

Title: Preparing for Service Delivery	Document Number: MQPR 8-1 Custodian: General Manager Business Development
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Purpose

- To describe how MADEC plans, prepares and manages its programmes and services
- To describe how MADEC staff members prepare and deliver their programmes and services
- To ensure that MADEC comply with State legislation
- To ensure that MADEC have access to human and physical resources to provide services
- To ensure that MADEC is able to accommodate customer needs and methods of delivering service requirements
- To ensure that people with disadvantages are provided assistance and support enabling them to enjoy the same basic rights and opportunities generally available to all Australians
- To provide high quality employment services that enable Job Seekers with a disadvantage to achieve sustainable employment to their maximum capacity, promote capacity of disadvantaged groups and individuals leading to improved employment opportunities and encourage innovation and continuous improvement in the provision of employment services.
- To have the right approach to working with clients specifically each person with a disability who is seeking a service has access to MADEC services on the basis of relative need and available resources
- To ensure that each person with a disability receives a service that is designed to meet their individual needs and has the opportunity to participate fully in making decisions about the service they receive from MADEC.

Scope

- This procedure applies to funded programmes and services delivered by MADEC.
- Program preparation applies to all programmes conducted by MADEC.
- Service delivery applies to all services provided by MADEC.

References

- Australian Quality Training Framework June 2010 Essential Conditions and Standards for Continuing Registration
- Disability Services Standards and Key Performance Indicators 2003, Evidence Guidelines Disability Employment Services (July) 2007
- Disability Employment Services Quality Framework 2010
- Job Services Australia Quality Framework 2010
- Job Services Australia Quality Assessment Instructions Measure 2 Service Delivery
- Job Services Australia Performance Management Advice
- Job Services Australia Quality Assessment Instructions Measure 1 JSA Provider Capability Service Delivery
- ISO 9001:2008 Standard 7.1 – Planning of Product Realization
- Skills Victoria Performance Standards
- VET Quality Framework / Standards for NVR Registered Training Organisations 2011

DEEWR Contract References (DES Guidelines)

- Criminal Records Checks for activities where they are a requirement for Participants Guidelines
- DES Participant Compliance Guidelines

- Period of Service Guidelines
- Risk Assessment for DES Work Experience Activities Guidelines
- Work Experience Activities Guidelines

Definitions

Employment Services

Centrelink - means the Commonwealth Services Delivery Agency established under the Commonwealth Services Delivery Agency Act 1997. Centrelink's purpose is to assist people to become self sufficient and serving those in need. Centrelink acts in partnership with other levels of government and the broader Australian community and distributes payments to Australian families, communities and individuals.

Department of Education, Employment and Workplace Relations – purchases employment services on behalf of the Australian Government and is responsible for contract management and administration and will continually monitor, evaluate and promote performance improvement in the employment and related services market in achieving the government's objectives.

Department of Human Services – was established in October 2004 to support the Minister for Human Services and improve the development, delivery and coordination of Government services. Its' role is to administer Comprehensive Work Capacity Assessment / Job Capacity Assessment activities and direct, coordinate and broker improvements to service delivery with other departments and agencies to ensure the effective and efficient implementation of Government policy.

Disability Employment Services (DES) – provides eligible people with disability to have access to individually tailored services that provide capacity building, training, work experience and other interventions to help participants obtain sustainable employment.

The objective of DES is to help individuals with disability, injury or health condition to secure and maintain sustainable employment. DES increases the focus on the needs of the most disadvantaged job seekers and achieves greater social inclusion. DES boosts employment participation and the productive capacity of the workforce, address Skills Shortage areas and better meet the needs of employers.

This includes two distinct demand-driven programs:

- Disability Management Service – for job seekers with disability, injury or health condition who require the assistance of a disability employment service (and who may require irregular or occasional support) but are not expected to need regular long-term support in the workplace, and
- Employment Support Service – for job seekers with permanent disability and with an assessed need for long-term regular Ongoing Support in the workplace to retain their job.

Most DES participants will be able to exit as independent workers once a 26-week outcome has been achieved. For those who require Ongoing Support to retain their job, three support options are available:

- Flexible Ongoing Support – available in both Programs: Disability Management Service and Employment Support Service
- Moderate Ongoing Support – available in Employment Support Service only
- High Ongoing Support – available in Employment Support Service only.

Disability Employment Services Code of Practice – reflects the Australian Government's expectations of how MADEC will interact with job seekers, employers and each other. Together with the Service Guarantee they form part of the performance framework and ensures each job seeker receives a high-quality service

Disability Employment Services Service Guarantees – specifies the level of service each client can expect to receive. Together with the Code of Practice they form part of the performance framework and ensures each job seeker receives a high-quality service.

