

11461NAT Diploma of Leadership in Disability Services

Version 1, July 2026

VERSION HISTORY

Version 1	July, 2026	☒ Renewal of accreditation – 11076NAT Diploma of Leadership in Disability Services
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Section A: Copyright and course classification information

1. Person in respect of whom the course is being accredited	Department of Health, Disability and Ageing Course Owner number: CO10749
2. Address	Mr Alexander Abel Assistant Secretary Department of Health, Disability and Ageing <u>Postal address</u> GPO Box 6848 Canberra ACT 2601 Phone: (02) 5132 0022 Email address: alexander.abel@health.gov.au <u>Course content enquires</u> Jennifer Luff Chief Operating Officer, Ability First Australia <u>Postal address</u> Level 39/ 259 George St. Sydney NSW 2000 Phone: 0422557061 Email: jennifer.luff@abilityfirst.org.au
3. Type of submission	☒ Renewal of accreditation – 11076NAT Diploma of Leadership in Disability Services
4. Copyright acknowledgement	Enterprise units The copyright owner of the following units of competency developed for inclusion in this course is the Department of Health, Disability and Ageing: • NAT11461001 Lead effectively in the disability sector • NAT11461002 Manage finance in the disability sector Training package units The following units of competency are imported from the BSB Business Services Training Package administered by the Commonwealth of Australia: • BSBLDR523 Lead and manage effective workplace relationships • BSBMKG433 Undertake marketing activities • BSBOPS502 Manage business operational plans

	• BSBOPS504 Manage business risk • BSBPEF501 Manage personal and professional development • BSBPEF502 Develop and use emotional intelligence • BSBPMG430 Undertake project work • BSBTWK501 Lead diversity and inclusion © Commonwealth of Australia The following units of competency are imported from the CHC Community Services Training Package administered by the Commonwealth of Australia.: • CHCCSM014 Provide case management supervision • CHCDIS019 Provide person-centred services to people with disability with complex needs • CHCMGT001 Develop, implement, and review quality framework • CHCMGT003 Lead the work team • CHCMGT005 Facilitate workplace debriefing and support processes • CHCPRP001 Develop and maintain networks and collaborative partnerships © Commonwealth of Australia	
5. Licensing and franchise	The Department of Health, Disability and Ageing will make this course available to interested Registered Training Organisations (RTO) through a Creative Commons License. Information on such arrangements can be obtained from: ndisworkforce@health.gov.au	
6. Course accrediting body	The National VET Regulator	
7. AVETMISS information	ANZSCO code – 6 digits	411711 Community Worker
	OSCA Code – 6 digits	422232 Disability Team Leader
	ASCED Code – 4 digits	0905 Human Welfare Studies and Services
	National course code	11461NAT
8. Period of accreditation	17 August 2026 to 16 August 2031 (5 years)	

Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	11461NAT Diploma of Leadership in Disability Services
1.2 Nominal duration of the course	Supervised hours: 870 - 1065 hours Unsupervised hours: 800 hours Volume of learning: 1670 - 1865 hours
2. Vocational or educational outcomes	
2.1 Outcomes of the course	Vocational outcomes Graduates of the course will be suited to work in the disability services sector in the following job roles: • Team Leader, indicative job titles include: ○ Team Leader Services ○ Team Leader ○ Short Stay Coordinator ○ Service Leader • Team Coordinator, indicative job titles include: ○ Service Manager ○ Support Services Manager ○ Quality Service Lead ○ Disability Support Leader ○ Service Leader
2.2 Course description	This course is intended to provide existing and aspiring frontline leaders in the disability services sector with the skills and knowledge needed to successfully lead a team of frontline workers delivering services to National Disability Insurance Scheme (NDIS) participants, while contributing to the growth of their organisation. Upon completion of this course learners will be able to: • Demonstrate financial acumen in responsibly managing a budget within the competitive pressures of the disability sector and the parameters of the NDIS operational guidelines. • Understand and articulate how the work of their team contributes to their organisation's vision, mission and business objectives and to the disability sector, and how decisions support improved customer outcomes and achieve organisational goals. • Comply with the governance framework and ensure organisational compliance with legislative, regulatory, policy and procedural requirements of the NDIS, while assessing and managing operational risks. • Facilitate clear and cogent communication between all stakeholders in the disability sector, to foster accountability, authenticity, inclusion and diversity and augment a safe working environment.

