



**Australian Government**

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

# **PSPGSD408A Assist government service recipients with complex needs**

**Revision Number: 3**

## PSPGSD408A Assist government service recipients with complex needs

### 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 assistance to users of government services who have complex needs. It includes engaging users, and developing and maintaining working partnerships with others who may assist users to increase their level of economic and social participation.

In practice, assisting government service recipients with complex needs may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, etc.

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. Engage government service recipients with complex needs

- 1.1 *Complex barriers* to participation are identified and addressed in accordance with *legislation, policy and guidelines*.
- 1.2 Goals and opportunities are identified in consultation with government service recipients.
- 1.3 Service recipients are supported to participate as fully as possible.
- 1.4 Individualised plans are negotiated and developed with recipients and progress is monitored and supported.
- 1.5 Collaborative working relationships with *specialists* are established to assess barriers and capacity to participate.
- 1.6 Liaison/collaboration is facilitated between internal specialists to deliver an integrated service in complex situations.

#### 2. Develop and maintain working partnerships

- 2.1 Personal liaison with *local providers, service delivery agents or partners* is established in accordance with organisational requirements, and personal referrals are made to them in accordance with needs.
- 2.2 Relationships are developed and maintained with external providers who can assist government service recipients increase their level of economic and social participation.
- 2.3 Community partnerships are established and maintained, including the undertaking of ongoing outreach work.

## 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:

- working with government service recipients with complex needs
- communicating with a range of audiences for purposes such as liaison, referral, determining goals, etc
- working with people from diverse backgrounds
- responding to diversity, including gender and disability
- providing individualised service
- applying workplace safety procedures in the context of government service delivery

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs in the context of government service delivery
- complex barriers to social and economic participation
- partnerships that will assist government service recipients with complex needs
- individualised plans
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

## 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:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPGOV422A Apply government processes
  - PSPGSD401A Identify and select government service delivery options
  - PSPLEGN401A Encourage compliance with legislation in the public sector

### 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 the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assistance to government service recipients with complex needs 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 government service delivery
- case studies and workplace scenarios to capture the range of circumstances and cases 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 assisting government service recipients with complex needs, including coping with difficulties, irregularities and breakdowns in routine
- assistance to government service recipients with complex

needs in a range of (3 or more) contexts

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

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
- 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.

***Complex barriers*** may include:

- one or more of:
  - homelessness
  - domestic violence
  - background of abuse
  - diversity issues
  - disability
  - substance abuse
  - English language, literacy and numeracy skills
  - refugee status

***Legislation, policy and guidelines*** may include:

- statutory or legislative provisions
- Centrelink Development Agreement 2002 - 2005, or as revised
- client agency partnerships and agreements

***Specialists*** may include:

- case workers
- advocates
- multicultural service officers
- indigenous service officers
- disability officers
- complex assessment officers
- financial information service officers
- jobs education and training advisers

***Local providers, service delivery agents or partners*** may include:

- community organisations
- job network agencies
- social workers
- psychologists
- health professionals
- Salvation Army
- volunteer groups
- employers offering work placements
- accommodation services
- literacy groups
- soup kitchens

- Technical and Further Education (TAFE) Colleges
- community support groups, etc

## **Unit Sector(s)**

Not applicable.

## **Competency field**

Government Service Delivery.