

Ready4work

-----▶ Disability Support Work Induction



Supervisor's Guide

2nd edition 2009

Acknowledgments

Produced by **field**.

Funded by the Victorian Department of Human Services (DHS).

Original design, research and development by the Community Services & Health Industry Training Board of Victoria (CS&H ITB), in partnership with **field** (formerly DISTSS Inc.). **field** would like to thank the people and organisations who have been involved in the update of this resource and the original development.

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1. Overview

Ready4work is a resource which aims to support employers in their responsibility for the induction and orientation of new disability support workers. *Ready4work* follows previous induction and orientation initiatives in the non-government sector and has built on their efforts. It includes a learner workbook, learning activities, a supervisor's guide, CD-ROM and DVD.

The resource kit represents a consensus of consistent opinion and support from disability agencies, training organisations and the Department of Human Services (DHS). It captures the key issues and best practice approaches to induction and workforce development. It is consistent with the directions of the State Disability Plan 2002-2012, the Disability Learning and Development Strategy and other workforce initiatives.

The learning resources are based on nationally endorsed competency standards and qualifications, so they can be used to help the learner gain a qualification at some later point. These standards are relevant for support workers in both government and non-government sectors.

The resources are also designed to be flexible – that is, they can fit a range of different delivery situations.

Ready4work is based on the following principles:

- a. Induction is an integral part of the workforce planning and development processes of every organisation. It does not exist in isolation.
- b. Service organisations should be focused on the goals of the Victorian State Disability Plan, which are based on the individual's needs and choices within contracted and duty of care obligations.
- c. Disability service employers have a responsibility to ensure that disability support workers are properly inducted and know what is expected of them.

- d. Disability support workers are entitled to:
- receive a thorough induction
 - know what is expected of them in terms of their duties, tasks, attitudes and ethical standards
 - not be asked to perform work for which they are not competent
 - know of any risks associated with their work, including physical and behavioural risks
 - be encouraged to access and participate in ongoing learning and development pathways to achieve further competencies.

Ready4work is designed to:

- recognise the critical importance of induction phase learning and its contribution to more effective work practices and greater job satisfaction for new disability workers
- support employer representatives to maximise new workers' induction learning prior to commencement of independent disability support responsibilities
- take into account the needs of both new and experienced disability support workers
- encourage reflective practice and self-assessment strategies
- link to units of competency for undertaking disability support work, particularly from the Community Services Training Package (CSTP)
- promote disability sector competency job profiles and potential career pathways
- focus on the key competency areas to ensure that initial learning will minimise risks, and promote quality and sustainable disability support practices
- include additional topics as options available to meet induction needs of workers in different roles and organisations.



2. What is Induction?

The terms 'induction' and 'orientation' are both used in Ready4work.

Induction is the initial introduction to a new job. It should provide the learning that underpins work in disability services, or in a new sector of disability services. Induction includes orientation.

Orientation refers to an introduction to a new workplace and/or program, and usually includes a site orientation.

Below is an outline of the priority areas for a structured and supported process of induction.

Process of induction

- Welcome new employees.
- Introduce the organisation - its purpose, people and culture.
- Develop essential competencies, including client service and safety.
- Develop initial knowledge, skills and attitudes to underpin future competence.
- Help new workers to become effective and independent in their work as soon as possible.
- Enhance job satisfaction.
- Make links to ongoing learning and development goals and future career pathways.
- Commence independent disability support responsibilities.

The duration of new disability support workers' induction will vary according to their competence, life experience, work situation and the range and level of responsibilities included in their work role.

The emphasis of this resource is on enabling workers to develop the initial competence (knowledge, skills and attitudes) needed to commence disability support work or to demonstrate their existing competence. Existing competence may be based on learning from any source, including previous learning on and off the job, and from life experience.

Ready4work has been designed to offer scope for 'on-the-job' learning for disability support workers who are entering the workplace as employees or volunteers. It may also be used as a learning resource for new apprentices (trainees) and in pre-vocational disability education courses.

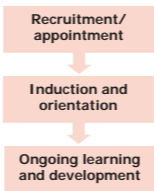


3. Induction is an employer responsibility

Ready4work is based on the assumption that employing organisations are responsible for the induction and orientation of their new support workers and will initiate, manage, support and evaluate these activities.