	While the occupation outcomes of this course align to the occupation description for OSCA code 4222232 Disability Team Leader, on the Australian Bureau of Statistics (ABS) website, the AQF level of the qualification does not align to the Skill Level (Skill Level 3) assigned to this occupation by the ABS. The Course and its outcomes sit at a Skill level higher (Skill Level 2) than that assigned to the occupation by the ABS. This course supersedes and is equivalent to 11076NAT Diploma of Leadership in Disability Services.
3. Development of the course	
3.1 Industry, education, legislative, enterprise or community needs	1. Provide a summary of industry/enterprise/community need for the course. The needs could include specific benefits to industry, responses to regulation, community demand, emerging technologies/fields, etc. The outcomes of this course meet the needs of the disability services sector for frontline leaders to directly lead the delivery of services by a team of Disability Support Workers. The introduction of the NDIS has brought about significant change in the disability services sector. The sector is currently challenged with balancing organisational transition with daily operations in an unfamiliar and evolving regulatory environment. Additional responsibilities have been placed on frontline leadership including change management, commercial acumen, business and financial management, sales and contract negotiation and quality and safeguarding. Yet frontline leaders are still tasked with their core responsibilities of supervision, mentoring and service delivery. The need for the course was identified through the Front-Line Leader Role Clarity Project funded by the Commonwealth Department of Social Services and completed in June 2021. This project aimed to define the role, capacity and capabilities of frontline leaders in the NDIS to inform organisation and job design, recruitment practices and training methodology and was informed through the following inputs: • Needs and views of NDIS participants (emphasising choice and control) both through direct • Engagement and mapping the customer journey; • Quality and safeguarding requirements; • Needs of frontline staff including support, supervision, and performance management; • Needs of service providers to deliver under the NDIS funding framework; and • Needs of frontline leaders to be successful, including supervision, support, and pathways to improved job satisfaction.

	Comprising four stages, the outputs from this project include: • Frontline Leader Capability Leadership Framework (FLL CLF), which describes the essential competencies expected of frontline leaders working within the disability sector; • Education Development Framework (EDF) which describes several educational modules that support the development of skills, knowledge, and attitudes for all the capabilities listed in the FLL CLF; • A series of tools to support employers in recruitment of people with the right capabilities for frontline leadership. Through this project it became apparent that there are no existing VET qualifications that fully address the skills needs of frontline managers in the disability services sector. The desktop audit ultimately concluded that an accredited qualification including enterprise units of competency would be required to address the identified workforce capability requirements for frontline leaders in the disability services sector. Using the 15:1 ratio in the NDIS Disability Support Worker Cost model we can assume that there are around 18,000 Front Line Leaders currently working in the sector. A further 5,000 will be needed (excluding turnover) to bring the Front Line Leaders complement to the 23,000 that will be needed to manage the projected workforce of 350,000 in 2024. With an estimated market penetration of 10% per annum we can expect between 1,800 and 2,300 per annum from 2022 to 2025. These training needs cannot be met by a current training package qualification. 2. Provide a summary of evidence of the industry / enterprise / community support for the course. Support for the course has been provided by major disability sector employers, peak bodies and employer groups. Written evidence of support from the following organisations has been attached to the course accreditation application. • Ability First Australia- CEO • Ability First Australia – Chief Operating Officer • Bedford - Executive Manager People Communications Strategy and Quality • Cara Inc – Executive Manager Employee Experience and Workforce Development • Challenge Community Services – General Manager People and Safety • CPL Choice, Passion, Life – Learning and Development Supervisor • Endeavour - Organisational Capability Manager • HireUp - Employee Relations Manager & People Partner
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- Life Without Barriers - Executive Lead Disability Reform
- Livebetter - Organisational Development Manager
- Montrose – Lifestyle and Leisure Coordinator
- Multicap - Service Manager, Sunshine Coast Hub

3. Describe the consultation and validation activities that took place and how those activities contributed to the development of the course, its structure and any enterprise units developed.