Disability Services Act (1986) – provides the legal framework for the disability open employment services employment assistance.

DES Eligibility Criteria – is determined by Job Capacity Assessment providers. A job seeker is referred to the DES programme if they have a permanent or likely to be permanent disability and have a reduced capacity for communication, learning or mobility and require support for more than six months after placement in employment and/or require specialist assistance to build capacity in order to meet participation requirements.

DES Eligible Job Seeker – is a person who is not employed and has been specified as an eligible worker following assessment by a job capacity assessment (JCA) provider for the purposes of the DES programme.

DES Eligible Worker – is a person who is employed and has been specified as an eligible worker following assessment by a job capacity assessment (JCA) provider for the purposes of the DES programme.

DES Eligible School Leaver – means a participant who meets the eligibility requirements for and eligible school leaver in accordance with DEEWR guidelines.

DES Job Capacity Assessment – means a holistic assessment of a participant's participation barriers and current work capacity, undertaken by a Job Capacity Assessment provider.

DES Job in Jeopardy Participant – means a participant who meets the eligibility requirements for a Job in Jeopardy participant according to DEEWR Guidelines.

DES Non-vocational Barriers – means the range of barriers that can prevent a person from obtaining and sustaining employment or education or from undertaking further skills development, other than Vocational Barriers.

DES Vocational Barriers – means a lack of appropriate training, skills or qualifications for employment.

DES Ongoing Support – means the DES program services a participant may receive while they are in employment, unsubsidised self-employment, an apprenticeship or a traineeship after a 26 week employment outcome or job in jeopardy outcome until they exit.

DES Ongoing Support Assessment (OSA) – means an assessment by an Ongoing Support Assessor as to a participant's need for ongoing support. In both Programs: Disability Management Service and Employment Support Service, ongoing support in the workplace is available for as long as the participant is assessed by an OSA Assessor as requiring it. OSA assessors independently assesses the ongoing support needs of participants to determine whether ongoing support is required and which level will best suit the needs of the participant and employer.

DES Participant – is an eligible job seeker and an eligible worker.

DES Special Class Client – means a Disability Management Service participant who meets the eligibility requirements of a class of persons determined by DEEWR to be a Special Class Client in accordance with DEEWR guidelines.

Disability Services Act (1986) – provides the legal framework for the disability employment network employment assistance.

Eligible Job Seeker - means a person to whom Employment Services are provided, or have been provided, by MADEC.

Employment Pathway Plan (as per the DEEWR Deed) – means an agreement in the form prescribed by DEEWR which MADEC negotiates with eligible Job Seeker, and which includes a Parenting Payment Activity Agreement, Youth Allowance Activity Agreement or a Newstart Activity Agreement under the Social Security Act 1991 (Cth) or if the Social Security Act 1991 (Cth) is amended, any other such agreements.

Employment Pathway Plan (as per the EPP Guideline) – sets out an individualised pathway to employment for each Job Seeker. The EPP is tailored to the needs of each Job Seeker outlining agreed activities to be undertaken to become work ready and gain sustainable employment. An EPP is a flexible living document that is updated as the Job Seeker progresses along their pathway to employment or to reflect other changes in their circumstances.

Employment Services - means the services described and set out in the Employment Services Contract.

Employment Services Contract - means the relevant contract between MADEC and the Commonwealth to which Rules are attached.

National Harvest Labour Information Service - means the body which coordinates and disseminates harvest labour information through the JobSearch Harvest Trail Website; through a national telephone information service; and through the provision of a national harvest guide and other information.

Community College Services

Access and Equity – means the policies and approaches aimed at ensuring that Vocational Education and Training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Access and equity do not mean that an RTO has to accept anyone as a client.

Accredited Course – means a structured sequence of Vocational Education and Training that has been accredited by a state or territory course accrediting body and leads to an Australian Qualifications Framework qualification or statement of attainment.

Apprenticeship / Traineeship – means a structured training arrangement for a person employed under an apprenticeship/traineeship training contract. It usually involves the person receiving training and being assessed both on and off the job.

Apprenticeship / Traineeship Training Contract – means a contract governing the terms of an apprenticeship or traineeship that is made between an employer and a person employed by them as an apprentice or trainee. The contract must be registered with the relevant state or territory's government department or agency in accordance with the state's or territory's legislation. The training provided under the contract must be delivered by an RTO approved by the state or territory's department or agency and a training plan developed by the RTO must form the basis of the person's training and assessment.

Assessment – means the process of collecting evidence and making judgements on whether competency has been achieved to confirm an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards of a Training Package or the learning outcomes of an accredited course.