Induction should not be seen in isolation. It is an essential component of human resource management and organisational development and will operate best if planned and implemented as an integrated component along with recruitment and ongoing staff development.

Workforce planning and development



Listed below are some powerful drivers for change in disability workforce policies.

i. Service quality and accountability initiatives

Disability service providers are increasingly expected to demonstrate that they are able to meet the expressed support needs and choices of people with a disability. This is reflected by the client-centred philosophies of the State Disability Plan as well as the quest by services for continual improvement.

ii. Workforce recruitment, turnover and competency

Disability sector employers report difficulties in recruiting job-ready support workers, plus a high workforce turnover. This highlights the need to achieve a more competent and stable workforce, and to increase staff retention by raising levels of job satisfaction among disability support workers. These objectives are in line with the disability sector Industry Plan.

iii. Workplace safety and insurance costs

Disability sector employers have major concerns with workplace health and safety issues, along with increasing WorkCover insurance premiums, arising from the high incidence of WorkCover claims. Manual handling, personal safety and work-related stress are included in the significant risks identified in the sector.

Coupled with this is the strong trend for disability support workers to work in non-facility based or community based sole worker roles. Such independent roles are complex in their demands, subject to increased levels of risk and require higher levels of competence.



4. How to manage induction

The *Ready4work* Supervisor's Guide presents a range of induction learning strategies and management systems to suit the diverse needs of the disability sector. *Ready4work* has been developed specifically for on-the-job induction with learning and self-assessment activities based in current work situations. However the resources may also be used with modification in new apprenticeship and pre-vocational programs for disability support work. The differences between these three approaches to induction delivery and management are clarified in the following table.

Three approaches to induction

Induction approach	Learner targets	Employer representative roles	Registered Training Organisation (RTO) roles
<p>1. 'on-the-job': Induction and orientation to the specific workplace for new support workers. Could be a mixture of self-paced, coaching, mentoring and in-services strategies.</p>	Recently appointed workers, including casuals and volunteers in the disability services workforce.	Initiate, manage, support and evaluate induction. Support self-paced learning: provide induction either in partnership with other disability services or by arrangement with an RTO or non-registered trainer.	May deliver induction in partnership with employer (fee-for-service). Not usually involved in induction for the existing workforce. Not usually government funded.
<p>2. New apprenticeship: Includes an induction or induction equivalent and orientation to the workplace, usually before starting work.</p>	Eligible recently appointed workers and recruited 'new apprentices' or trainees in the disability services workforce.	Initiate, manage, support and evaluate the new apprenticeship scheme. Deliver induction as an industry RTO or in partnership with an RTO.	Induction provided as part of government-funded training in partnership with employer or group training company.
<p>3. Pre-vocational: Includes an induction equivalent prior to usually unpaid work placement (or field work).</p>	Mostly new career applicants/entrants. Learners who were unemployed or are changing careers.	May provide work placement experience and access to <i>Ready4work</i> .	Some components of induction provided as part of recurrently funded training or on fee-for-service basis.

Ready4work focuses on the 'on-the-job' induction model summarised in the first row of this table. Information on New Apprenticeships can be obtained by going to www.field.org.au and then clicking on New Apprenticeships or from www.newapprenticeships.gov.au

For information on pre-vocational training in disability work and other health and community services areas, see www.ntis.gov.au.



5. Contents of *Ready4work*

Ready4work content has been developed after consultations that included people with a disability, disability sector employers and employees, and disability educators. The content is an aggregation of the ‘must know’ knowledge, skills and attitudes for starting to perform disability support work. *Ready4work* also aims to equip disability support workers with good work practices and enhanced job satisfaction.

The topics and learning activities in *Ready4work* have been developed for flexible use and can be integrated and sequenced as required. In the *Ready4work* workbook they are organised into five key sections of induction learning as follows:

Section 1: Disability awareness

This section is about *disability awareness*. This is an essential foundation to the knowledge, skills and attitudes required for high-quality disability support work.

