22469VIC Course in Introduction to the National Disability Insurance Scheme

Version 1

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

Accreditation period: 23 April 2018 to 22 April 2023
22469VIC Accreditation extended to: 22 April 2024

Modification Table	
Version 1 – approved 9/12/2022	Course accreditation extended to 22 April 2024.
Version 1 – approved 19/4/2018	Initial Accreditation

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Section A: Copyright and course classification information

1. Copyright owner of the course	Department of Education and Training, Victoria © State of Victoria
2. Address	Executive Director Industry Engagement and VET Systems Higher Education and Skills Group Department of Education and Training (DET) GPO Box 4367 Melbourne Victoria 3001 Organisational Contact Manager Training Products Higher Education and Skills Group Telephone: (03) 9637 3092 Email: _course.enquiry@edumail.vic.gov.au_ Day-to-day Contact Curriculum Maintenance Manager – Human Services Swinburne University of Technology Hawthorn VIC 3122 Telephone: (03) 9214 8501 Email: _cmmhs@swin.edu.au_
3. Type of submission	Accreditation
4. Copyright acknowledgement	Not applicable as this course consists of one unit and does not include any other units either from an endorsed Training Package or an accredited course.
5. Licensing and franchise	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) 2018. This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (_http://creativecommons.org/licenses/by-nd/3.0/au/_). You are free to use, copy and distribute to anyone in its original form as long as you attribute Department of Education and Training as the author and you license any derivative work you make available under the same licence. Request for other use should be addressed to: Executive Director Industry Engagement and VET Systems Higher Education and Skills Group Department of Education and Training (DET) Email: _course.enquiry@edumail.vic.gov.au_ Copies of this publication can be downloaded free of charge from the DET website at _www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx_.

Section A: Copyright and course classification information

6. Course accrediting body	Victorian Registration and Qualifications Authority
7. AVETMISS information	**ANZSCO code – 423111** ***Australian and New Zealand Standard Classification of Occupations*** Aged or Disabled Carer: • Aged or Disabled Care Worker • Personal Carer • Personal Care Worker *ASCED Code – 0905 Human Welfare Studies and Services* ***Field of Education*** 090509 Care for the Disabled **National course code** 22469VIC
8. Period of accreditation	23 April 2018 to 22 April 2023 Extended to: **22 April 2024**

Section B: Course information

1. Nomenclature	***Standard 1 AQTF Standards for Accredited Courses***
1.1 Name of the qualification	Course in Introduction to the National Disability Insurance Scheme
1.2 Nominal duration of the course	40 hours
2. Vocational or educational outcomes	***Standard 1 AQTF Standards for Accredited Courses***
2.1 Purpose of the course	The vocational outcome of the 22469VIC Course in Introduction to the National Disability Insurance Scheme is to ensure entrants who are new to this type of direct support work have an appropriate introduction to the National Disability Insurance Scheme (NDIS) and an introductory understanding of working with an NDIS participant. This course is targeted at new entrants into the disability sector and provides a pathway to further qualifications – it is not intended as a replacement for full certificate-level qualifications. Individuals who attain this course and wish to continue working in the disability sector are strongly encouraged to further develop their skills and knowledge through the attainment of full qualifications.
3. Development of the course	***Standards 1 and 2 AQTF Standards for Accredited Courses***
3.1 Industry/enterprise/ community needs	The Minister for Training and Skills, the Hon Gayle Tierney MP, has requested that an introductory course be developed to provide direct support workers with the skills and knowledge needed to work effectively with NDIS participants as a result of the NDIS being rolled out across Victoria. Consequently, the development and accreditation of the 22469VIC Course in Introduction to the National Disability Insurance Scheme is a priority for the Office of the Victorian Skills Commissioner (OVSC). The Victorian Government released *Keeping our sector strong: Victoria's workforce plan for the NDIS* (the Plan), in October 2016. The Victorian Skills Commissioner's (VSC's) NDIS Skills Forum was influential in informing the Plan. Priority 04 of the Plan is about targeting quality training.

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The VSC has established an Industry Engagement Framework to support ongoing engagement with industry about skills and training needs, across ten industry advisory groups (IAGs), this engagement is referred to in the Plan.

This course comes under the Community Services and Health Services IAG.

As required, the OVSC establishes sector advisory groups (SAGs) to progress specific skills and training issues. The development of this course is supported by a recommendation from the NDIS Direct Support Work SAG 2017 report i.e. to develop a *course in introduction to the national disability insurance scheme*. As part of this 2017 process, potential skills and knowledge for the course were drafted. Consultation and validation of this potential skills and knowledge profile was undertaken at the beginning of the course development process in 2018, resulting in skills and knowledge outcomes (provided in Appendix A).