Assessment Guidelines – means the endorsed component of a Training Package that underpins assessment and sets out the industry’s approach to valid, reliable, flexible and fair assessment.

Assessment Method – means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios.

Assessment Strategy – means the approach to assessment and evidence gathering used by the assessor of a registered training organisation. This includes the assessment process, methods and assessment tools.

Assessment Tools – the instruments and procedures to gather and interpret evidence of competence.

Assessment Validation – means a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods and tools, the evidence that was collected using these assessment methods and tools and the interpretation of that evidence to make a judgement of competence. Validation may be undertaken prior to and post assessment and include formative and summative assessments (the latter includes assessment for recognition purposes). Validation may be an internal process involving assessors from the same training and assessment organisation or it may occur as an external exercise involving assessors from different organisations.

Assessment Validation Strategies – may be internal processes with stakeholders’ involvement or external validations with other providers and stakeholders.

Client (in education and training) – means learner, enterprise or organisation which uses or purchases the services provided by MADEC.

Concurrent Courses - occur where the same course/unit of national competencies are conducted by more than one teacher during the same period, or when a number of teachers deliver self-paced, individualized training to the same student group.

Consecutive Courses - occur where the same course is conducted by more than one teacher, at different times in a calendar year.

Course - any group of learning outcomes/competencies or unit/s delivered to students that lead to a recognised qualification.

Credit Transfer – Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client’s initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal and learning that is outside the AQF.

Curriculum - is a documented path which outlines and defines broad learning outcomes and assessment methods for a course.

Curriculum Package - is a documented path which outlines and defines broad standards, learning outcomes, elements of competency and assessment methods for a course.

Customisation - occurs when changes are made to a training package or curriculum documentation to modify training.

Flexible Learning and Assessment – means an approach to Vocational Education and Training that allows to be adopted in a variety of learning environments, in order to cater for differences in individual learning interests, needs, styles and opportunities.

In Progress Assessment – is assessment carried out during the course delivery.

Instruments of Measurement – impacts on customer outcomes which if inaccurate or malfunctioning could restrict the customer's learning process or affect assessment results.

Learning Outcomes and Elements of Competency - are statements which specify precisely the performance, the conditions and the standards that learners must achieve to be deemed competent.

Program - is the sum of a number of courses/learning outcomes.

Program Outline - is the course summary information provided to students at course commencement.

Program Profile - The program profile is a list of accredited courses approved by the OTTE which specifies the number of student contact hours to be generated by each course and the subsequent funding resulting from the conduct of those courses.

Recognition of Prior Learning – An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion, a qualification.

Risk Management - is the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

Short Courses - courses are deemed short at the discretion of the Community College.

Student Supplied Product – is assessable material supplied by the student in a course of study.

Teaching Plan - is developed by the teacher, and includes the methodology /strategies, schedule of topics/activities and assessment methods (documentation not essential).

Training and Assessment Strategy – is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the macro-level requirements of the learning and assessment processes, usually at the qualification level.

Training Package – is a nationally endorsed, integrated set of competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

Training Plan – is a documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

Training Program – is a program (also known as learning program), developed by an RTO, that meets the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. The training program may

specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.

Unit of Competency – means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Vocational Competency – Vocational competency is a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.

Acronyms

AJS	– Australian Job Search
AQTF	– Australian Quality Training Framework
ASQA	– Australian Skills Quality Authority
CEO	– Chief Executive Officer
DEEWR	– Department of Education, Employment and Workplace Relations
DES	– Disability Employment Services
DESQA	– Disability Employment Services Quality Assurance
ESS	– Employment Services System (DEEWR IT System)
FaHCSIA	– Department of Families, Housing, Community Services and Indigenous Affairs
NHLIS	– National Harvest Labour Information Service
NVR	– National Vocational Regulator
RPL	– Recognition of Prior Learning
RTO	– Registered Training Organisation
VET	– Vocational Education and Training
VRQA	– Victorian Registration and Qualifications Authority

Procedure

Method of Planning and Preparation

- A1 The General Manager Business Development consults with relevant Managers to oversee the implementation of specific tasks and delegate responsibilities for sections of this procedure.
- A2 The Community College Manager is responsible for ensuring that
 - A2.1 MADEC complies with the VET Quality Framework and AQTF via student information brochures and the MADEC website
 - A2.2 VRQA is advised within 21 calendar days of commencing any interstate or overseas training delivery and or assessments
 - A2.3 VRQA is advised within 3 months of ceasing interstate or overseas training delivery and or assessment
 - A2.4 Policies and procedures meet industry legislative and regulatory requirements specific to MADEC's scope of registration

A2.5 Staff members and customers are provided with information about current jurisdictional legislation and regulatory requirements relating to the industry area in which MADEC is delivering training and conducting assessments.

