



**Australian Government**

**Australian Public Service Commission**

# **Candidate Skills Recognition Booklet**

**PSP50104 Diploma of Government**

**PSPETHC501B: Promote the values and ethos  
of public service**



**NATIONALLY RECOGNISED  
TRAINING**

**Candidate Name:**  
**Department/Agency:**  
**Telephone:**  
**Email:**

## Skills Recognition

This Booklet is designed for the recognition candidate to initially self-assess against each element within the unit of competency. It is, however, recommended that the supervisor is involved in supporting the Candidate through the assessment of their skills.

While this Booklet addresses each of these elements individually, they will be assessed together as a Unit of Competency or in conjunction with a number of Units.

This Booklet:

- ⇒ provides a framework to guide the Candidate in preparing a portfolio of evidence as a basis for recognition under the National Skills Framework for this Unit of Competency
- ⇒ breaks the unit down into its component elements and addresses these in order. While the recognition process itself will be more holistic, the Booklet allows Candidates to address each element either in isolation or in combination with other elements or Units
- ⇒ encourages the Candidate to identify evidence from within the workplace, if possible
- ⇒ contains a range statement that explains some of the terms in italics used in the Performance Criteria for each element
- ⇒ provides examples and optional work based activities
- ⇒ includes a third party report template and a feedback form.

Candidates should familiarise themselves with the information contained in the Candidates Information Guide that can be downloaded from the Australian Public Service Commission's website: <http://www.apsc.gov.au/rto/>

More information about the Unit of Competency contained in this booklet is available from the National Training Information Service. A link to the unit is included on page 3 of this booklet.

**Note: Evidence must be gathered over time in a range of contexts to ensure you can achieve the unit outcome and apply the competency in different situations and environments.**

This Booklet can be downloaded from the Australian Public Service Commission website [www.apsc.gov.au/rto/](http://www.apsc.gov.au/rto/) and printed for completion by hand or electronic means. If there is insufficient space to record your input, please insert or attach additional pages. A completed copy of this booklet (with appropriate supporting evidence) can be submitted for recognition which can lead to the awarding of a nationally recognised Statement of Attainment or a Qualification from the Australian Public Service Commission.

**Promote the values and ethos of public service****Introduction**

This is a core unit of competency in the PSP50104 Diploma of Government and covers the responsibility of those in public service to model and encourage in others the highest standards of ethical conduct.

Being competent in this unit means being able to:

- ✓ *Promote ethical standards*
- ✓ *Assist staff to avoid conflicts of interest*
- ✓ *Model and foster integrity of conduct.*

There are other related competencies in the key area of ethics and accountability that deal with ethics. If you feel this unit: **Promote the values and ethos of public service** is not appropriate to your skill level, please consider one of the Units below as an alternative.

- PSPETHC401A Uphold and support the values of the public service
- PSPETHC601B Maintain and enhance confidence in public service.

**Useful links**

Unit of Competency: PSPETHC501B Promote the values and ethos of public service

<http://www.ntis.gov.au/?/trainingpackage/PSP04/unit/PSPETHC501B>

The National Training Information Service: <http://www.ntis.gov.au/>

[APS Values: http://www.apsc.gov.au/values/index.html](http://www.apsc.gov.au/values/index.html)

[APS Code of Conduct: http://www.apsc.gov.au/conduct/index.html](http://www.apsc.gov.au/conduct/index.html)

The APSC Registered Training Organisation website: <http://www.apsc.gov.au/rto/>

**Relationship to the Integrated Leadership System**

This Unit of Competency underpins the following capability outlined in the Integrated Leadership System.

**EL1 Exemplifies personal drive and integrity**

- Demonstrates public service professionalism and probity

**For further information**

Please consult the Commission's [Candidate Information Guide](#) for additional information on the recognition process and how to initiate formal assessment and recognition by the Australian Public Service Commission.

## Information for supervisors

As a supervisor you play an important role in assisting the Candidate to develop their skills. By undertaking this recognition activity, the Candidate will be assessed against competencies developed by Government Skills Australia, the Industry Skills Council with responsibility for the public sector. By having their skills recognised, the Candidate is contributing to the identification of your organisation's intellectual capital.

As every organisation is different, you may be able to assist the Candidate identify the work requirements, work practices and knowledge relevant to your environment.

