

Understanding the Quality Framework for Disability Services in Victoria (2007)

Learning and development activity



'Quality Matters' Stories – Chris' story

Overview:

Chris' story describes the supports that he requires to do the things that are important to him and what he expects from the people that support him and his family on a daily basis.

Elements of the Quality Framework:

- Areas of life that are important to people:
 - doing valued work.

Learning outcomes:

An increased understanding by disability support workers of the Outcome Standards for Disability Services in Victoria, and how the areas of life important to the individual can be used to develop outcomes measurement tools.

Resources required:

DVD player or laptop (with facility to play a DVD) and data projector (for group session).
Butcher's paper, pens, textas.

Target audience:

This activity sheet has been developed for managers and staff responsible for monitoring and improving service quality, including:

- implementing the Quality Framework for Disability Services in Victoria (2007)
- organisational learning and development, training, orientation or induction.

You are encouraged to use this activity sheet:

- to reflect on your own understanding of one of the life areas
- as a training resource for direct support workers to increase their understanding of quality practice.

Suggested time:

Allow 30 to 45 minutes.

Instructions

Setting the context

Possible individual or group discussion questions:

- What are the five Outcome Standards of the Quality Framework for Disability Services in Victoria (2007)? Refer to *Elements of the Quality Framework for Disability Services in Victoria (2007)* contained in section 3 of the Handbook in the Quality Framework Resource Guide.
- What are the 16 life areas of the Quality Framework for Disability Services in Victoria (2007)? Refer to *Elements of the Quality Framework for Disability Services in Victoria (2007)* contained in section 3 of the Handbook in the Quality Framework Resource Guide and the *Life areas practice guide* contained in the Toolkit section in the Quality Framework Resource Guide.
- What are Outcome Standards and what is the relationship between, the life areas and the Outcome Standards? Refer to *Measuring outcomes* contained in section 5.4 of the Handbook in the Quality Framework Resource Guide.
- What is outcomes measurement and what tools can be used to plan, measure, monitor and improve outcomes for people with a disability. Refer to *Consumer Assessment Guide* and the *Life areas practice guide* in the Toolkit section in the Quality Framework Resource Guide.

View DVD and consider the following:

- What type of work does Chris do and what is important to him in the support that he requires?
- What are the three important things that Chris expects from the people who support him and his family?
- What types of supports does he receive to enable him to work?
- What other areas of life does this story relate to?
- What outcomes were achieved for Chris as a result of the supports he was given to achieve the outcomes that he identified were important to him?
- How could you involve Chris in planning, measuring and monitoring the outcomes that he receives from the supports provided to him?
- How do you currently plan, monitor and measure and improve outcomes for people you support in your organisation? What is working well and what could be done better?

Life area – Doing valued work

This activity focuses on the life area *8. Doing valued work* contained in the *Life areas practice guide* of the Quality Framework Resource Guide.

Key outcome question - How does Chris experience meaningful and rewarding employment with just and reasonable conditions?

Indicators	Provide evidence from either the digital story or within your own organisation to support this indicator?
8.1 People with a disability are supported to identify, choose and realise goals that relate to their career and employment interests.	
8.2 People with a disability are supported to understand about employment options and issues, such as vocational training, volunteering, salary and conditions and workplace rights.	
8.3 People with a disability have access to promotion and career development opportunities.	
8.4 People with a disability receive equal pay for equal work.	
8.5 People with a disability are satisfied with the support they receive to access meaningful, rewarding and safe employment with just and reasonable conditions.	

Further questions for consideration:

- What other measures could organisations take to support people to do valued work?
- How does your organisation ensure that your planning processes supports this life area outcome?
- How can your organisation learn more about how you could support people to undertake valued work in the community?
- How does your organisation promote rights and responsibilities for people with a disability to undertake valued work in our community?
- What evidence could you use to demonstrate that you have good practice in place to support individuals in this life area? Refer to *Evidence of good organisational practice* in the *Life areas practice guide* contained in the Quality Framework Resource Guide.
- Provide an example of how you support one of your support users to do valued work.
- What do you do at an individual level to support the support users to explore what this life area means to them?
- What do you do at an individual level to support the support users to achieve the outcomes that are important to them?