



Australian Government

Program Specific Guidance for Outcome 3.2 National Disability Insurance Scheme Program in the Data Exchange

Version dated March 2024



Introduction

The Program Specific Guidance

The Program Specific Guidance assists service providers on entering data into the Data Exchange in a consistent way that best reflects the program activity being delivered.

Purpose of this document

This document provides policy guidance on entering data into the Data Exchange for activities funded under **Outcome 3.2 – National Disability Insurance Scheme** by the **Department of Social Services**.

These guidelines should be read in conjunction with:

- Data Exchange [Protocols](#)
- Your funding agreement
- Your program guidelines
- The task cards and e-Learning modules available on the Data Exchange [website](#)

Intended Use

The **Program Specific Guidance** is intended to provide practical information for managers and front-line staff to better understand the data expected for their program. It also assists them in integrating Standard Client/Community Outcome Reporting (SCORE) outcomes and partnership data collection into existing service and administrative practices.

Additionally this guide aims to provide consistency on how program data is interpreted within program activities, and support a consistent interpretation of the Data Exchange protocols across commonly funded organisations.

This document will be periodically updated to provide more detailed guidance on questions as they arise and as new programs come on board to the Data Exchange. Users of this document are encouraged to provide feedback where further guidance related to their program activity is needed.

All resources associated with the Data Exchange are available on the Data Exchange [website](#).

The Program Specific Guidance for Commonwealth-funded programs was formerly published as:

- Protocols – Appendix B
- Program Specific Guidance for Commonwealth Agencies in the Data Exchange

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Outcome 3.2 – National Disability Insurance Scheme

The National Disability Insurance Scheme (NDIS) aims to improve the wellbeing and social and economic participation of people with disability, and their families and carers, by building a NDIS that provides funds to people with significant and permanent disability to purchase reasonable and necessary supports through an insurance approach. The program also includes funding for existing Commonwealth programs that are transitioning into the NDIS in a phased approach and the Jobs and Market Fund.

NDIS Information Linkages and Capacity Building (ILC)

ILC provides funding to organisations to deliver projects in the community that benefit all Australians with disability, their carers and families. These projects create connections between people with disability and the communities they live in. Projects aim to build the knowledge, skills and confidence of people with disability, and improve their access to community and mainstream services

The following program activities are included in ILC:

- Building Employer Confidence in Inclusion and Disability
- Support for families, parents and carers of First Nations children with disability or developmental concerns

Building Employer Confidence in Inclusion and Disability

Description

The Building Employer Confidence in Inclusion and Disability (BEC) program aims to help build the confidence and ability of employers to hire, support and retain employees with disability and create inclusive workplaces by breaking down attitudinal barriers about people with disability.

By improving the confidence of employers, the program supports people with disability to gain employment and improve their overall wellbeing.

To support people with disability to gain employment and improve their overall wellbeing, the aim of this grant opportunity is to:

- build the confidence and ability of employers to hire, support and retain employees with disability
- create inclusive workplaces by breaking down attitudinal barriers about people with disability

Who is the primary client?

Primary clients for this program activity are employers who need support related to employing people with disability.

What are the key client characteristics?

- Employers who have expressed an interest in employing, or employing more people with disability but need support to get started
- Employers in one (or more) of the growth industries who have, or are expected to have significant workforce demands and/or known vacancies that could be filled by people with disability
- Employers, with networks of employees, seeking increased confidence in inclusive recruitment and hiring practices

Who might be considered 'support persons'?

Support persons are not the focus of the BEC grant, so are not applicable for the purposes of DEX reporting.

Should unidentified group clients be recorded for this program?

This program provides support where employers have been previously identified through stakeholder engagement. However it is acknowledged that some activities may involve larger group activities with unidentified clients where it is not possible to record all participants. Therefore, no more than **20 per cent** of clients should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on recording unidentified clients.

How should cases be set up?

There is no formal case structure recommended for this program activity. The organisation should create cases that reflect their own administrative processes.

The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes recording an extended set of data.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **all clients where possible** (95 - 100 per cent) of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **all clients where possible** (95-100 per cent) of identified clients.
- Report a Satisfaction SCORE for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end.

Where practical, organisations should also record a SCORE assessment every 6 months to track how the client’s outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in at least one Circumstance, one Goal and one Satisfaction domain listed below:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> ▪ Community participation and networks ▪ Employment ▪ Education and skills training 	<ul style="list-style-type: none"> ▪ Changed behaviours ▪ Changed knowledge and access to information 	<ul style="list-style-type: none"> ▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received 	<ul style="list-style-type: none"> ▪ Group / community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment for a client, you must also record ‘**Assessed by**’ at the SCORE level to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisation must use the following SCORE scale descriptions when assessing clients in the following Circumstances domains. For those SCORE domains not shown below, organisations can record SCORE assessment as outlined in the Data Exchange Protocols.