Course development was guided by a project steering committee comprising:

Anthony Kolmus	Office of the Disability Services Commissioner (DSC), Chair
Lauren Shoecraft	Able Australia
Mark Farthing	Health and Community Services Union (HACSU)
Yumi Stamet	National Disability Service (NDS)
Jade Bolton	Scope
Fofi Christou	Women with Disabilities Victoria (WDV)
Autumn Shea	Curriculum Maintenance Manager, Human Services

In attendance at meetings:

Marianna Codognotto	DSC
Lisa White – for Mark Farthing	HACSU
Edwina Breitzke – for Fofi Christou	WDV
Michael McIntosh – for Lauren Shoecraft	Able Australia
Andrew Donnison	OVSC
Andrew Fleming	OVSC, CS&HS IAG
Kerry Jennings	Aerial Consultancy

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	It is anticipated that the initial enrolment in the 22469VIC Course in Introduction to the National Disability Insurance Scheme could be in the vicinity of 90 enrolments.
	The NDIS is a new model of service delivery were workers are required to work effectively with (NDIS) participant.
	Participants of the course may be:
	• employed by an organisation to provide funded services to an NDIS participant
	or
	• self-employed and working as a sole trader when directly employed by an NDIS participant to provide funded services to the participant.
	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 AQTF Standards for Accredited Courses***
4.1 Qualification level	Not applicable, as this is a 'Course in …'.
4.2 Employability skills	Individual units of competency contain employability skills. When units of competency are packaged together into a qualification, the qualification is required to cover the complete range of employability skills.
	However, as this is a 'Course in …' with only one unit of competency, this requirement does not apply.
4.3 Recognition given to the course **(if applicable)**	Not applicable.
4.4 Licensing/ regulatory requirements **(if applicable)**	Not applicable.

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5. Course rules	*Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses*

5.1 Course structure

To obtain a Statement of Attainment for the 22469VIC Course in Introduction to the National Disability Insurance Scheme, graduates must successfully attain the one (1) unit of competency listed below.

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
VU22448	090509	Work effectively with a national disability insurance scheme participant	Not applicable	40
			Total nominal hours	**40**

5.2 Entry requirements	Reference: Standard 9 AQTF Standards for Accredited Courses
	As a general guide to entry, learners will be best equipped to achieve the course if they have, as a minimum, language, literacy and numeracy skills equivalent to the Australian Core Skills Framework (ACSF) Level 3.
	Learners with language, literacy and numeracy skills at lower levels may require additional support to successfully undertake the course.
6. Assessment	***Standards 10 and 12 AQTF Standards for Accredited Courses***
6.1 Assessment strategy	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.
	Skills and knowledge must be demonstrated in the workplace or in a simulated environment that reflects

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	workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.
	In simulating an environment that reflects workplace conditions, it is expected that an NDIS participant will be involved so learners can demonstrate their competence by working with people who have a lived experience of disability.
	The safety of all involved must be ensured when skills and knowledge are assessed in the workplace or under simulated workplace conditions.
	A range of assessment methods are suitable to gather evidence of competence such as: - direct observation - written or oral questioning - role plays - portfolios of evidence - work-related products - third-party evidence.
6.2 Assessor competencies	Reference: 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.

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7. Delivery	*Standards 11 and 12 AQTF Standards for Accredited Courses*
7.1 Delivery modes	Reference: Standard 11 AQTF Standards for Accredited Courses Delivery strategies should actively involve the learner and learning should be experiential, relevant and contextualised for learners to develop the required skills and knowledge. In a competency-based training and assessment system, delivery needs to support the learner's skill development and preparation for assessment as outlined in the unit of competency. As direct support workers will be working with NDIS participants, engaging NDIS participants in course delivery is important due to their lived experience and engaging service providers/advocacy groups is advisable due to the breadth of their experience in working with diverse groups and individuals. Such engagement could include: • inviting NDIS participants, service providers/advocacy groups to be part of a 'critical friends' course advisory group • engaging NDIS participants, service providers/advocacy groups to be guest speakers at critical points in the course delivery • working with NDIS participants, service providers/advocacy groups to develop viable role plays and scenarios.
7.2 Resources	Reference: Standard 12 AQTF Standards for Accredited Courses Training 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 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.