This section provides you with:

- an introduction to some of the language and values of the disability services sector
- definitions of disability, the causes of disability and its impact at different life stages
- a brief history of the sector, showing changes in philosophy and models of service
- an introduction to the different perspectives of people with a disability, their families, disability support workers and disability service managers.

Topics:

- 1.1 Disability awareness
- 1.2 The history of disability services
- 1.3 Perspectives on disability and disability support

Section 2: Providing support to people with a disability

This section of *Ready4work* provides information on the legal and ethical aspects of disability support work. Learners will be introduced to the concept of duty of care. They will also read about the laws they work under that protect the rights of people with a disability. Rights and advocacy are discussed.

The current philosophy that guides work practice in the disability sector is presented in this section. It is a person-centred approach, driven by the needs and choices of the person with a disability. Active support is included in this section as a topic area. A topic on planning helps link theory and practice.

Communication and observation skills are included in this section. This gives a basic introduction to some of the complex issues around communication with and for a person with a disability.

Topics:

- 2.1 Human rights, laws, the State Plan, and Quality Framework for Disability Services
- 2.2 Person-centered approaches
- 2.3 Ethics and duty of care
- 2.4 Rights, responsibilities and advocacy
- 2.5 Communication and observation skills
- 2.6 Planning with people with a disability
- 2.7 Active support

Section 3: Organisation orientation and job expectations

This section will help new employees learn more about their workplace and the expectations of their position. It is relevant for all workers starting in a new position, whether or not they have previous experience or disability support qualifications.

This section and its activities cover the following areas:

- background to the organisation - its purpose, structure and the services it provides
- job/role expectations and the conditions of employment
- main policies and procedures that will guide work
- using the client file system, reporting requirements and privacy policy.

Topics:

- 3.1 Purpose, structure, history and services of the organisation
- 3.2 Job/role expectations and conditions of employment
- 3.3 Organisation-specific policies and procedures
- 3.4 Client information systems

Section 4: Health and safety

This section of *Ready4work* is about health and safety and covers ten topics. Six of these are essential for all new disability support workers. These are:

- occupational health and safety (OH&S) roles and responsibilities
- self-care and stress management
- safe manual handling practices
- reporting of incidents or accidents
- fire safety
- risk assessment and control.

Four other topics are also covered as they may be required for induction in some workplaces. They are:

- First aid
- infection control and blood spills
- assistance with medication
- food safety and good nutrition.

A first aid qualification is a prerequisite for employment in some disability services. As a recommended minimum standard, new workers should be competent in CPR before commencing disability support work.

Topics:

- 4.1 Occupational health and safety
- 4.2 Self-care and stress management
- 4.3 Safe manual handling
- 4.4 Incident reports
- 4.5 First aid
- 4.6 Fire safety – introductory / Fire safety – advanced
- 4.7 Risk assessment and control
- 4.8 Infection control and blood spills
- 4.9 Assistance with medication
- 4.10 Good nutrition and food safety

Section 5: Your ongoing learning and development

The topics in Section 5 focus on the learning and development pathway for a disability support worker. They also introduce some of the information and resources that will help staff on their way.

Firstly, it explains the framework for training in the disability services sector, which is competency based training. This training aims to deliver and assessing the knowledge, skills and attitudes required to perform disability work effectively. This section covers the National Competency Standards and competency job profiles.

There is also information to help with learning, such as individual learning styles and some study tips. This section also explains how individual learning plans and the competency evidence portfolio can help to organise and record learning. Recognition assessment is explained, and some suggestions about qualifications and career pathways are outlined.

You can work through these and all the other topics in *Ready4work* in any order, according to your interest and need. Use the cross-references in the text and endnotes to link to related information in *Ready4work* and in other readily available resources.

Topics:

- 5.1 Competency and disability support work
- 5.2 Individual learning
- 5.3 Competency evidence portfolio
- 5.4 Ongoing learning and career pathways



6. Ways to deliver *Ready4work*

Ready4work provides a range of learning materials which can support group or individual self-paced learning, face-to-face or distance presentations, or combinations of these approaches.