Phase 1 Preparation

A project team comprising Ability First Australia (AFA) and UNE Partnerships staff members was established to guide development. NDIS provider organisations were encouraged to engage in the course development process through an open invitation distributed widely through the sector. An Industry Reference Group (IRG) was established from which a Project Steering Committee was drawn to provide independent oversight and project governance.

A series of three workshops were scheduled to capture IRG input and feedback through the development process.

Using findings from the Frontline Leader Role Clarity Project and research carried out during the course concept phase, the design team developed a draft course structure and released it to the IRG for review.

Consultation

The first draft was presented at IRG Meeting 1. After an overview of the course development and accreditation process, members were allocated to small groups to consider the proposed course structure and suggest changes.

Feedback from participants at this meeting included a number of suggestions for change to core and elective units in the proposed course structure. These suggestions were reviewed by the design team to assess validity using Capability Leadership Framework Level 2 as a benchmark and a number of changes to the proposed course structure were made.

A second draft of the proposed course structure was prepared by the project team and presented to the IRG for review at IRG Meeting 2. Members indicated broad acceptance of the proposed course structure at this meeting.

The Steering Committee worked closely with the design team and instructional designers to develop enterprise units for elements of Capability Leadership Framework Level 2 not covered by existing training package units.

	The final course structure, including the proposed enterprise units, was presented to IRG members at IRG Meeting 3. Following an overview of the unit development process, members were allocated to small groups to consider the merits of each unit. A number of changes to performance criteria and knowledge evidence in the enterprise units were made by the design team following this session. Validation Full details of the proposed course including the enterprise units were provided to Skills IQ for validation. Duplication statement Review of current training package qualifications and units of competency, including consultation with relevant industry bodies, confirms this course does not duplicate by title or coverage that of an existing qualification or skill set.
3.2 Review for renewal of accreditation	Ongoing need and support for national accreditation HumanAbility intends to develop a new course utilising the Diploma of Leadership in Disability Services but timeframes of the replacement product could not guarantee continuous access to the training between this course expiring and the new training package commencing. This renewal is intended to ensure continuity of accreditation. Enrolments have been low vs high demand as state funding and support has been rolling out slowly. Tasmania, which has been state-funded the longest, currently has 18 graduates and 25 enrolments from a total graduate number of 24 and 45 enrolments. This slow start speaks to the difficulty in accessing funding as the ANZSCO accreditation numbers did not provide a clear picture of need for the Frontline Leader role. With the release of OSCA a far truer picture has emerged and shows shortages in this role across all states which will support future funding applications. With 8 RTOs now having the course on scope we are expecting future enrolment numbers to grow to 500 over the next three years. The need for the course was identified through the Front-Line Leader Role Clarity Project funded by the Commonwealth Department of Social Services and completed in June 2021. This project aimed to define the role, capacity, and capabilities of frontline leaders in the NDIS to inform organisation and job design, recruitment practices and training methodology and was informed through the following inputs: • Ability First Australia- CEO • Ability First Australia – Chief Operating Officer • NDS – CEO • St Michaels – Chief Executive Officer • Northcott - Manager OD and Culture • Aruma – Chief People Officer • Achieve – Chief People Officer • Rocky Bay – Chief People and Risk Officer • MSWA – Chief Transformation Officer

- Cara Inc – Workplace Relations Manager
- Exell Training Inc – CEO
- RMIT - Program Manager, Social Care & Health
- UNEPartnerships – CEO
- HumanAbility - Training Product and Advice Team
- CPL Choice, Passion, Life – Group General Manager, Human

Monitoring, evaluation, and redevelopment of the course

Discussions with NDS as the peak organisation, HumanAbility as the JSC, RTOs and disability service providers validate the critical and on-going need for this course. HumanAbility, as the JSC for the sector, is currently reviewing the content of the course as part of its development of a replacement training package product to ensure ongoing availability of this training. Part of this consultation and training product development was agreement that no changes to this course document were necessary, given the course will be cancelled and it is intended that existing students will be able to transition to the training package product once released.