A3 Relevant Managers are responsible for

A3.1 The development of Department/Branch business plans that incorporates planning and preparation of programmes and services delivered by MADEC (also refer MQPR 1-2)

A3.2 Reviewing, issuing and re-issuing of information provided to clients and customers prior to registration or enrolment (also refer MQPR 9-1) including providing eligible Job Seekers copies of the

A3.2.1 Employment Services Code of Practice

A3.2.2 Employment Services Service Guarantee

A3.3 Reviewing and assessing resources and facility implications, identifying deficiencies and referring deficiencies to the General Manager Business Development including the management of planned and unplanned absences of staff members

A3.4 Verifying that services to be delivered has the necessary authorisation and accreditation

A3.5 Preparing for a budget and evidence that budgets are linked to the MADEC Strategic Plan (also refer MQPR 1-2)

A3.6 Delivering services based on

A3.6.1 DEEWR contracts

A3.6.2 MADEC Tender Response Commitments e.g. Stakeholder Engagements

A3.6.3 Other Funding deed/agreements e.g. FaHCSIA Agreements

A3.6.4 Disability Service Standards and DES Quality Framework

A3.6.5 Job Services Australia Quality Framework

A3.6.6 Learning and assessment strategies for each training course in compliance with the VET Quality Framework, Skills Victoria, AQTF and ASQA

A3.7 Conducting advertising campaigns where required

A3.7.1 In accordance with the DEEWR contract, funding agreement, ASQA / VET Quality Framework, Skills Victoria / AQTF

A3.7.2 After approval and authorisation from the General Manager Business Development

A3.8 Ensuring Job Seekers induction materials (also refer MQPR 9-1) include information and explanation regarding

A3.8.1 Stream Services that MADEC will provide

A3.8.2 The Job Seeker's obligations under Social Security for Activity Tested Job Seekers

A3.8.3 How to search for job vacancies through AJS

- A3.8.4 A list of initial matches
 - A3.8.5 The best ways to look for and find work and discuss local employment opportunities
 - A3.8.6 Skill shortage areas and access to the Productivity Places Program
 - A3.8.7 Résumé preparation and providing the Job Seeker a copy of their résumé
 - A3.8.8 How AJS matches key words in profiles to available jobs
 - A3.8.9 Establishing a password for AJS personal page and an email or telephone message bank service for the Job Seeker to receive advice on job matches
 - A3.8.10 DEEWR brochures including Service Guarantee, Code of Practice, Privacy Notice and Grievance and Complaints.
- A4 The General Manager Business Development and the Community College Manager are responsible in ensuring that services are delivered by staff members who have the competencies, or who are under the supervision of a staff member with competencies that is able to demonstrate these competencies, to the level of services being delivered (also refer MQPR 3-2).
- A5 The Human Resources Manager is responsible to maintain updated and accurate records of staff members through an annual review of staff members' qualifications, skills and experience (also refer MQPR 3-6).
- A6 Manager/s shall ensure that direct supervision arrangements are developed to support staff member mentoring needs to be able to achieve necessary outcomes in MADEC's service delivery requirements (also refer MQPR 3-3).
- A7 Manager/s shall ensure that Reception / Front Office staff members are notified of new services delivered by MADEC.
- A8 The Community College Manager is responsible for ensuring that students are provided with information about legislation that significantly affects them on
- A8.1 Occupational health and safety
 - A8.2 Workplace harassment, victimization and bullying
 - A8.3 Anti-discrimination, including equal opportunity, racial vilification, disability discrimination
 - A8.4 Vocational education and training
 - A8.5 Apprenticeships and traineeships
 - A8.6 Privacy legislation.
- A9 The General Manager Business Development is responsible to ensure that business partners comply with legislation and understands MADEC's policies and procedures.

Delivery of Services

- B1 Managers are responsible for ensuring that staff members
 - B1.1 Participate in the planning and preparation of programmes and services

- B1.2 Develop implementation plans for the programmes and delivery of services
- B1.3 Maintain and keep records of client and customer attendance and progress as governed by relevant funding bodies (also refer MQPR 10-1)
- B1.4 Identify special needs of clients and customers, develop and implement strategies to address these needs (also refer MQPR 8-3)
- B1.5 Monitor and record client and customer progress evidenced by documented tools and instruments, and provide feedback to the client or customer
- B1.6 Undertake validation of client evaluation, assessment and monitoring processes
- B1.7 Participate in client satisfaction feedback processes (also refer MQPR 2-2).