Circumstances	1	2	3	4	5
Community participation & networks	I do not have a network available to support my capability to employ people with disability	I have little network support available to support my capability to employ people with disability	I have some network support available to support my capability to employ people with disability	I have good network support available to support my capability to employ people with disability	I have very good network support available to support my capability to employ people with disability

Circumstances	1	2	3	4	5
Employment (creating an inclusive workplace environment)	My organisation is not ready to employ people with disability Education and training is required to break down barriers and understand how the organisation can support people with disability	My organisation is working towards employing people with disability An education and training program is about to begin which will help to break down barriers and help us better understand how we can support people with disability	My organisation is ready to start employing people with disability Education and training is underway and some changes have been implemented to create a more inclusive work environment	My organisation is actively recruiting Initial education and training has been completed and many changes have been implemented to create an inclusive workplace environment	My organisation has employed at least one person with disability Our workplace is inclusive and staff are confident they can support people with disability
Education & training	My organisation has not engaged in any specific education or training regarding the employing of or working with people with disability in the past	My organisation has arranged an education and training program to be delivered that will focus on working with people with disability	My organisation is part way through an education and training program focussed on working with people with disability	My organisation has almost completed an education and training program focussed on working with people with disability	My organisation has completed an education and training program focussed on working with people with disability

Completing a Goals SCORE assessment

For this program activity, all organisation must use the following SCORE scale descriptions when assessing clients in the following Goals domains. For those SCORE domains not shown below, organisations can record SCORE assessment as outlined in the Data Exchange Protocols.

Goals	1	2	3	4	5
Changed Knowledge	I have a very low level of knowledge about employing or working with people with disability	I have a low level of knowledge about employing or working with people with disability	I have a moderate level of knowledge about employing or working with people with disability	I have a good level of knowledge about employing or working with people with disability	I have a very good level of knowledge about employing or working with people with disability
Changed Behaviours	I am very hesitant about employing or working with people with disability I am not confident in my ability to manage and/or support a staff member with disability	I am hesitant about employing or working with people with disability I have little confidence in my ability to manage and/or support a staff member with disability	I am somewhat hesitant about employing or working with people with disability I feel my confidence in my ability to manage and/or provide support to a staff member with disability is growing	I am fairly confident about employing or working with people with disability I am fairly confident in my ability to manage and/or provide support to a staff member with disability	I am confident about employing or working with people with disability I am confident in my ability to manage and/or support a staff member with disability

Completing a Satisfaction SCORE assessment

If an organisation already uses an existing satisfaction measurement tool that meets their needs, they can continue to use it and translate the outcome data to SCORE, otherwise organisations can record SCORE assessment as outlined in the Data Exchange Protocols.

Completing a Community SCORE assessment

For this program activity, all organisation must use the following SCORE scale descriptions when assessing clients in the following Community domains. For those SCORE domains not shown below, organisations can record SCORE assessment as outlined in the Data Exchange Protocols.

Community	1	2	3	4	5
Group/ community knowledge, skills, attitudes behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours—but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours—but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients/ communities	Limited change in organisational knowledge, skills, practices—but emerging engagement	Limited change in organisational knowledge, skills, practices, but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients/ communities

For this program activity, when should each service type be used?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Disability eLearning	Disability eLearning module or course completed at own pace.
Disability Workshop	A workshop to build the knowledge and capacity of employers to support their ability to employ people with disability.
Education and Skills Training	Assisting employers in learning or building knowledge about a topic or aimed at developing, or enhancing a skill relevant to the employer's circumstances.
E-Learning Online Workshop	Sessions delivered online where interaction between the presenter and other employers occurs.
Employer engagement	Contact between an employer or potential employer and a client or service provider.
Facilitate employment pathways	Assisting employers by building their capability to employ people with disability and linking employers with opportunities that will further develop their skills.

Service Type	Example
Resource development	Development of resources in consultation with employers. This can be done in partnership with other organisations to build the capacity of employers.
Tailored workshops	A workshop to build knowledge and capacity on specific issues.

Support for families, parents and carers of First Nations children with disability or developmental concerns

Description

The purpose of the Support for families, parents and carers of First Nations children with disability or developmental concerns activity is to support families, parents, and carers of young (aged 0-8 years) First Nations children with newly identified disability or emerging developmental concerns in rural or remote locations, irrespective of whether they are eligible for a National Disability Insurance Scheme (NDIS) individually funded package.

The activity will utilise a cross-cultural delivery model between First Nations and non-Aboriginal staff to deliver culturally safe and appropriate services to promote acceptance towards disability or developmental concerns, and contribute to changing attitudes towards disability or developmental concerns, while taking into account the cultural sensitivities of the cohort. The activity will also create local peer support networks, provide information about early intervention, and create and use referral pathways with existing service providers.