Mapping information

Previous course 11076NAT Diploma of Leadership in Disability Services	Current course 11461NAT Diploma of Leadership in Disability Services	Mapping status [equivalent/not equivalent/removed/new unit]
NAT11076001 Lead effectively in the disability sector	NAT11461001	Equivalent
NAT11076002 Manage finance in the disability sector	NAT11461002	Equivalent
BSBLDR523 Lead and manage effective workplace relationships	BSBLDR523	Equivalent
BSBMKG433 Undertake marketing activities	BSBMKG433	Equivalent
BSBOPS502 Manage business operational plans	BSBOPS502	Equivalent
BSBOPS504 Manage business risk	BSBOPS504	Equivalent
BSBPEF501 Manage personal and professional development	BSBPEF501	Equivalent
BSBPEF502 Develop and use emotional intelligence	BSBPEF502	Equivalent
BSBPMG430 Undertake project work	BSBPMG430	Equivalent
BSBTWK501 Lead	BSBTWK501	Equivalent

	diversity and inclusion		
	CHCCSM014 Provide case management supervision	CHCCSM014	Equivalent
	CHCDIS019 Provide person-centred services to people with disability with complex needs	CHCDIS019	Equivalent
	CHCMGT001 Develop, implement, and review quality framework	CHCMGT001	Equivalent
	CHCMGT003 Lead the work team	CHCMGT003	Equivalent
	CHCMGT005 Facilitate workplace debriefing and support processes	CHCMGT005	Equivalent
	CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCPRP001	Equivalent
Course equivalency The previous course 11076NAT Diploma of Leadership in Disability Services and the current course 11461NAT Diploma of Leadership in Disability Services are deemed to be equivalent.			
4. Course outcomes			
4.1 Qualification level	The course outcomes are consistent with the AQF5 qualification type descriptors. Graduates will have deep knowledge of technical and theoretical concepts relevant to the management of service provision. Graduates will demonstrate the application of specialised knowledge and skills in a disability services environment. Graduates will apply technical and theoretical concepts of risk management, compliance, financial management, workforce planning and management at a leadership level. The course prepares graduates for study at AQF6 or higher.		
4.2 Foundation skills	Foundation skills are identified either within the performance criteria or in the 'Foundation Skills' section of each unit of competency. For details, refer to the units of competency at Section C.		
4.3 Recognition given to the course	Not applicable		

4.4 Licensing/ regulatory requirements	Not appliable			
5. Course rules				
5.1 Course structure				
Rules for completion				
To achieve the qualification 11076NAT Diploma of Leadership in Disability Services the learner must complete twelve (12) units:				
8 core units, plus				
4 elective units, of which:				
2 elective units must be selected from the elective units listed below. - For the remaining 2 elective units: - up to 2 units may be selected from the elective units listed below. - If not listed up to 2 units may be selected from a Diploma or above, from this or any other currently endorsed Training Package qualification or accredited course.				
Elective units must be relevant to the work environment and the qualification to maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.				
Unit code	Unit title	Competency Field	Pre- requisite unit/s	Nominal hours
Core units				
BSBLDR523	Lead and manage effective workplace relationships	120505	NA	50
BSBOPS502	Manage business operational plans	080301	NA	70
BSBOPS504	Manage business risk	080301	NA	60
BSBPEF502	Develop and use emotional intelligence	120505	NA	60
BSBTWK501	Lead diversity and inclusion	080301	NA	60
CHCMGT003	Lead the work team	080399	NA	100
NAT11461001	Lead effectively in the disability sector	080399	NA	120
NAT11461002	Manage finance in the disability sector	081199	NA	100
Total nominal hours (core units)				620
Elective units				
BSBMKG433	Undertake marketing activities	080505	NA	50
BSBPEF501	Manage personal and professional development	080305	NA	60
BSBPMG430	Undertake project work	080315	NA	60
CHCCSM014	Provide case management supervision	090501	NA	120
CHCDIS019	Provide person-centred services to people with disability with complex needs	090509	NA	95

CHCMGT001	Develop, implement and review quality framework	080317	NA	110
CHCMGT005	Facilitate workplace debriefing and support process	090501	NA	120
CHCPRP	Develop and maintain networks and collaborative partnerships	080509	NA	80
Minimum and maximum nominal hours (elective units)				250 – 445
Total nominal hours (core + elective units)				870 – 1065

Volume of Learning

Nominal (supervised) hours: 870 – 1068

Unsupervised hours: 800

Total volume of learning: 1670 – 1865

Unsupervised activities

Successful completion of this course will require learners to engage in unsupervised activities including:

- Completion of oral and written assessment tasks,
- Self-directed study to revise and reinforce areas of knowledge,
- Research to gain up to date industry information, and
- Application of new skills and knowledge in the workplace.