Job Search Facilities

- C1 Site Managers and Team Leaders are responsible for ensuring that job search facilities are provided to eligible Job Seekers according to DEEWR's Job Search Facilities Guidelines.
- C2 Site Managers and Team Leaders are responsible for ensuring that Job Search Facilities are readily accessible and available to all eligible Job Seekers in a reception environment or equivalent in accordance with any directions notified by DEEWR from time to time.
- C3 The Site Managers and Team Leaders are responsible for maintaining Job Search Facilities at each of the MADEC sites and ensuring that the Job Search Facilities are kept clean and operational at all times.

Employment Pathway Plans

- D1 DEEWR will issue MADEC with the approved forms of Employment Pathway Plans.
- D2 The Employment Consultant and a Fully Eligible Job Seeker shall meet and enter into an Employment Pathway Plan as per the DEEWR Creating and Updating an Employment Pathway Plan Guidelines.

Vacancy Management Services

- E1 Site Managers and Team Leaders are responsible for ensuring that Employment Consultants canvass employers for vacancies and host organisations for assignments as per DEEWR Vacancy Management Guidelines.
- E2 Employment Consultants must
 - E2.1 Lodge every vacancy or assignment it receives on ESS within one business day of being obtained
 - E2.2 Identify suitable applicants for each vacancy and refer them to the employer
 - E2.3 Receive résumés for applicants and discuss with other staff applicant's suitability for the specific position

- E2.4 Contact the employer to discuss applicant's referral arrangements and record outcome of referrals on the applicant's case note record. For Job Seekers who do not have a case note record, Unsuccessful Letters should be sent out.

Work Experience Program

- F1 A Job Seeker's eligibility for Work Experience is identified by DEEWR on its IT systems.
- F2 Each eligible Job Seeker is referred to MADEC following a Stream Services Review.
- F3 Employment Consultants shall comply with the following DEEWR Guidelines
- F3.1 Generating, Assessing and Approving Work Experience Activities Guidelines
 - F3.2 Work Experience Activity Types Guidelines
 - F3.3 Managing a Work Experience Activity Guidelines
 - F3.4 Getting a Job Seeker Commenced in the Work Experience Phase Guidelines
 - F3.5 Managing Job Seekers on Work Experience Activities Guidelines
 - F3.6 Criminal records checks for activities where there is a requirement for Job Seekers Guidelines
 - F3.7 Criminal records checks for activities where they are a requirement for Supervisors Guidelines
 - F3.8 Insurance for Work Experience Activities
 - F3.9 Risk Assessment for Work Experience Activities Guidelines
 - F3.10 Incident Management and Reporting for Work Experience Activities Guidelines.

Disability Employment Services

- G1 Employment Consultants shall conduct and deliver DES program services at or above the minimum standards set out in DES Service Guarantees.
- G2 Employment Consultants shall comply with the Code of Practice, provide a copy and explain to all participants the Code of Practice.
- G3 Site Managers/Team Leaders shall ensure to prominently display in their offices and all sites and make available to potential participants and employers promotional material made available by DEEWR about the Service Guarantees and Code of Practice.

Appointments with Participants

- G4 Employment Consultants shall ensure that its electronic diary has at all times capacity to receive an appointment for a participant within the next two business days for the purposes of conducting an initial interview, re-engagement/reconnection or conducting a contact with the participant following a Change of Circumstances Reassessment or a program review.
- G5 Employment Consultants shall make an appointment with the participant at the next available opportunity for
- G5.1 Special Class Clients, Eligible School Leavers or Job in Jeopardy Participants who directly registers with MADEC
 - G5.2 A participant who has had a Change of Circumstances Reassessment or a program review, and an appointment for the purpose of conducting a contact with the participant who is not already scheduled

- G5.3 Where Employment Consultants or the participant needs to reschedule an appointment.
- G6 Where a participant has an appointment with MADEC, Employment Consultants shall meet with the participant on the date of the appointment as recorded in the Employment Consultant's electronic diary.
- G7 Employment Consultants must record a result for the appointment in the electronic diary on the same day of the appointment.
- G8 Where a participant has not attended an appointment, Employment Consultants shall attempt to contact the participant at least once a day on the next two consecutive business days after MADEC becomes aware of the non-attendance, and then record the result of the appointment in the electronic diary as soon as possible thereafter.