Who is the primary client?

Primary clients for this program activity are families and carers of First Nations children aged 0-8 years who may have newly identified disability or emerging developmental concerns and their communities, irrespective of whether they are eligible for a National Disability Insurance Scheme (NDIS) individually funded package.

What are the key client characteristics?

Family members and carers of:

- Persons identifying as Aboriginal or Torres Strait Islander residing in a rural or remote area, and who are:
 - persons identifying as having a condition, impairment or disability or
 - those with an emerging developmental concern.

Who might be considered 'support persons'?

For this program activity, support persons may include families / relatives of clients, community leaders, mentors, and informal care givers. Recording support persons is voluntary. Staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

Unidentified group clients

This program activity predominantly provides face to face support, group activities and community events where clients are known to the service.

However, for some group activities and community events where there is the possibility of attendance by members of the general public, organisations should collect client details for each individual participant and record them as a client in the Data Exchange where possible. If not possible, the total number of unidentified group clients should be recorded for this activity. It is expected that a **limited (<10 per cent)** number of group clients should be recorded as unidentified.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each client accessing services. To protect client privacy, organisations should never record any identifiable client information, such as the client's name, in the Case ID field.

Organisations can also create a separate case for each group activity. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

The partnership approach

For this program activity, organisations are required to participate in the partnership approach. As part of the partnership approach, organisations must record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE). The partnership approach also includes the requirement to record an extended set of data.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.

A client SCORE assessment for Circumstances and Goals is to be recorded at the following times:

- near the beginning of the client's service delivery period
- as a minimum, every six months throughout the client's service delivery period (where support is provided for longer than six months), and
- towards the end of the client's service delivery period

Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

- A SCORE assessment for Satisfaction must be recorded at the end of service. It is also recommended that a satisfaction SCORE assessment is completed at the end of the first year of service.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none">▪ Age-appropriate development▪ Community participation and networks▪ Family functioning▪ Mental health, wellbeing and self-care	<ul style="list-style-type: none">▪ Changed knowledge and access to information▪ Empowerment, choice and control to make own decisions▪ Engagement with relevant support services	<ul style="list-style-type: none">▪ I am better able to deal with issues that I sought help with▪ I am satisfied with the services I have received▪ The service listened to me and understood my issues	<ul style="list-style-type: none">▪ Community infrastructure and networks▪ Group / community knowledge, skills, attitudes and behaviours▪ Organisational knowledge, skills and practices▪ Social cohesion

Organisations may record other outcomes and extended client details, if it is considered appropriate for the program and for the clients in question. For those SCORE domains not shown above, organisations can record a SCORE assessment as outlined in the Data Exchange Protocols.

When recording a SCORE assessment, it is mandatory that organisations also record the ‘Assessed by’ field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Age-appropriate development (for parents and carers of children)	My child finds all activities very hard to understand and complete	My child finds most activities hard to understand and complete	My child finds some activities hard but others they can understand and complete	My child can understand and complete many activities	My child can understand and complete almost all activities
Community participation and networks (for parents and carers of children)	I always feel alone and disconnected from people who are experiencing similar things with a child with disability or developmental concerns	I often feel alone and disconnected from people who are experiencing similar things with a child with disability or developmental concerns	I sometimes feel alone and disconnected from the people who are experiencing similar things with a child with disability or developmental concerns	I rarely feel alone and disconnected from people who are experiencing similar things with a child with disability or developmental concerns	I never feel alone and disconnected from people who are experiencing similar things with a child with disability or developmental concerns
Family Functioning (for parents and carers of children)	My family is never able to cope with the challenges surrounding my child’s disability or developmental concern	My family is rarely able to cope with the challenges surrounding my child’s disability or developmental concern	My family is sometimes able to cope with the challenges surrounding my child’s disability or developmental concern	My family is usually able to cope with the challenges surrounding my child’s disability or developmental concern	My family is always able to cope with the challenges surrounding my child’s disability or developmental concern
Mental health, wellbeing and self-care (for parents and carers of children)	I never take time to consider my wellbeing	I rarely take time to consider my wellbeing	I sometimes take time to consider my wellbeing	I usually take time to consider my wellbeing	I always take time to consider my wellbeing

Completing a Goals SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge and access to information (for parents and carers of children)	I have no knowledge about my child's development needs	I have a little knowledge about my child's development needs	I have some knowledge about my child's development needs	I have good knowledge about my child's development needs	I have very good knowledge about my child's development needs
Empowerment, choice and control to make own decisions (for parents and carers of children)	I do not feel confident that I understand my child's disability and development delays	I rarely feel confident that I understand my child's disability and development delays	I sometimes feel confident that I understand my child's disability and development delays	I mostly feel confident that I understand my child's disability and development delays	I am very confident that I understand my child's disability and development delays
Engagement with relevant support services (for parents and carers of children)	I am not working with any support services that could help me improve my situation	I am working with a support service to improve my current situation but we are not working together very well	I am working with a support service to improve my current situation and we are working ok together	I am working with a support service to improve my current situation and we are working well together	I am working with a support service to improve my current situation and we are working very well together