The time required to undertake these activities will vary between students based on their experience. On average the unsupervised activities listed above will equate to approximately 800 hours.

Statement of Attainment

A Statement of Attainment will be issued for any unit of competency successfully completed if the full qualification/Course is not completed.

5.2 Entry requirements

Essential entry requirements

It is essential that entrants have attained:

- An Australian Senior Secondary Certificate of Education; OR
- A qualification at AQF 4 or above which was delivered and assessed in English; or
- A recognised Foundation Studies program; or
- Australian Core Skills Framework (ACSF) Level 3 or higher results in Reading and Numeracy through an approved Language, Literacy and Numeracy Test.

Recommended entry requirements

	It is recommended that entrants have had at least six months employment in the disability services sector in a team leader or team coordinator role. Limitations to entry Entrants must have the opportunity to demonstrate skills in the role of a team leader or team coordinator in the disability services sector.
6. Assessment	
6.1 Assessment strategy	Assessment must be conducted in accordance with the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor. Assessment of the training package unit/s imported into the course must be consistent with the assessment guidelines in the parent training package. Assessment methods Assessment must be conducted using a variety of methods over time to ensure a sufficient range of valid evidence is gathered to form a judgement of competence. Assessment methods may include: • Knowledge questions Knowledge questions seek evidence of underpinning knowledge. Commonly this is to assess declarative or factual knowledge where it is anticipated there are standard or 'correct' answers. However, it can also be used to collect evidence of procedural or conditional knowledge which will vary with context and for which marking criteria, rather than sample answers, would be developed. Knowledge questions are most commonly asked as short or long answer questions but may also include multiple choice or other quiz-based questions. Usually these are written but questions may be answered orally, with the assessor noting the responses provided. • Practical demonstrations Practical demonstrations are used to gather evidence of observable skills. This can be through the use of role play or scenario or based on work tasks. Most commonly this will be through an oral presentation that may occur face-to-face, or via a phone call, Skype, or other Webinar-based software. It may also require the student to record themselves performing the required task using audio or video. However, practical demonstrations may also include observation of practical skills such as clinical skills and negotiation skills during workshops or in the workplace, as well as the observation of other skills while sharing screen using Skype or GoToMeeting. This might include demonstration of the application of management or financial

	skills, for example, using appropriate software. Documentary evidence To collect evidence of procedural and conditional knowledge, and evidence of non-observable skills, students are asked to provide a range of documents reflective of those developed in the workplace. This includes emails, reports, plans, meeting minutes, contracts, project documents, advertisements, presentations, promotional material, budgets. In some circumstances students will be expected to use scenarios or case studies provided, as this is more appropriate for the context or for privacy or confidentiality. In other situations, they provide samples from their workplace or have the choice of a scenario / case study or use work examples. Interview An interview involved a direct conversation between the assessor and student to collect specific or further evidence. It may include a set of standard questions developed beforehand but may also be used by the assessor to collect further evidence, such as during an RPL application. In this case, the questions and focus of the interview will be determined by the evidence required. Learning journal Journal in which candidates document their responses to learning and assessment activities, workplace practices and development needs. This is used to gather evidence of non-observable skills over time, or where multiple occurrences are required. It will usually require the student to record tasks or activities completed and expect them to reflect on these and link them to aspects of procedural or conditional knowledge relevant to those tasks. Evidence portfolio A collection of evidence relating to each unit and element of competency. Must include examples of evidence showing application of competency in the workplace for each required unit of competency. Regulatory requirements There are no workplace or regulatory requirements associated with this course. Workplace assessment The following units require the use of a workplace or simulated environment for the purpose of assessment:
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	- NAT11461001 Lead effectively in the disability sector - NAT11461002 Manage finance in the disability sector Recognition of Prior Learning Recognition of Prior Learning will be offered to applicants at the time of enrolment. Customised RPL templates will be created to help students identify suitable evidence and satisfy knowledge requirements. Assessment requirements for imported units of competency Assessment of the training package unit/s imported into the course must be consistent with the assessment guidelines in the parent training package.
6.2 Assessor competencies	All assessment must be undertaken by assessors who meet the requirements stated to apply under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor. Assessor requirements for imported units Assessment of units imported from nationally endorsed training packages and VET accredited courses must reflect the assessor requirements specified in the relevant training package or VET accredited course document.
7. Delivery	
7.1 Delivery modes	Delivery modes This course is suited to the following delivery modes depending on the preferred methods of the provider and the characteristics of the target market. For example, where students may not want, or be able to access facilitated training options for a variety of reasons including professional and/or personal commitments, geographic isolation, or health and mobility limitations. Online delivery This delivery mode combines comprehensive electronic resources with a range of educational support options available to students. Workplace learning Opportunities for effective learning are provided through activities and exercises included in the course material that allow for reflective practice and application in the workplace or simulated environment. Blended delivery