Four different flexible learning and delivery models based on *Ready4work* are presented below:

Model 1: Self-paced learning

Model 2: Integrated 'off' and 'on-the-job' learning

Model 3: Block delivery - 'on' and 'off-the-job' learning

Model 4: Block delivery - mainly 'off-the-job' learning

The models use an array of learning strategies including self-paced, mentoring/coaching as well as block delivery. All consider block delivery 'on' and 'off-the-job' options. The learning sessions are planned as approximately half-days, and additional time will be required for 'on-the-job' learning activities and for completion of worksheets.

Model 1: Self-paced learning

This model suits small organisations or when there are only a small number of inductees.

If this model is chosen it is essential that a workplace mentor is provided by management. The resources will support independent or peer-group learning, provided the employer supports learner motivation with workplace mentoring, coaching and active management participation. This model can be combined with facilitated group activities for some of the key areas.

Initially	Self-paced learning	Finally
<ul style="list-style-type: none"> welcome and overview organisation orientation and job expectations at least a half-day session 'buddying' with an experienced worker. 	<ul style="list-style-type: none"> independent self-paced learning to cover the key areas regularly scheduled mentoring sessions work experience under supervision ongoing goals and timelines need to be set. 	<ul style="list-style-type: none"> planned feedback session focus on plans for ongoing learning and development evaluation of the induction program.

MARY-ANN AND JULIUS

Mary-Ann and Julius were recently employed as disability support workers in a small non-government organisation in a rural area. Their *Ready4work* supervisor has indicated that he/she will support them while they complete induction using a self-paced model. The organisation they have joined is part of a regional training network that regularly provides centralised disability learning and professional development content covered by *Ready4work* induction. If it is convenient, the self-paced induction process tries to incorporate any regional learning opportunities.

The *Ready4work* supervisor assigns each new worker with a workplace mentor, this being an experienced, competent staff member. Mary-Ann and Julius begin to work through the *Ready4work* topics while having continuous access to their mentors and supervisor. All parties ask each other questions and discuss issues to make sure that all the topic content is understood. The *Ready4work* supervisor, once satisfied with the quality of their completed workbook worksheets, co-signs them. Despite their different experiences and learning styles the two inductees are able to work together on some of their induction activities, starting with section three 'Organisation orientation and job expectation'.

Julius is spending more time on the topics and learning activities as he is new to disability services and his mentor has provided more buddy sessions for him. He takes longer to complete the induction than Mary-Ann, yet completes it well within the timeframes negotiated. To complement their self-paced efforts, they will also attend a regional workshop on Safe Manual Handling and Julius will undertake advanced first aid training in his own time. Mary-Ann is inspired by her very positive induction experience and intends to enroll in the Certificate IV in Disability Work. She is using section five of the *Ready4work* workbook to help her prepare for her ongoing learning and development and apply for recognition of current competency.

Model 2: Integrated 'off' and 'on-the-job' learning

This model suits all types of disability organisations, as well as collaboration with other organisations, networks or Registered Training Organisations (RTOs). It offers extended learning opportunities that more closely integrate 'off-the-job' sessions with 'on-the-job' experience during the induction phase. This model also supports remote delivery, for example using teleconference sessions with computer-based or printed materials available for individuals or small groups of new workers in their work locations. Note that this model does not include first aid in the five-day program. The five half-day sessions can be scheduled consecutively or spread over a longer period.

'off-the-job' - five half-day sessions

Day 1	Day 2	Day 3	Day 4	Day 5
Before you start Your ongoing learning and development	Organisation orientation and job expectations	Disability awareness	Health and safety	Providing support to people with a disability

'on-the-job' (five half day sessions) with an experienced worker throughout the week

SANTO

Santo is one of a group of fifteen new disability support workers recruited to start work for a large metropolitan organisation. They are undertaking the *Ready4work* Disability Support Work Induction in their first week of employment. They are all qualified first aiders – this was a pre-requisite for this organisation.

Santo and his colleagues spend five mornings at *Ready4work* sessions, facilitated by a disability services consultant from a training organisation. After each session they have one or more 'on-the-job' learning activities to discuss and 'sign off' during their session with an experienced worker in the afternoon or evening shift.

All new staff are encouraged to continue with their training in disability work, and will be included in any relevant in-service training opportunities available as part of their organisation's training plan.