Initial Contacts and Interviews

- G9 During an initial interview for a participant, Employment Consultants shall
- G9.1 Confirm the participant's identity
 - G9.2 Explain the program services that MADEC will provide including the Service Guarantee and Code of Practice
 - G9.3 For activity tested participants, explain their rights and obligations under the Social Security Law and the consequences of not meeting their obligations
 - G9.4 Prepare and approve an Employment Pathway Plan with the participant which includes any interventions required at that point
 - G9.5 In relation to Disability Management Service participants, ask whether the participant's disability, injury or health condition is the subject of a possible Compensation claim and, if it is, supply the Disability Management Service participant with information about the possible recovery of rehabilitation program Costs
 - G9.6 Where necessary to allow the participant to understand the initial interview, provide access to an interpreter.
- G10 In addition to the requirements above, either during the initial interview and /or at such other times as deemed appropriate by MADEC based on individual need, Employment Consultants shall provide
- G10.1 An initial list of appropriate job vacancies
 - G10.2 Advice about the best ways to look for and find work and about local employment opportunities and
 - G10.3 Information about Skills Shortage areas and access to the Productivity Places Program.
- G11 After the initial interview, Employment Consultants shall record completion of the initial interview in DEEWR's IT systems.

Résumé Preparation

G12 Either during the initial interview and/or at such other times as deemed appropriate by Employment Consultants based on individual need, Employment Consultants

G12.1 Shall assist the participant to prepare a résumé and load the completed résumé onto DEEWR's IT systems and

G12.2 May choose to complete the résumé summary fields in DEEWR's IT systems.

Initial Interview for a New Program

G13 During an initial interview for a new program Employment Consultants:

G13.1 Shall explain to the participant the program services that MADEC will provide and any other matters and

G13.2 Update the participant's Employment Pathway Plan if appropriate.

G14 After an initial interview for a new program, Employment Consultants shall record completion of the initial interview for a new program in DEEWR's IT systems

Minimum Number of Contacts

G15 Employment Consultants shall provide each participant with at least the minimum number of contacts as follows

Participant	Minimum Contacts
All Participants (excluding Job in Jeopardy Participants)	Initial interview on Commencement Fortnightly contacts for participants receiving Employment Assistance and Extended Employment Assistance Regular contacts, as deemed appropriate by MADEC, for participants receiving post placement support Initial interview for a new program when a participant moves from Disability Management Service to Employment Support Service or vice versa As required, for participants receiving flexible ongoing support
Job in Jeopardy Participants	Initial interview on commencement Regular contacts, as deemed appropriate by MADEC, during the period of service
Employment Support Service Participants Only	Fortnightly contacts for participants receiving moderate ongoing support Weekly contacts for participants receiving high ongoing support

- G16 The timing and duration of contacts is not specified but shall depend on the individual circumstances of each participant as determined by Employment Consultants.
- G17 There are no minimum contacts specified for participants who are receiving flexible ongoing support.
- G18 In addition to the requirements above, Employment Consultants shall
- G18.1 Provide each participant with the number of contacts required to ensure successful completion of any activity being undertaken by the participant pursuant to their Employment Pathway Plan and
 - G18.2 Tailor the contacts to meet the circumstances of the individual participant.
- G19 Issues to be covered in contacts shall be appropriate to the circumstances of individual participants and may include
- G19.1 Identification and recording of any relevant changes in DEEWR's IT systems including any changes to the circumstances of the participant
 - G19.2 Identification of, and referral to, any relevant training, work experience or other interventions
 - G19.3 A discussion regarding a participant's job search activities (if this is included as a requirement in their Employment Pathway Plan) since their last contact
 - G19.4 Assistance in identifying appropriate job vacancies
 - G19.5 A review of a participant's progress towards overcoming identified vocational barriers and non-vocational barriers to employment
 - G19.6 A review and update of a participant's employment pathway plan as relevant and
 - G19.7 Any specific issues for participants who are in employment or post placement support.

Mode of Contact

- G20 Employment Consultants shall provide face to face contacts except
- G20.1 Where the participant resides in a remote ESA where there is no outreach service or which is affected by extreme weather conditions; an area affected by natural disasters or an area affected by public transport strikes
 - G20.3 When a participant is participating in full-time training or education or another external activity in accordance with their Employment Pathway Plan and their participation in those activities restricts their availability to participate in contacts or in other circumstances as advised by DEEWR from time to time.

DEEWR Contract Requirements and DES Guidelines

- G21 Disability Employment Services managers, team leaders and staff are responsible for complying with DEEWR contract requirements and DES Guidelines for

- G21.1 Criminal Records Checks for activities where they are a requirement for Participants Guidelines
- G21.2 DES Participant Compliance Guidelines
- G21.3 Period of Service Guidelines
- G21.4 Process for Commencing 2010-2012 DES Deed Guidelines
- G21.5 Risk Assessment for DES Work Experience Activities Guidelines
- G21.6 Work Experience Activities Guidelines

Harvest Labour Services

- H1 Site Managers and Team Leaders are responsible to
 - H1.1 Provide a Harvest Placement Service during the Harvest Period, which involves supplying the labour necessary to meet the seasonal harvest requirements of Employers
 - H1.2 Ensure that Employment Consultants and Harvest Labour Staff comply with the DEEWR Harvest Placement Guidelines.
- H2 The Marketing Coordinator is responsible for the development, ordering and distribution of all marketing materials to harvest offices, and coordination of all advertising and media releases for all harvest areas.
- H3 Harvest Labour Staff will personally promote harvest services directly to growers by attending
 - H3.1 Local and national grower group meetings and conferences
 - H3.2 Local grower field days
 - H3.3 Grower properties and conducting personal visits.
- H4 Harvest Labour Staff will personally promote harvest services directly to potential harvest workers by attending backpacker and similar expos.

