



Australian Government

Department of Education, Employment and Workplace Relations

PSPGSD401A Identify and select government service delivery options

Revision Number: 3

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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 selection and offer of government service delivery options to meet the needs of eligible applicants. It includes assessing the need for government services, identifying available options, addressing issues, and matching service delivery to the best service option or making referrals if required.

In practice, identification and selection of service delivery options may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, delivering client service, gathering and analysing information 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

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| 1. Assess the need for government services | <ul style="list-style-type: none">1.1 Self-introduction is made in accordance with organisational protocols.1.2 Applicant circumstances and needs are assessed for complexity, urgency and eligibility so that priorities for service delivery can be identified.1.3 Barriers are identified and assessed.1.4 Professional rapport and mutual respect are established and maintained.1.5 All relevant information is provided about the range of services available. |
| 2. Identify government service delivery options | <ul style="list-style-type: none">2.1 Personal details and relevant information about circumstances and environment are obtained, recorded and validated, within established guidelines.2.2 Statutory or legislative provisions related to government services are identified and explained.2.3 Accepted practice, duty of care obligations and the code of conduct of the organisation are followed and explained as required by organisational procedures.2.4 Internal expectations about how the team plans to deliver government services are identified and reflected when interacting with the public.2.5 Service options that match documented needs are identified. |
| 3. Match service delivery to needs | <ul style="list-style-type: none">3.1 Documented needs are used to identify the service option of best fit.3.2 Individual differences, safety and diversity issues are identified and addressed.3.3 Consent to receive services and exchange personal information is obtained in accordance with organisational policy and procedures.3.4 A service offer is made based on up-to-date information on available options, consistent with entitlements under legislation, internal policy and guidelines.3.5 Own roles and responsibilities and the rights and obligations of those receiving government services are communicated in accordance with organisational requirements. |
| 4. Address concerns/issues | <ul style="list-style-type: none">4.1 Questioning and conversation is conducted in a manner which promotes positive participation.4.2 Active listening is employed to encourage open expression of thoughts and ideas.4.3 Negotiation is undertaken when necessary and differences in views are accepted and considered in a way that values individual difference and encourages continuing dialogue.4.4 Advice about communication difficulties is obtained from |

ELEMENT**PERFORMANCE CRITERIA**

supervisor/appropriate officer and implemented.

4.5 ***Strategies to deal with aggression*** are applied in accordance with organisational policy and procedures.

5. Make referrals

5.1 Where there is a ***complexity of needs*** or there are issues outside the area of responsibility, support is obtained and ***referrals*** are made in accordance with organisational policy and procedures.

5.2 Networks are established and maintained, to ensure referrals to appropriate services.

5.3 Assistance is provided with access to services from within and outside the organisation in accordance with identified needs.

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:

- using active listening to gather information and clarify circumstances
- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to match needs to services
- determining eligibility, entitlements and allowances
- using strategies to deal with aggression in the government service delivery context
- identifying when referrals are required and making them to the appropriate agency
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the organisation's protocols for introducing oneself to customers/clients
- the range of applicant circumstances and complexity of needs in the context of government service delivery
- barriers to effective service delivery
- service offers
- range of services available through the organisation
- legislation, policy and procedures relating to government service delivery, including occupational health and safety and environment and sustainability practices
- 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
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPGSD402A Administer government service delivery requirements
 - PSPGSD403A Conduct government service delivery interviews
 - 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)
- the matching of government service delivery to user 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 people, circumstances and attitudes 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 identifying and selecting

government service delivery options, including coping with difficulties, irregularities and breakdowns in routine

- the matching of government service delivery to user needs 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

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.

Self-introduction may include:

- self-identification
- purpose of meeting
- organisational information

Applicant circumstances and needs may include:

- access to financial assistance
- access to job network providers

Barriers may include:

- homelessness
- domestic violence
- diversity issues
- disability
- substance abuse
- English language, literacy and numeracy skills
- access to technology
- skills and training requirements

Range of services may include:

- benefits
- referrals to external service providers
- referrals to community groups
- assistance in applying for training courses
- access to Centrelink programs

Statutory or legislative provisions 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

Diversity may include:

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities

- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

Exchange of personal information may be:	• from referring agency • for referral to other agencies
A service offer refers to:	• appropriate government benefit and/or service
Legislation, internal policy and guidelines may include:	• statutory or legislative provisions • Centrelink Development Agreement 2002 - 2005, or as revised • client agency partnerships and agreements
Active listening may include:	• reading body language • summarising • questioning techniques • re-phrasing • paraphrasing • active feedback
Negotiation techniques may include:	• questioning techniques • effective listening • verbal and non-verbal communication • culturally appropriate strategies • constructive feedback • issues identification • exploring options • identifying areas of agreement • recording agreements
Strategies to deal with aggression may be found in:	• local response guidelines • area and national strategies • occupational health and safety legislation and reference material
Complexity of needs may include:	• literacy • disability • homelessness • at risk of violence • mutual obligations requirements
Referrals may be made for:	• family services • housing assistance • drug and alcohol support • crisis assistance • health professionals • internal specialists, such as social workers, psychologists, etc

- job network providers

Unit Sector(s)

Not applicable.

Competency field

Government Service Delivery.