Model 3: Block delivery: 'on' and 'off-the-job' learning

This model suits all types of disability organisations, as well as collaborations with other organisations, networks or Registered Training Organisations (RTOs).

Intensive delivery over one week full-time can be presented on commencement, provided the worker has access to the future workplace and at least a half day of 'on-the-job' observation or co-worker experience. This model includes advanced first aid (level 2) in the learning block and integrates an organisation orientation session at the workplace, preferably on the first day.

This model requires the learner to devote additional time outside these sessions to completing learning activities and worksheets, and requires the allocated supervisor to sign off on these.

'on-the-job' one day	'off-the-job' – four days			
Day 1	Day 2	Day 3	Day 4*	Day 5
On the job with an experienced worker, includes organisation orientation and job expectations session	Welcome and overview of <i>Ready4work</i> Your ongoing learning and development	Health and safety	First aid – advanced	First aid – advanced
	Disability awareness	Providing support to people with a disability	First aid – advanced	First aid – advanced

* In some instances first aid is delivered in a shorter time frame than two days. If this occurs, the extra time in the four days can be used to expand earlier topics.

CHRIS

When Chris started work as a disability support worker, she spent her first day at the organisation with her manager, meeting people at the sites where she would be working and observing some of the experienced staff in their work roles. She also started working through the *Ready4work* organisation orientation and job expectations topic, drawing on an induction handbook prepared by the organisation as well as on the discussions with her manager.

For the next four days Chris attended the *Ready4work* induction program, run by a training provider offsite. She found it interesting to meet new workers from other agencies and noted that some of them had been waiting for this induction to occur. She was glad she had the opportunity to participate in *Ready4work* early in her employment and appreciated the organisation orientation day before she started.

Chris was allocated an experienced staff member as a *Ready4work* mentor when she started work the following week, and worked through the remaining *Ready4work* topics with her support. This staff member also helped her to start thinking about an individual learning plan for discussion with her manager when she came for her three-month employment review.

Model 4: Block delivery - mainly 'off-the-job' learning

A variation of intensive delivery over one week full-time presented mainly 'off-the-job', provided the worker has access to the future workplace and at least a half day of 'on-the-job' observation or co-worker experience. Again this model includes advanced first aid (level 2) in the learning block.

Flexible and selective use of the *Ready4work* resources will meet the needs of workers with previous disability service experience, disability work qualifications or first aid qualifications, and may minimise staff release. Flexible combinations of approaches can be adopted to meet the needs of different workers, organisations and regions.

Mainly 'off-the-job' – five days				
Day 1	Day 2	Day 3	Day 4*	Day 5
Welcome and overview of <i>Ready4work</i> Before you start Your ongoing learning and development	Organisation orientation and job expectations	On the job with an experienced worker	First aid – advanced (level 2)	First aid – advanced (level 2)
Disability awareness	Health and safety	Providing support to people with a disability	First aid – advanced (level 2)	First aid – advanced (level 2)

* In some instances first aid is delivered in a shorter time frame than two days. If this occurs, the extra time in the four days can be used to expand earlier topics.

ANGELO, TONY AND MARIA

Angelo had been working as a residential disability support worker for four weeks before he started 'off-the-job' *Ready4work* induction with other new workers at his organisation. Angelo appreciated the time to think through some of the issues, particularly on the perceptions of disability and disability services and on health and safety, and the opportunity to undertake first aid training. As an independent learner, Angelo found the learning activities, and the later discussions about them in his workplace, helpful. After his experience with *Ready4work* Angelo decided to enrol in further professional development for disability support work.

Another new staff member, Tony, attended the *Ready4work* disability support Work Induction with Angelo. Tony had worked previously as a disability support worker and asked to be excused from some of the sessions. He was encouraged to scan the content and to informally self-assess by reading the worksheets for these topics, before deciding with his supervisor which sessions he would attend.

Maria, a friend of Angelo's mother, is employed as a casual support worker at a different organisation. When Angelo told her about his *Ready4work* resource she borrowed the workbook to show her supervisor. This organisation is now investigating sources of funding to run *Ready4work* for their staff and volunteers. They would like to include language and literacy support and an additional computer skills component.