National Harvest Labour Information Service (NHLIS)

- I1 The NHLIS Manager shall ensure that MADEC provides the National Harvest service including the
 - I1.1 Harvest Trail Website
 - I1.2 National Harvest Telephone Information Service and
 - I1.3 National Harvest Guide
- I2 The NHLIS Manager shall monitor the ESS NHLIS Provider Portal and ensure that MADEC complies with
 - I2.1 The DEEWR Funding Deed requirements and
 - I2.2 DEEWR Guidelines for
 - I2.2.1 Harvest Information Advice
 - I2.2.2 Promoting Harvest Work Advice.

Community College Services

Competence in Training and Assessment Delivery

- J1 The Community College Manager is responsible to ensure that training is delivered by a person who has all the competencies from the training package Certificate IV in Training and Assessment (TAE10) or is able to demonstrate equivalent competencies or who is under the direct supervision of a person with these competencies and is able to demonstrate equivalent competencies at least to the level of those being delivered (also refer MQPR 3-2).
- J2 The Community College Manager is responsible to ensure that when a person delivering training on behalf of MADEC has regular guidance, support and direction from a person designated by MADEC who has the competencies from the Training Package Certificate IV in Training and Assessment and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all the training delivery.
- J3 The Community College Manager is responsible in maintaining up-to-date records of the verified training, assessment and vocational competencies for all staff members working either for or on behalf of MADEC as trainers and assessors.
- J4 The Community College Manager is responsible to ensure that training and assessment is delivered by trainers and assessors who
 - J4.1 Have the necessary training and assessment competencies as determined by the National Quality Council or its successors and
 - J4.2 Have the relevant vocational competencies at least to the level being delivered or assessed and
 - J4.3 Can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
 - J4.4 Continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

Qualified Assessors

- K1 The Community College Manager shall ensure that student assessments
 - K1.1 Comply with the Assessment Guidelines included in training packages and accredited courses
 - K1.2 Lead to the issuing of a Statement of Attainment or qualification under the Australian Quality Framework when a student is assessed competent against the nationally endorsed unit/s of competency (also refer MQPR 10-1)
 - K1.3 Comply with the principles of validity, reliability, fairness and flexibility
 - K1.4 Provide for applicants to be informed of the context and purpose of the assessment and its procedures
 - K1.5 Where relevant, focus on the application of knowledge and skills to the standard of performance required in the workplace and cover all aspects of workplace performance including task skills, task management skills, contingency management skills and job role environment skills

- K1.6 Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
 - K1.7 Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
 - K1.8 Are equitable for all persons, taking account of cultural and linguistic skills
 - K1.9 Provide for re-assessment on appeal.
- K2 The Community College Manager is responsible to ensure that the following are documented in a Training and Assessment Strategies Outline prepared for each course
- K2.1 Methods used to identify learning needs and methods for designing training and assessment are documented
 - K2.2 The requirements of the training package or accredited course are met
 - K2.3 Core and elective units, as appropriate, are identified
 - K2.4 Customisation meets the requirements specified in the relevant training package or, for accredited courses meets the National Training Quality Council policy
 - K2.5 Language, literacy and numeracy requirements develop the learning capacity of the student and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses
 - K2.6 Delivery modes and training assessment materials which meet the needs of a diverse range of clients are identified
 - K2.7 Where assessment or training is conducted in the workplace MADEC negotiates the delivery and assessment strategy with the employer and students, works with the employer to integrate any on-the-job training and assessment and schedules workplace visits to monitor and review the training and assessment
 - K2.8 Where an apprenticeship or traineeship training contract is in place or being negotiated student Training Plans are developed, documented, implemented and monitored for each apprentice or trainee encompassing all relevant off-the-job training and structured workplace training
 - K2.9 Where assessment or training is conducted on-line or by distance MADEC has effective strategies for student support, monitoring and assessment.

