate effective communication techniques that reflects the communication needs of the NDIS participant • Apply interpersonal skills to effectively engage with NDIS participant and ensure service needs and expectations are being met • Complete relevant NDIS workplace tasks using digital technology devices and systems, performing basic troubleshooting where required • Apply own professional judgement to service delivery when working under remote supervision • Follow organisational policies and procedures and codes of conduct during service provision
Context of and specific resources for assessment	The application of competency may be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies. Assessment is to comply with relevant legislation and regulatory frameworks. Resource implications for assessment include: • realistic tasks or simulated tasks covering the mandatory task requirements • access to relevant organisational policies and procedures • access to relevant legislation, government policies, and codes of conduct relevant to role • access to a real or simulated workplace • digital technology devices and systems relevant to the NDIS workplace

- access to people with disabilities and, where relevant, their families

Method of assessment   Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment

- written and oral questioning to test underpinning knowledge and its application

- project activities, case studies and role play that allow the candidate to demonstrate the application of knowledge and skills

- third party workplace reports of on-the-job performance by the candidate.

Assessment must include interactions with people with disabilities in a workplace or simulated environment to demonstrate competence in communicating effectively with the NDIS participant.

Guidance information for assessment   Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.