	This delivery mode combines a number of facilitator-led theory classes and practical sessions involving small group and individual activities. Workshops are delivered at appropriate intervals as defined by the provider. Each workshop is followed by a period in which the student undertakes self-directed learning such as completion of learning activities and preparation of assessment tasks supported by print or electronic resources. Limitations There are no limitations to the delivery modes that may be selected for this course. Contextualisation Students may come from a wide variety of disability service settings. The resources used in delivery of the course should reflect a broad range of organisational settings including: • Small local or regional providers • Large corporate multi-site providers • Community controlled organisations Learning and assessment materials can be tailored to reflect a variety of service environments through use of case studies, learning activities and assessment tasks customised to suit a specific practice environment.
7.2 Resources	Mandated resources for assessment Mandated assessment resources apply to the following units. Refer to the Assessment Conditions of the individual units: • NAT11461001 Lead effectively in the disability sector • NAT11461002 Manage finance in the disability sector Trainer competencies All delivery must be undertaken by trainers who meet the requirements stated to apply under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor. Trainer requirements for imported units Delivery of units of competency imported from nationally endorsed training package/s and VET accredited course/s must reflect the trainer requirements specified in the relevant training package/s or VET accredited course document/s.
8. Pathways and articulation	
8.1 Pathways and articulation	Potential pathways following course completion

	The 11461NAT Diploma of Leadership in Disability Services comprises units of competency imported from a number of training packages. Completion of those units provides pathways into qualifications that include those units of competency.
9. Ongoing monitoring and evaluation	
9.1 Ongoing monitoring and evaluation	Monitoring and evaluation processes The Assistant Secretary, Department of Health, Disability and Ageing is responsible for the monitoring and evaluation processes during the accreditation period. HumanAbility, as the JSC for the sector, is currently reviewing the course as part of the development of the national training pathway. This re-accreditation is to maintain course continuity while that process is being finalised as the sector is unsure at this stage when the training pathway will be released. We will support any invitations to review the course in the future. Since initial approval regular consultation has occurred with the following organisations: • Department of Health, Disability and Ageing • RTO provider representatives • Peak body representatives (NDS) • The JSC for the sector (HumanAbility) • Service provider representatives including front line leaders of disability service providers All remain supportive of the Diploma. Human Ability is currently reviewing the Diploma as a part of the national learning pathway for the sector. 1. Course content review against the Standards and AQF Monitoring and evaluation activities will assess the course content, including enterprise units, against the Standards for VET Accredited Courses 2021 and the Australian Qualifications Framework (AQF) to ensure ongoing compliance. These activities will also consider any updates to the Standards or the AQF to determine whether amendments to the course are required. 2. Advising the National VET Regulator about course changes The National VET Regulator will be informed of any proposed changes. This allows the Regulator to assess whether the course remains current and compliant with the <i>Standards for VET Accredited Courses 2021</i>, or its successor, and the Australian Qualifications Framework (AQF) throughout its accreditation period.