7. Sample program for core topics

The *Ready4work* resource is divided into five sections. They can be undertaken in any order. The following sample program outlines the workbook induction topics. They are suitable for both independent, self-paced learning or for approximately half-day facilitated sessions. This should include a minimum of a half day observing or 'on-the-job' with an experienced disability support worker. The additional client and worker safety topics, needed in some services, may extend the learning requirements. The program assumes access to current workplace observation, support and access to experienced supervision. These materials would need considerable extension for use in pre-vocational learning or in 'off-the-job' assessment.

Sample program for *Ready4work* half-day sessions

Proposed self-paced learning activities and/or half-day sessions/topics	Ready4work topics	Links to CHC08
<p>Before you start</p> <p>Half-day incorporates a walking tour around the organisation OR a 'buddying' session/s with an experienced worker if the induction takes place at the workplace.</p>	<p>Not specifically covered in <i>Ready4work</i>. Could include some of Section 3 as the starting point for induction.</p>	<p>Introduction to the required knowledge for CHCDIS301A Work effectively with people with a disability and CHCCS411A Work effectively in the community sector</p>
<p>Section 1: Disability awareness</p> <p>Half-day covers introduction to disability.</p>	<ul style="list-style-type: none"> 1.1 Disability awareness 1.2 The history of disability services 1.3 Perspectives on disability and disability support 	<p>Partial required knowledge for CHCDIS301A Work effectively with people with a disability and CHCCS411A Work effectively in the community sector</p>
<p>Section 2: Providing support to people with a disability</p> <p>Half-day covers the knowledge, skills and attitudes to effectively support people with disabilities.</p>	<ul style="list-style-type: none"> 2.1 Human rights, laws, The State Plan and Quality Framework for Disability Services 2.2 Person-centred approaches 2.3 Ethics and duty of care 2.4 Rights, responsibilities and advocacy 2.5 Communication and observation skills 2.6 Planning with people with a disability 2.7 Active support 	<p>Partial required knowledge for CHCDIS301A Work effectively with people with a disability and CHCCS400A Work within a relevant legal and ethical framework</p>
<p>Section 3: Organisation orientation and job expectations</p> <p>Materials for this half-day session may be included in organisation induction manuals. Induction groups including multiple workplaces may prefer an individual or small group take-away activity and reporting back/discussion process incorporated into a later session as an alternative way to cover this key area.</p>	<ul style="list-style-type: none"> 3.1 Purpose, structure, history and services of the organisation 3.2 Job/role expectations and conditions of employment 3.3 Organisation-specific policies and procedures 3.4 Client information systems 	<p>Partial required knowledge for CHCDIS301A Work effectively with people with a disability and CHCCS411A Work effectively in the community sector and CHCOHS312A Follow safety procedures for direct care work</p>

Proposed self-paced learning activities and/or half-day sessions/topics	Ready4work topics	Links to CHC08
<p>Section 4: Health and safety</p> <p>Half-day session might only provide overview of health and safety.</p> <p>Learning activities might have to be completed on self-paced basis.</p>	<ul style="list-style-type: none"> 4.1 Occupational health and safety 4.2 Self-care and stress management 4.3 Safe manual handling 4.4 Incident reports 4.5 First aid 4.6 Fire safety – introductory Fire safety – advanced 4.7 Risk assessment and control 4.8 Infection control and blood spills 4.9 Assistance with medication 4.10 Good nutrition and food safety 	<p>Partial required knowledge for CHCOHS312A Follow safety procedures for direct care work</p>
<p>5: Your ongoing learning and development</p> <p>This half-day session can also follow Before you start and/or Section 3.</p> <p>Useful for return to study purposes</p>	<ul style="list-style-type: none"> 5.1 Competency and disability support work 5.2 Individual learning 5.3 Competency evidence portfolio 5.4 Ongoing learning and career pathways 	<p>Partial required knowledge for CHCCS411A Work effectively in the community sector</p>



8. Alignment with national competencies for disability work

Ready4work is based on nationally endorsed competencies, relevant for all disability support workers. Most of the units of competency for disability support work are sourced from the Community Services Training Package (CSTP). All areas of underpinning knowledge for the national competencies CHCDIS301A *Work effectively with people with a disability* and CHCOHS312A *Follow safety procedures for direct care work* are introduced in this program. New workers who have completed the induction program, the worksheets and have experience within the workplace could seek to have their current level of competence assessed.