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8. Pathways and articulation	*Standard 8 AQTF Standards for Accredited Courses*
	After achieving this introductory course, learners have the option of embarking on a pathway in community services VET training products from the CHC Community Services Training Package or the HLT Health Training Package.
	As this is an introductory course, pathways into higher education courses are not appropriate.
	The 'AQF Qualifications Pathway Policy' (as outlined in the *Australian Qualifications Framework Second Edition*, 2013) was referenced for this Standard.
9. Ongoing monitoring and evaluation	*Standard 13 AQTF Standards for Accredited Courses*
	To maintain its relevancy and currency, this course will be maintained and monitored by the Curriculum Maintenance Manager – Human Services.
	A review of the course will take place at the mid-point of the accreditation period. As part of the review process, feedback will be sought from Registered Training Organisations delivering the course.
	Processes for gathering evaluation data may include:
	• student feedback questionnaires
	• client and stakeholder feedback
	• trainer and assessor feedback
	• industry changes and updates
	Recommendations for any significant changes will be reported to the Victorian Registration and Qualifications Authority (VRQA).

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VU22448 Work effectively with a national disability insurance scheme participant

Unit code	VU22448
Unit title	Work effectively with a national disability insurance scheme participant
Unit Descriptor	This unit covers the skills and knowledge required to work effectively with a national disability insurance scheme (NDIS) participant. It includes supporting the NDIS participant to achieve stated goals, using a human rights framework to ensure NDIS participant personal safety, working safely, completing and processing documentation, and working effectively with others. Workers are required to comply with the NDIS Act and the NDIS Quality and Safeguarding Framework.
Application of the Unit	This unit was primarily developed for entrants who are new to community services work, health work or allied health work and who provide direct support to NDIS participants. As this unit applies to working with a new model of service delivery, people who have not worked with this model may also find this unit useful. Workers may be: • employed by an organisation to provide funded services to an NDIS participant • self-employed and working as a sole trader when directly employed by an NDIS participant to provide funded services to the participant. NOTE: Working in the disability sector may require employees to undertake a National Police Check and a Working with Children Check.
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	Support an NDIS participant to achieve stated goals identified in their	1.1	Engagement with the participant is in line with NDIS values
		1.2	Participant communication requirements are

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	day-to-day support plans		confirmed and supported
		1.3	Participant is consulted to identify **relevant others** who may be able to assist with achieving stated goals
		1.4	**Participant preferences** and stated goals are clarified with the participant, and relevant others as required
		1.5	Own role and responsibilities in relation to participant's **day-to-day support plans** are confirmed with participant, and **relevant personnel** as required
		1.6	Issues that could potentially impact on participant's day-to-day support plans are recognised and raised with the participant, and relevant others as appropriate
		1.7	Participant is provided with **relevant and accessible information** required to implement day-to-day support plans
		1.8	Processes for the participant to assess and address risks in relation to achieving stated goals, specifically in relation to risks of abuse, neglect, violence and safety, are outlined to the participant as required
		1.9	Participant is supported to make own decisions and to review day-to-day support plans, in collaboration with relevant others as required
		1.10	Relevant personnel are informed of participant-initiated changes to goals
2	**Take appropriate action within a human rights framework to ensure NDIS participant personal safety**	2.1	Diverse forms of **abuse**, neglect and violence towards a participant, and gendered and disability drivers, are appropriately recognised particularly in relation to **high-risk groups**
		2.2	Abuse, neglect and violence prevention strategies are followed in line with organisational/employer procedures and the NDIS Code of Conduct
		2.3	An **immediate response** is made to support participants in situations where a participant has been abused, neglected or violently treated, in line with organisational/employer procedures

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		2.4	Participant is supported to report abuse, neglect and violence to relevant personnel and/or *relevant authorities*
		2.5	Participant disclosure and own suspicions or observations of abuse, neglect or violence are reported to relevant personnel and/or relevant authorities
		2.6	Reporting of abuse, neglect or violence documentation is completed in line with organisational/employer procedures and the NDIS Code of Conduct
		2.7	Ongoing organisational/employer risk assessment processes are supported as required
		2.8	Human rights approach to abuse, violence and neglect is followed when supporting the participant and engaging with relevant others
3	**Work safely when supporting an NDIS participant**	3.1	Occupational health and safety (OHS)/work health and safety (WHS) procedures and risk control measures relevant to the work environment, task being performed, and organisational policies and procedures, are identified and followed
		3.2	*Potential hazards and risks* are discussed with the participant, where appropriate, and reported to relevant personnel
		3.3	Risk control measures are implemented as directed by relevant personnel
		3.4	Situations that may put oneself, as a worker, in a vulnerable position or that may be potentially exploitative to oneself or the participant are identified, responded to appropriately and reported
4	**Complete and process required documentation**	4.1	Reporting requirements, processes and methods are confirmed with relevant personnel
		4.2	Participant is consulted about personal information that may be collected, documented and shared about them, and their right to access this information
		4.3	*Documentation* is completed in a clear and precise manner, and is processed within the time frame set by relevant personnel

