



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPGOV203B Deliver a service to clients**

**Release 3**

## PSPGOV203B Deliver a service to clients

### Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

### Unit Descriptor

This unit covers provision of service to clients within a prescribed framework. It includes matching client service to needs and delivering client service.

In practice, delivering service to clients may overlap with other generalist or specialist public sector work activities such as working in a public sector environment, communicating in the workplace, using resources, working safely, handling information, using technology, etc.

This is one of 5 units of competency in the *Working in Government and Management* Competency Fields that deal with client services. Related units are:

- PSPGOV309A Address client needs
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV502B Develop client services
- PSPMNGT606B Manage quality client service
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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Match service to client needs

- 1.1 Information on the client base is accessed and obtained in accordance with ***legislation, policy and procedures***.
- 1.2 Information on the client base and its needs is used to match services to ***clients***.
- 1.3 Particular needs of clients are identified to enable targeted service delivery.
- 1.4 Requests from clients are matched to the appropriate service from a defined range of options.
- 1.5 Problems in matching service delivery to clients are reported to supervisor.

#### 2. Deliver client service

- 2.1 ***Client service*** is provided which is timely and meets client needs within the limitations of resources.
- 2.2 Client enquiries are responded to promptly and in accordance with accepted practice and standards of the organisation.
- 2.3 Service and ***communication techniques*** are tailored to the ***specific needs*** of clients.
- 2.4 Complaints from clients and ***difficult situations*** are dealt with in accordance with organisational procedures.
- 2.5 Client confidentiality is maintained as part of service delivery where required.
- 2.6 Data is collected to assist in evaluating whether client needs have been met.

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of internal and external clients including negotiating, explaining and clarifying
- solving problems
- tailoring delivery to meet specific client needs
- responding to diversity, including gender and disability

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector policies, procedures and guidelines related to client service delivery
- current practice in client service delivery in the public sector
- organisational client service charter, standards and procedures
- equity and diversity issues impacting on client service delivery
- limitations of resources for service delivery
- public sector legislation such as occupational health and safety and environment in the context of client service delivery

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPGOV201B Work in a public sector environment
  - PSPGOV202B Use routine workplace communication techniques
  - PSPGOV204B Access and use resources
  - PSPGOV206B Handle workplace information
  - PSPGOV207B Use technology in the workplace
  - PSPGOV208A Write routine workplace materials
  - PSPOHS201B Follow workplace safety procedures

### Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- client service delivery in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to client service in the public sector
- case studies and workplace scenarios to capture the range of client service situations likely to be encountered

### Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when delivering a service to clients, including coping with difficulties, irregularities and breakdowns in routine
- client service delivery in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Some assessment of this unit may be carried out in languages other than English where an officer is working with specific language groups.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><b><i>Legislation, policy and procedures</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• State/Territory and Commonwealth legislation and regulations such as:             <ul style="list-style-type: none"> <li>• public sector management acts</li> <li>• financial management acts</li> <li>• privacy legislation</li> <li>• equal employment opportunity, anti-discrimination and harassment legislation</li> <li>• occupational health and safety legislation</li> <li>• consumer legislation</li> <li>• environment legislation.</li> </ul> </li> <li>• risk management guidelines</li> <li>• ethics and accountability standards</li> <li>• public sector standards</li> <li>• fraud control standards</li> <li>• government security standards</li> <li>• organisational policy, procedures and protocols</li> </ul>
<p><b><i>Clients</i></b> may be:</p>	<ul style="list-style-type: none"> <li>• internal</li> <li>• external</li> <li>• individual members of the public</li> <li>• other agencies and community groups</li> <li>• other work areas of the organisation</li> <li>• individual members of the organisation</li> <li>• senior management</li> </ul>
<p><b><i>Client services</i></b> are:</p>	<ul style="list-style-type: none"> <li>• specific to the organisation, within the capabilities and resources of the organisation</li> </ul>
<p><b><i>Communication techniques</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• active listening</li> <li>• using open and/or closed questions</li> <li>• speaking clearly and concisely</li> <li>• varying language and tone of voice to suit the audience and purpose</li> <li>• giving clients full attention</li> <li>• maintaining eye-contact (for face-to-face interactions) if culturally appropriate</li> <li>• non-verbal communication (for face-to-face interactions) such</li> </ul>

	as: <ul style="list-style-type: none"> <li>• body language</li> <li>• personal presentation</li> <li>• clear, legible writing</li> <li>• handling of sensitive and confidential issues</li> </ul>
<i>Specific needs</i> may relate to:	<ul style="list-style-type: none"> <li>• disabilities</li> <li>• language</li> <li>• ethnicity</li> <li>• gender</li> <li>• culture</li> <li>• age</li> <li>• remote location</li> </ul>
<i>Difficult situations</i> may require:	<ul style="list-style-type: none"> <li>• negotiation techniques including:             <ul style="list-style-type: none"> <li>• effective listening</li> <li>• questioning</li> <li>• constructive feedback</li> <li>• issues identification</li> <li>• exploring options</li> <li>• identifying areas of agreement</li> <li>• recording agreements</li> <li>• non-verbal as well as verbal communication</li> <li>• culturally appropriate strategies, language and non-verbal cues.</li> </ul> </li> <li>• conflict resolution</li> <li>• expert assistance, such as interpreting service, counselling service, ethnic support worker, etc</li> <li>• referral to senior staff</li> </ul>

## Unit Sector(s)

Not applicable.

## Competency field

Working in Government.