	3. Advising licenced RTOs about course changes If changes are made as a result of monitoring and evaluation, any RTO licensed or franchised to deliver the course will be advised by the copyright owner. 4. Imported units of competency Units imported into the course from nationally endorsed training packages or other VET accredited courses will be reviewed for currency and ongoing suitability to ensure intended course outcomes are being met.
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Section C—Units of competency

Units of competency developed for the course

Code	Title
NAT11461001	Lead effectively in the disability sector
NAT11461002	Manage finance in the disability sector

Units of competency imported from training packages

Code	Title
BSBLDR523	Lead and manage effective workplace relationships
BSBMKG433	Undertake marketing activities
BSBOPS502	Manage business operational plans
BSBOPS504	Manage business risk
BSBPEF501	Manage personal and professional development
BSBPEF502	Develop and use emotional intelligence
BSBPMG430	Undertake project work
BSBTWK501	Lead diversity and inclusion
CHCCSM014	Provide case management supervision
CHCDIS019	Provide person-centred services to people with disability with complex needs
CHCMGT001	Develop, implement, and review quality framework
CHCMGT003	Lead the work team
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPRP001	Develop and maintain networks and collaborative partnerships

UNIT CODE	NAT11461001
UNIT TITLE	Lead effectively in the disability sector
APPLICATION	This unit describes the skills and knowledge required to lead, manage and support teams and individual workers effectively in an organisation that provides services to National Disability Insurance Scheme (NDIS) participants. The unit applies to individuals who are making a transition from the role and responsibilities of a worker to a frontline leader in the disability sector. The unit involves understanding the disability sector, organisational goals and values, and how the frontline leader can support the organisation's objectives. It also includes taking responsibility for work while using problem-solving strategies to develop and support others to achieve organisational outcomes. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
<u>COMPETENCY FIELD</u>	080399 Business and Management, n.e.c.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine governance framework of the disability sector	1.1 Review and determine organisation's goals, strategic objectives, vision and mission, cultural and corporate values and ethical framework relevant to the disability sector 1.2 Analyse internal and external environmental factors that impact organisational decisions and objectives 1.3 Link organisational goals and objectives to operational tasks allocated to team members
2. Meet responsibilities of role as a frontline leader	2.1 Interpret own work role and responsibilities in accordance with organisational structure and processes to meet service provision requirements 2.2 Develop a procedure that ensures team members meet disability legislative, regulatory and compliance responsibilities according to work role 2.3 Prioritise task allocation for self and team to achieve efficient and effective organisational outcomes
3. Make decisions about service provision	3.1 Research and gather information to assist in making decisions to optimise quality service provision 3.2 Interpret and analyse information and consult stakeholders for clarification and confirmation 3.3 Decide approaches to service provision based on analysis of information and organisational governance requirements

4. Develop and implement leadership program	4.1 Update a procedure for organisational staff development to meet current organisational and industry requirements 4.2 Plan training activities to develop frontline leadership skills 4.3 Conduct development activities for team members 4.4 Evaluate the effectiveness of development activities for future frontline leaders
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FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT11461001 Lead effectively in the disability sector	NAT11076001 Lead effectively in the disability sector	Equivalent

TITLE	Assessment Requirements for NAT11461001 Lead effectively in the disability sector
PERFORMANCE EVIDENCE	The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the learner has completed the following tasks: - effectively lead at least one team of workers in the disability sector. In the course of the above, the candidate must: - analyse at least two internal and two external factors that influence service provision by the team - communicate the organisation's goals and objectives to team members using both oral and written methods - make decisions about quality service provision for at least three clients - review and update at least one organisational development procedure - plan and conduct a development activity for at least two team members
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in the elements and performance criteria of this unit, manage the tasks and manage contingencies in the context of the work role. This includes knowledge of: - disability stakeholders and responsibilities including: - National Disability Agency (NDIA) - industry /accreditation bodies - authorities and delegations - stakeholder register - disability sector practices including: - NDIS - legislative and regulatory requirements, standards and codes relevant to the disability sector - funding models for disability - NDIS operational guidelines or equivalent - organisational processes for service provision - key influences on work objectives including: - local, regional and national - political frameworks and agendas - competitors in the national disability market - key organisational values including: - ethics - authenticity - accountability - decision-making processes including:

	○ barriers ○ forward planning ○ succession planning ○ prioritisation ○ solutions based.
ASSESSMENT CONDITIONS	Mandatory assessment requirements Skills must be demonstrated in a workplace or a simulated environment where the conditions reflect workplace conditions of the disability sector. Assessment must ensure access to: • legislation, standards and codes relating to the disability services sector • organisational documentation, including policies, procedures, plans and processes as are relevant to the unit. Assessor Requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE	NAT11461002
UNIT TITLE	Manage finance in the disability sector
APPLICATION	This unit describes the skills and knowledge required to meet the financial responsibilities of a frontline leader in the disability sector. It covers managing resources, budgeting and financial forecasting to achieve the required objectives of an organisation providing services to National Disability Insurance Scheme (NDIS) and fee-paying participants. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication
<u>COMPETENCY FIELD</u>	081199 Banking, Finance and Related Fields, n.e.c.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to manage finances	1.1 Research the NDIS system, framework and practices for current funding, pricing and reporting requirements 1.2 Confirm financial recording requirements according to organisational policies and procedures 1.3 Review organisational financial data to confirm currency, accuracy and validity 1.4 Investigate financial trends that impact on the cost of service delivery
2. Monitor financial data	2.1 Interpret and analyse financial information to identify discrepancies between actual and budgeted expenditure 2.2 Make adjustments to budget based on the internal analysis and external financial trends 2.3 Report on budget and expenditure according to organisational protocols and current funding arrangements
3. Manage financial planning	3.1 Review NDIS Pricing Arrangements and Price Limits to identify impacts on future financial planning 3.2 Recommend improvements to senior managers for future service provision 3.3 Consult with stakeholders to gain input on future service provision 3.4 Update and record agreed financial strategies for service provision

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT11461002 Manage finance in the disability sector	NAT11076002 Manage finance in the disability sector	Equivalent

TITLE	Assessment Requirements for NAT11461002 Manage finance in the disability sector
PERFORMANCE EVIDENCE	The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the learner has completed the following tasks: • manage a budget for at least one team of NDIS workers in accordance with organisational and regulatory requirements • manage disability financial resources in accordance with organisational and regulatory requirements • interpret and analyse budget data over a minimum of two reporting cycles • report to both internal and external stakeholders over a minimum of two reporting cycles
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in the elements and performance criteria of this unit, manage the tasks and manage contingencies in the context of the work role. This includes knowledge of: • organisational management practices, policies and processes for financial operations • NDIS system, framework and practices including: ○ funding models ○ support categories ○ NDIS service agreements ○ NDIS Pricing Arrangements and Price Limits and ancillary price regulation documents ○ NDIS Code of Conduct ○ NDIS Quality and Safeguards Commission ○ NDIS operational guidelines or equivalent • organisational financial data including: ○ service level agreements ○ invoicing ○ profit/loss statements ○ forecasting ○ balance sheet ○ cash flows ○ unit-costing analysis • organisational costs including: ○ hidden ○ tangible

	○ intangible ○ variable ○ fixed ○ input costs ○ operating ● impacts on costs and service provision including: ○ Consumer Price Index (CPI) ○ changes in price guides ○ changes in interpretation of funding requirements ○ policies and procedures ○ funding models ○ human resource issues ○ employment conditions ○ awards/entitlements – Social, Community, Home Care and Disability Services (SCHADS) ○ enterprise agreements ○ industrial arrangements ○ breaches of service level agreements by organisation and staff ○ risks to workers and participants ● cost management strategies including: ○ scheduling for efficiency ○ intersection of multi-agency supports ○ provider collaboration ○ availability of service options ○ cost – benefit analysis ○ customer best value for funding
ASSESSMENT CONDITIONS	Mandatory assessment requirements Skills must be demonstrated in a workplace or a simulated environment where the conditions reflect workplace conditions of the disability sector. Assessment must ensure access to: ● legislation, standards and codes relating to the disability services sector ● organisational documentation, including policies, procedures, plans and processes relevant to the unit ● NDIS service agreements with participants.

	Assessor Requirements
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	No specialist vocational competency requirements for assessors apply to this unit.
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