Transition to Training Packages and Expiry of Accredited Courses

- L1 The Community College Manager (or delegate) shall ensure that
 - L1.1 MADEC only delivers currently endorsed Training Packages or accredited courses
 - L1.2 Qualifications and courses delivered by MADEC have been included on MADEC's scope of registration on the training.gov.au website

- L1.3 MADEC meets the requirements of relevant revised Training Packages or accredited courses within the transition period
- L1.4 Strategies for training and assessment and related resources are in place to deliver and assess in the new Training Package or accredited course
- L1.5 MADEC's templates for qualifications and statements of attainments and marketing materials have been updated in conjunction with the revised Training Package or accredited course
- L1.6 Trainers and assessors are aware of changes in the revised Training Package or accredited course, the relevant training and assessment strategies and resources
- L1.7 Learners, employers and relevant stakeholders affected by changes in Training Packages and accredited courses are advised of how the changes will affect them
- L1.8 Student enrolments within the new qualification commences as soon as possible and no later than 1 year after publication of the revised Training Package
- L1.9 MADEC abides by transition requirements within the accredited course documentation when enrolling students
- L1.10 MADEC has strategies in place for transitioning students to the new qualification or course in a timely manner and within the timeframe designated by the ASQA
- L1.11 Relevant course guides, student information brochures, policies and procedures on enrolment and student records are reviewed and updated to include changes and transition to Training Packages and accredited courses
- L1.12 Trainers and assessors do not use superseded training packages and courses by ensuring that hard copies and electronic versions of superseded training packages and courses are appropriately labelled as 'obsolete' in the filing system.

Records

Contracts and Funding Agreements
Induction Records
Initial Interview Records
Interpreter Records
Learning and Assessment Strategies Outline
Schedule of Contacts
Staff Members' Qualifications and Vocational Competencies
Client Information Brochures
Student Learning Support Documentation
Teaching Plans
Timetables
Training Plans for Apprentices and Trainees
Validation Plans
Vocational Profiles

Associated Quality Documents

AAC Eligibility
AATP Admin File Checklist
AATP Authority to Invoice

AATP Employer Folder Checklist
AATP Evidence of Participation Unit Checklist
AATP Pre Training Review
AATP Pre-enrolment Evaluation Cert II
AATP RTO Employer Authority
AATP Trainee Folder Checklist
AATP Trainers Monthly Responsibilities Procedure
Accredited Course Design Flowchart
Aged Care Student Handbook
Attend Gaming Machines (SA) PowerPoint Presentation
Delivery and Assessment Flowchart
DES Information Pack Checklist
DES Job Seeker File Format and Construction
Employer Letter
Employer Information Pack Checklist
First Aid Level I SA PowerPoint Presentation
First Aid Level I VIC PowerPoint Presentation
First Aid Level II SA PowerPoint Presentation
First Aid Level II VIC PowerPoint Presentation
Guidelines for the Assessment Instruments
Jobseeker Information Pack Checklist
Practical Placement Forms – Victoria
Pre-requisite Pre-Training review for Certificate III in Retail Checklist
Request for Certificate Trainees
RSG (SA) PowerPoint Presentation
SA Flow Chart of inquiry to training commencement (classbased and trainees)
Senior First Aid Level II VIC PowerPoint Presentation
STEP ERS Eligibility/Commencement 'Fax-back/Email' Form Pre Employment Training Element
STEP ERS File Checklist
Trainer Matrix Template
Traineeship Enquiry Flow Chart
Traineeship in Retail Proposal
Training and Assessment Strategies Outline Template
User Choice Eligibility
UWEP Activity Participant Letter Template
UWEP Host Organisation Letter Template
Vacancy Request Details
VIC Flow Chart of inquiry to training commencement (classbased & trainees)

Associated Work Instructions

Administration Completion Process
Cancellation of Trainee Process for Administration
Community College Work Placement
DELTA Access Guidelines Procedure
Early Completion - DELTA
E-Learning Instructions for Jobseekers
E-Learning I-Work Program
End of Year Data Submission
Enrolment Process VIC Only
Enrolment Process SBAA VIC Only
Evidence of Participation Guidelines
Harvest Labour
Induction Visit Guide
Job Search Facilities

NHLIS Managing Call Centre Voice Recording
NHLIS Managing Requests to Lodge Vacancies
NHLIS Outgoing Mail Handling Procedure
Non-compliant Checklist
Outcome Form Procedure
Part Time Attending School Checklist Procedure
SA Enrolment Process
SA Enrolment Process SBAA
SBAA Checklist Procedure
Site Diary Administration
Structured Training and Employment Project Employment and Related Services VICTORIA
Trainers Monthly Responsibilities Procedure
Trainee Notification Chart
Trainee RPL Procedure
Trainers Withdrawal of unit process
Work Experience
Work Experience Generally Group-Based

Authority

Chief Executive Officer

Reviewed By

Custodian of this Procedure