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		4.4	Documentation evidence-trail, as established by relevant personnel, is maintained
		4.5	Documentation queries from relevant personnel are responded to and resolved quickly
		4.6	Documentation is stored in line with privacy legislation
5	**Liaise effectively with others**	5.1	Role is performed in a way that promotes the agency of the participant, including when interacting with others
		5.2	Role is performed in a professional manner in line with participant and organisational expectations
		5.3	In line with participant's wishes, relevant others in the participant's life are identified and collaborated with
		5.4	Liaison is undertaken with, and direction is taken from, the participant and others as required to implement the participant's day-to-day support plans
		5.5	Potential conflict and issues with others are identified and resolved or referred on, in line with organisational/employer procedures
		5.6	Participant is supported to address potential conflict and issues with others, where appropriate, within limits of own role and in line with participant's capacity to act independently
		5.7	Others are listened to and responded to appropriately in communication exchanges
		5.8	Clear expectations and culturally appropriate professional boundaries are established in collaboration with participant and relevant others

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
The candidate is required to show an awareness of how to:

- adopt a flexible and resourceful approach when supporting an NDIS participant

- behave ethically when working with an NDIS participant

- build effective relationships with an NDIS participant

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- fill in forms/templates correctly and file completed forms/templates

- follow NDIS principles and values with the participant at the forefront of service delivery and leading the way where possible

- follow organisational/employer policies and procedures

- meet organisational/employer expectations of workers who provide direct support to an NDIS participant

- negotiate and work collaboratively with NDIS participant and relevant others when supporting an NDIS participant to achieve stated goals

- present disability positively when working with other community members, volunteers and stakeholders

- protect own health when working with an NDIS participant

- read and comprehend a participant's day-to-day support plans

- recognise and deal with crises and unresolved issues that may occur when supporting an NDIS participant to achieve stated goals, in consultation with relevant personnel

- recognise the scope of own competence and expertise when working with an NDIS participant who has complex support needs

- take responsibility for own effectiveness

- write sentences that are clear and easy to understand, and that adequately reflect thesituation referred to in the sentence.

Required knowledge

The candidate is required to know about:

NDIS participant

- diversity in terms of an NDIS participant's:
    - o ability, background and preferences
    - o age
    - o culture
    - o ethnicity
    - o gender
    - o LGBTI identity
    - o religion
- gender and cultural inequality, and drivers of abuse and violence
- risk assessment in relation to abuse, neglect and violence
- range of people who may perpetrate abuse, neglect and violence:
    - o service provider staff
    - o members of the general public
    - o people in public, community or recreational venues
    - o family members, friends, neighbours
    - o business owners providing a service to the general public

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- o   staff working in businesses accessed by the general public
- what it means when an NDIS participant's home is one's workplace

Aspects of the NDIS that impact on own role

- meanings of relevant NDIS terminology

- NDIS Code of Conduct

- NDIS structure as it relates to own work:
    - o   mandatory requirements and obligations for direct support workers under the NDIS
    - o   NDIS funding package: core budget, capacity building budget, capital budget
    - o   NDIS participant planning documentation and the supports (linked to outcomes) that will be funded under an NDIS plan
    - o   NDIS planning process
    - o   NDIS Quality and Safeguarding Framework
    - o   what an NDIS participant plan covers and where own work as a direct support worker fits into this plan

- NDIS values such as:
    - o   choice and control
    - o   goal-directed service delivery
    - o   human rights framework
    - o   participants being experts in their own life
    - o   participants being the drivers of the services they receive
    - o   person-centred delivery
    - o   self-direction

- roles of the following in the NDIS planning process:
    - o   National Disability Insurance Agency (NDIA) representative
    - o   NDIS planner and local Area Coordinator
    - o   medical practitioners, nurses, medical specialists, allied health assistants and allied health professionals

- roles of relevant authorities under the NDIS

- what an inclusive and accessible community looks like

Business operations

- funded service provision as part of a business and the subsequent business requirements when one is self-employed and working as a sole trader

- locations where direct support can be provided to participants:
    - o   at a day service
    - o   in a learning environment
    - o   in employment

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<table>
<tr><td colspan="2">

o in the community
o in the home

mobile/remote working and how to manage this successfully
own role in delivering a quality service
range of potential hazards for the participant and oneself as a worker, and subsequent risk management processes
relevant aspects of the National Disability Insurance Scheme Act 2013 (the NDIS Act) such as:

  o principles that guide actions under the NDIS Act
  o privacy provisions under the NDIS Act

relevant OHS/WHS requirements and legislation, including the required personal protective equipment (PPE) for working with an NDIS participant.

