



**Australian Government**

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

# **PSPGSD503A Provide specialist technical service delivery**

**Revision Number: 3**

## PSPGSD503A Provide specialist technical service delivery

### 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 the application of technical, policy and administrative knowledge to handle complex cases in a government service delivery environment. It includes facilitating application of complex legislation, policy and guidelines; establishing and managing the relationship between the organisation and other service sectors; and handling complex cases. In practice, managing a technical specialist workload may overlap with other generalist and specialist work activities, such as doing research, working ethically, complying with legislation, developing client services, leading a workgroup, 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

- |   |   |
|---|---|
| <p><b>1. Facilitate application of complex legislation, policy and guidelines</b></p>                     | <p>1.1 <i>Legislation</i> is interpreted in relation to complex income and asset determinations, qualifications and eligibility.</p> <p>1.2 <i>Policy and guidelines</i> are reviewed in relation to legislated requirements relating to complex investment and financial arrangements.</p> <p>1.3 High-level investigative and decision making skills are applied in the application of legislation, policy and guidelines.</p> <p>1.4 <i>Consultancy services</i> regarding complex issues are tailored and provided to <i>service delivery staff</i> in accordance with their needs and experience.</p> <p>1.5 Training is provided in <i>business structures</i> and related income and assets test issues to other service delivery staff.</p>   |
| <p><b>2. Establish and manage the relationship between the organisation and other service sectors</b></p> | <p>2.1 Relationships are developed and maintained with <i>other service sectors</i> that can assist government service users.</p> <p>2.2 Advice is obtained on the interpretation of policy, instructions and legislation regarding issues relating to income and assets tests, as applied in complex financial and business arrangements.</p> <p>2.3 Advice is provided to government service users, their representatives and the welfare services sector on the interpretation of policy, instructions and legislation on issues relating to income and assets tests as applied in complex financial and business arrangements.</p> <p>2.4 Contact is brokered between government service users, their representatives and the financial services sector on issues which involve the income and assets test as applied in complex financial and business arrangements.</p> |
| <p><b>3. Handle complex cases</b></p>   | <p>3.1 Technical, policy and administrative knowledge is applied to assess the entitlements of government service users with <i>complex needs</i>.</p> <p>3.2 Complex issues are analysed and investigated in accordance with organisational policy and procedures.</p> <p>3.3 Service offers for individuals with complex needs are routinely assessed and reviewed under organisational mechanisms and legislation.</p> <p>3.4 Delegations are exercised to make determinations of entitlements and obligations.</p>  |

## 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:

- undertaking high-level investigation and decision making related to specialist technical service delivery
- working with government service users with complex needs
- communicating with a range of audiences for different purposes
- working with people from diverse backgrounds
- responding to diversity, including gender and disability
- developing and maintaining relationships with other service sectors such as welfare services and financial services
- providing training in business structures and related income and assets test issues to other service delivery staff
- 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 of individuals accessing government service delivery
- complex investment and financial arrangements of government service users
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- policy, instructions and legislation on issues relating to income and assets tests
- 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:
  - PSPCOM503A Build and maintain community relationships
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV502B Develop client services
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV511A Provide leadership
  - PSPGSD501A Develop and implement procedures for government service delivery
  - PSPGSD502A Manage the emergent dynamics of government service delivery
  - PSPLEGN501B Promote 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)
- provision of specialist technical services in a range of (3 or more) government service delivery contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to specialist technical 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 providing specialist technical service delivery, including coping with difficulties, irregularities and breakdowns in routine
- provision of specialist technical services in a range of (3 or more) government service delivery 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.

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

- Social Security Act 1991
- Social Security Administration Act 1999
- Social Security International Agreements Act 1999
- Australian Public Services Act 1999
- Family Assistance Act 1999
- Family Assistance Administration Act 1999
- Student Assistance Act
- Centrelink Development Agreement 2002 - 2005, or as revised

***Consultancy services*** may include:

- external service providers and businesses such as:
  - psychologists
    - social workers
    - community workers
    - job network members
- counsellors
- health professionals
- job network providers

***Service delivery staff*** may include:

- customer service officers
- authorised review officers
- financial information officers
- personal advisers
- other specialists

***Business structures*** may include:

- internal organisation structures
- external service providers and businesses

***Other service sectors*** may include:

- financial services sector
- welfare sector

***Complex needs*** may include:

- homelessness
- domestic violence
- diversity issues
- disability
- substance abuse



- English language, literacy and numeracy skills

## **Unit Sector(s)**

Not applicable.

## **Competency field**

Government Service Delivery.