Either Advanced First Aid level 2 (recommended) or Basic First Aid level 1 (minimum) should be included in this induction if the staff member does not already hold a current first aid qualification.

The following table lists the national competency standards addressed or partially addressed in the induction program

Links with national competency standards, community services training package 2008

Units of competency in CHCO8		Links in <i>Ready4work</i>
CHCDIS301A	Work effectively with people with a disability	Areas of required knowledge for these 5 core competencies are introduced in the workbook and learning activities of <i>Ready4work</i> .
CHCDIS302A	Maintain an environment to empower people with disabilities	
CHCCS400A	Work within a relevant legal and ethical framework	
CHCCS411A	Work effectively in the community sector	
CHCOHS312A	Follow safely procedures for direct care work	

Recognition of competencies

After practical experience, a worker may seek a workplace assessment.

If it is conducted by a qualified assessor under the auspice of a Registered Training Organisation (RTO), demonstration of competence could lead to recognition of the competency, the award of Statement of Attainment for individual units, or to a credit toward a national qualification in disability work.

If the assessment is not conducted under the auspice of a RTO, the worker's evidence portfolio, with the workplace learning activities, worksheets and 'on-the-job' practical experience, will provide evidence for future applications for recognition (RCC or RPL) and advanced standing in a national qualification.



9. Customising *Ready4work*

Your organisation can determine the sequencing of the *Ready4work* disability support work induction resource. It can also customise it with the inclusion of organisation-specific information, or by using the resource as a template to develop its own induction program and resources. Once this occurs, the integrity of the original *Ready4work* resource is compromised and it has become another induction resource. It is important that there is no loss of quality from the original *Ready4work* induction resource.

Additional material to customise or update the resource can be included in the following ways:

- add your own materials
- adapt the learning activities and worksheets
- develop companion materials and learning activities, computer-based or printed.



10. Checklists for planning, implementing and evaluating induction

Induction includes both orientation to a new organisation or position and an introduction to the work practices needed to commence in the position. Within the requirements set by the organisation, the content of induction will vary according to the responsibilities of the work role and the competence of the new worker. In some organisations induction will be fully integrated with other human resource activities, including recruitment and the worker's ongoing learning and career development. For some organisations an induction phase will have a set duration – three months for example – as a probationary or trial period of employment before demonstration of initial competence is required.

Ready4work has been designed to meet the needs of new staff members without previous training or experience of disability support work. It can also be used flexibly to assist workers with qualifications or previous experience in disability support to revise and adapt their previous learning as they move into a new work context.

On the following pages, there are three checklists for planning, implementing, supporting and evaluating a positive induction process. These checklists are:

Checklist 1: Plan staff induction

Checklist 2: Implement staff induction

Checklist 3: Evaluate staff induction

Checklist 1: Plan new staff induction

Plan a positive environment for induction learning	To be actioned by (name)	To be completed by (date)	To be evaluated by (name and date)
<p>1. Review your organisation recruitment and selection processes/strategies:</p> <ul style="list-style-type: none"> • establish position descriptions and selection criteria – preferably competency-based • recruit to meet these criteria. 			
<p>2. Establish the purpose of induction in your organisation in meeting:</p> <ul style="list-style-type: none"> • Induction policy and procedures • service provision commitments • your obligation as an employer • new staff member learning and job satisfaction needs. 			

Plan a positive environment for induction learning	To be actioned by (name)	To be completed by (date)	To be evaluated by (name and date)
<p>3. Establish the scope of induction required at the organisation, including the following:</p> <ul style="list-style-type: none"> • priority competencies • 'must haves' for commencement under supervision • 'must haves' for independent responsibility • who will be the <i>Ready4work</i> supervisor? • supervision and/or peer support available • time and resources available for induction • duration of induction – does it fit within an initial, 'probationary' phase of employment? 			
<p>4. Establish the format of induction delivery to best suit your organisation and new workers. Consider, for example:</p> <ul style="list-style-type: none"> • independent learning for individuals or small groups with coaching/mentoring support • facilitated workshops at the work site or 'off-the-job' • combinations of these • partnerships with other disability service organisations to combine resources, including staff expertise • contract for delivery of some or all of the required induction by a registered training organisation (RTO) or other trainer • use of flexible learning options – computer-based or printed materials, telephone and video conferences, email tutorials, 'chat' sessions, or combinations of these. 			