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<table>
<tr><td colspan="2">RANGE STATEMENT</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr>
<td>Participant communication requirements may include:</td>
<td>

using communication tools that the participant uses
using gestures the participant uses and understands
using language the participant uses and understands

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<tr>
<td>Relevant others may include:</td>
<td>

family members
friends
carers
advocate
colleagues
legal guardian
medical practitioners, nurses, medical specialists, allied health professionals and allied health assistants
neighbours
nominee
referral services
other disability service providers

</td>
</tr>
</table>

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Participant preferences may include:	• community, recreation and leisure activities
	
	• daily living tasks
	
	• education and training requirements
	
	• employment requirements
	
	• mobility requirements
	
	• preferences that reflect participant's diverse needs in relation to:
	
	    o age
	
	    o culture
	
	    o ethnicity
	
	    o gender
	
	    o LGBTI identity
	
	    o religion
	
	• self-care and specific health care needs

Day-to-day support plans may include:	• behavioural plan • community involvement and participation plan • dietary plan • health plan • medical plan • shopping plan
Relevant personnel may include:	• employer • line manager • supervisor • team leader

Relevant and accessible information may include:	• information that is in appropriate formats and language
	
	• information that supports the participant's:
	
	    o age
	
	    o culture
	
	    o ethnicity
	
	    o gender
	
	    o LGBTI identity
	
	    o religion

Abuse may include:	• emotional abuse

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	• financial abuse • physical abuse • psychological abuse • sexual abuse
High-risk groups may include:	• children • people from culturally and linguistically diverse backgrounds • people who are in or have been in the criminal justice system • people who exhibit behaviours of concern people who have an Aboriginal or Torres Strait Islander background • people who have high support needs • people with complex communication needs • women
Immediate response may include:	• taking care of the NDIS participant first • ensuring the immediate health, safety and wellbeing of the participant • ensuring a safe and secure environment • getting appropriate specialist support – connecting with the right organisation • providing relevant referrals
Relevant authorities may include:	• Disability Services Commissioner • National Quality and Safeguards Commission • peak bodies who represent and/or advocate for NDIS participants • police • public advocate

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Potential hazards and risks may include:	• the six most common hazardous tasks identified by WorkSafe Victoria that cause injury in the disability services sector:
	    ○ moving and supporting people with a disability
	    ○ supporting people with personal hygiene care
	    ○ assisting people in wheelchairs
	    ○ handling wheelchairs in and out of vehicles
	    ○ occupational violence
	    ○ moving and lifting objects
	• hazards and risks associated with the physical environment
	• hazards and risks associated with specific activities

Documentation may include:	• case notes/reports • incident report forms • timesheets that record billable hours, and payment lodgement and processing • hard copies and/or digital communication on electronic devices

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the candidate's ability to consistently achieve the outcomes as specified in the elements and performance criteria. Specifically, they must be able to: • demonstrate respect for the participant, their values and choices • undertake all work with a focus on the NDIS participant • recognise and respond appropriately to indicators of abuse, neglect and violence • recognise and understand the gendered drivers of violence against women with disabilities • work respectfully with all people and specifically with people whose cultural and linguistic background is different to one's own.
Context of and specific resources for assessment	Skills and knowledge must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources. In simulating an environment that reflects workplace conditions, it is expected that an NDIS participant will be involved so learners can demonstrate their competence by working with people who have a lived experience of disability. The safety of all involved must be ensured when skills and knowledge are assessed in the workplace or under simulated workplace conditions. Assessment must ensure access to: • NDIS participant/s • sample NDIS participant day-to-day support plans • sample documentation including timesheets, case notes/reports, incident report forms. Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced working with an NDIS participant under the NDIS.

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Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of the candidate working with an NDIS participant
	• written and oral questioning to confirm required knowledge
	• scenarios and role plays
	• a review of supplementary evidence such as workplace reports of the candidate's on-the-job performance from the NDIS participant and/or relevant personnel.