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with (for parents and carers of children)	I cannot deal with the issues I sought help with	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most of the time I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Satisfaction	1	2	3	4	5
I am satisfied with the services I have received (for parents and carers of children)	I am very unsatisfied with the services I have received	I am a little unsatisfied with the services I have received	I am somewhat satisfied with the services I have received	I am mostly satisfied with the services I have received	I am very satisfied with the services I have received
The service listened to me and understood my issues (for parents and carers of children)	The service does not provide me with a culturally safe and supportive space to learn with my child and other families.	The service rarely provides me with a culturally safe and supportive space to learn with my child and other families	The service sometimes provides me with a culturally safe and supportive space to learn with my child and other families	The services usually provides me with a culturally safe and supportive space to learn with my child and other families	The service always provides me with a culturally safe and supportive space to learn with my child and other families

Completing a Community SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	The community is not engaged with providing culturally safe infrastructure and/or networks that support the disabled community.	The community has started to engage with progressing culturally safe infrastructure and/or networks that support the disabled community.	The community is strongly engaged with progressing culturally safe infrastructure and/or networks that support the disabled community. At present, the community has made limited changes.	The community is strongly engaged with progressing culturally safe infrastructure and/or networks that support the disabled community. At present, the community has made moderate changes.	The community is strongly engaged with progressing culturally safe infrastructure and/or networks that support the disabled community. At present, the community has made significant changes.

Community	1	2	3	4	5
Group / community knowledge, skills, attitudes and behaviours	The group has not yet made any progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner that supports the disabled community.	The group has started to make progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner that supports the disabled community	The group has made some progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner that supports the disabled community	The group has made good progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner that supports the disabled community	The group has made significant progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner that supports the disabled community
Organisational knowledge, skills and practices	Our partner organisations have not yet made any progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner to help them respond to the needs of their clients.	Our partner organisations have started to progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner to help them respond to the needs of their clients.	Our partner organisations have made some progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner to help them respond to the needs of their clients.	Our partner organisations have made good progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner to help them respond to the needs of their clients.	Our partner organisations have made significant progress toward improving their knowledge, skills, attitudes or behaviours in a culturally safe manner to help them respond to the needs of their clients.

Community	1	2	3	4	5
Social cohesion	The community has not yet made any progress towards demonstrating greater community cohesion.	The community has started to engage with the issues that affect them and has made limited progress towards greater community cohesion and social harmony.	The organisation has strong engagement with the issues that affect them. At present the organisation has made limited progress towards greater community cohesion and social harmony.	The community has strong engagement with the issues that affect them. At present the community has made moderate progress toward greater community cohesion and social harmony.	The community has strong engagement with the issues that affect them. At present the community has made significant progress toward greater community cohesion and social harmony.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
<ul style="list-style-type: none"> ▪ Is client a carer ▪ NDIS eligibility 	<ul style="list-style-type: none"> ▪ Referral out (type and purpose) ▪ Interpreter present ▪ Service setting 	<ul style="list-style-type: none"> ▪ Attendance profile ▪ Referral in (source and reason for seeking assistance) ▪ Exit reason

For this program activity, when should each service type be used?

Service Type	Example
Awareness Session	Bush picnics to raise awareness about childhood disability, developmental concerns including autism
Carer Support	Support and information for carers of First Nations children with disability, developmental concerns including autism
Child/Youth Focused Group	Group sessions targeted at the First Nations children. Focusing on building community capacity and confidence to respond to needs of children with disability, developmental concerns including autism

Service Type	Example
Community Capacity Building	<p>Group activities that promote community relationships and awareness.</p> <p>Focusing on building community capacity to identify and respond to childhood disability, developmental concerns including autism</p>
Disability Workshop	<p>A workshop to build the knowledge and capacity of people supporting First Nations children with disability.</p> <p>Such as bush picnics to raise awareness about childhood disability, developmental concerns and autism traits, and referral pathways</p>
Indigenous Advocacy/Support	<p>Includes advocating for, problem solving, being an intermediary and assisting First Nations families to raise awareness of available supports for their children</p>

Version History

Version 1, August 2023

First publication and release of document.

This document was detached from the previous **Program Specific Guidance for Commonwealth Agencies** based on department and outcome type.

Version 2, March 2024

Program activities added:

- Support for families, parents and carers of First Nations children with disability or developmental concerns