Plan a positive environment for induction learning	To be actioned by (name)	To be completed by (date)	To be evaluated by (name and date)
<p>5. Plan resources for induction:</p> <ul style="list-style-type: none"> • staff time for coordination – and maintaining partnerships if required • staff time and recognition processes for supporting staff and new staff member • replacement for any staff release time required • resources – space, equipment and materials. 			
<p>6. Customise content to reflect the priorities of the organisation, workplace and job:</p> <ul style="list-style-type: none"> • identify <i>Ready4work</i> sections and topics that require greater emphasis or more time allocation • identify other content that has to be sourced to build on <i>Ready4work</i> material. 			

Checklist 2: Implement staff induction

Manage a positive environment for learning and the recognition of competence to occur	✓	Allocation of resources and notes
<p>1. Assign management support and staff responsibility to:</p> <ul style="list-style-type: none"> • oversee and support new staff induction (facilitators, mentors, coaches, co-workers) • establish accountability and reporting requirements for these responsibilities. 		
<p>2. Allocate resources for induction:</p> <ul style="list-style-type: none"> • staff time, release and recognition processes for supporting staff and new staff member • resources – space, equipment and materials • relevant work experience to match and extend the new worker's existing competencies and learning needs. 		
<p>3. For each new staff member:</p> <ul style="list-style-type: none"> • establish their individual induction learning needs, learning style and preferences within the scope of induction required at the workplace and the induction options available • ensure that individual and group learning activities are encouraged and supported • coordinate individual resources if needed – language and literacy support, computer skills, for example • link induction with future learning and development, including recognition of competencies (an individual learning plan and competency evidence portfolio will support this). 		

Checklist 3: Evaluate staff induction

Evaluate induction – recognise competency and celebrate learning	✓	Notes
<p>1. Encourage staff to test out, reinforce and celebrate their learning through:</p> <ul style="list-style-type: none"> • demonstration and informal recognition of their competence ‘on-the-job’ • building an evidence of competency portfolio • accredited workplace assessment or recognition processes if available. 		
<p>2. Provide multiple opportunities and ways for new staff members and other staff concerned with induction to provide feedback and participate in evaluation:</p> <ul style="list-style-type: none"> • throughout the induction process • upon conclusion of their training program and/or induction phase • in periodic reviews of induction and other ongoing learning programs. 		
<p>3. Encourage staff to report on the sustainability of their induction learning through:</p> <ul style="list-style-type: none"> • linking the induction topics with their work ‘on-the-job’ • follow-up surveys • any systematic review of staff performance in key areas. 		
<p>4. Recognise and act on constructive evaluative comment from any source.</p> <ul style="list-style-type: none"> • make adjustments to induction program 		

Ready4work

-----> Disability Support Work Induction

Ready4work provides learning materials to support new employees commencing employment in disability organisations throughout Victoria.

The materials provide an overview of:

- Disability awareness
- Providing support to people with a disability
- Organisation orientation and job expectations
- Health and safety
- Your ongoing learning and development.

The *ready4work* resource kit includes master copies of the inductee workbook, supervisor's guide, learning activities, dvd and CD-ROM. The topics and activities in the resource align with nationally accredited units of competency.

Ready4work has been designed for disability support workers:

- **Starting their career** – to help orient them to the new workplace and job and to provide the foundation knowledge, skill and attitudes for competent work in their new role.
- **Starting in a new position** – to provide an orientation to the new workplace and job; and to help them check, refresh or to extend their existing knowledge, skills and attitudes against the foundations for competent work in this role.
- **Established on the job** – as a way to check, refresh or extend their existing knowledge, skills and attitudes against the foundation for competent work.

It is suitable for volunteer, casual, contracted or ongoing staff members.

For general enquiries and further ordering of *ready4work* resources please contact field on (03) 8686 5621 or email field@field.org.au