The Candidate is encouraged to complete the self-assessment checklist and identify appropriate evidence, which is then recorded in the 'supporting evidence list' section. Sample work-based activities have been included in the Booklet for the candidate who is unable to identify sufficient evidence to address each competency and needs to produce further evidence of their skills and knowledge. The sample activities in the Booklet could be modified by the candidate and their supervisor to better suit workplace requirements and needs.

## Third party reports

At the end of the booklet is a blank Third Party Report template. In some cases the candidate may require a corroborating statement from a third party. Supervisors, or other third parties, can complete these reports, where appropriate, which Candidates can add to their portfolio of evidence.

On completing their portfolio of evidence, Candidates can submit it to the Australian Public Service Commission for recognition, which can contribute to the awarding of a Diploma of Government.

## Benefits for Supervisors

The self assessment process will enable you and your staff to identify current skill levels and assists you in determining if your staff are ready to undertake recognition or whether they may require additional training and/or development. Formal training can be an expensive option, especially if the Candidate can already demonstrate their existing skills and have them recognised.

Additionally, the assistance you provide the Candidate can be used as evidence for recognition of your skills against the *PSPGOV416A Monitor performance and provide feedback* and *PSPGOV510A Undertake and promote career management units of competency*.

## Further information

If you have any questions, you can contact the National Recognition Coordinator on 02 6202 3787 or email your query to [rto@apsc.gov.au](mailto:rto@apsc.gov.au).

## Feedback

Finally, a feedback form template is included at the end of this Booklet. As we seek to continuously improve our processes, procedures and resource materials, we would appreciate your feedback as a supervisor. You can use a copy this template to detail your comments. If you provide feedback, consider keeping a copy of your submission as it supports *PSPGOV405B Provide Input to change processes*.

## 1 Promote ethical standards

This element requires:

- Interpretation of ethical standards is discussed with senior staff to ensure common understanding of requirements
- The ethical obligations of public service and the **consequences of unethical conduct** are explained to others in a manner suited to their levels of understanding, experience and specific needs
- Conduct of self and others is assessed against ethics standards, legislation and guidelines, and feedback or assistance is timely, constructive, and consistent
- Impartial, culturally and politically neutral **advice is provided in accordance with organisational procedures**
- Resolution and/or **referral** of **ethical problems** identified in dealings with staff and the public are used as learning opportunities within the workgroup without compromising privacy and confidentiality considerations

Text in *italics* is explained in the Range Statement on page 13 of the Booklet.



### Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer <b>Yes</b> , list examples of evidence you can provide
Do I discuss interpretation of ethical standards with senior staff to ensure common understanding of requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I explain the ethical obligations of public service and the <b>consequences of unethical conduct</b> to others in a manner suited to their levels of understanding, experience and specific needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I assess the conduct of self and others against <b>ethics standards, legislation and guidelines</b> , and feedback or assistance is timely, constructive, and consistent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I provide impartial, culturally and politically neutral advice in accordance with organisational procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Do I use resolution and/or **referral** of **ethical problems** identified in dealings with staff and the public as learning opportunities within the workgroup without compromising privacy and confidentiality considerations?

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### Examples of evidence

The following list may provide guidance in identifying suitable evidence of your knowledge and skills.

- A recent performance appraisal or testimonial from your line manager acknowledging your ability to:
  - interpret and apply ethical standards
  - explain legislation, guidelines and behaviours to others
  - offer neutral and impartial advice
  - raise and resolve ethical problems within the workgroup.
- A document you've written for your organisation (be it your work team, clients or members of the general public) explaining the ethical standards adopted by your workplace and describing how problems are resolved. Identify:
  - your target audience
  - the means of distribution
  - the methods used to gather feedback
  - any modifications made to the document as a result of that feedback.
- Minutes or reports from two meetings where ethical issues were raised and resolved. The minutes should demonstrate your role in these discussions – ie they should show you:
  - led the discussion
  - helped clarify the issues
  - identified the appropriate legislation/guidelines
  - used the discussions as a learning experience for other group members.
- An overview of your current role and position accompanied by:
  - a list of the ethical issues you encounter in the course of your work
  - your approach to resolving each of these issues
  - a description of how you raise workplace awareness of these issues and use them as a means of promoting compliance with ethical standards.
- A document describing the discussions you've had with staff throughout the organisation involving:
  - the identification and clarification of ethical standards and workplace behaviours
  - unethical conduct and its consequences for the individual, the client and the organization



## Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



### Work-based activity: Promote ethical standards

The following suggestion for a work-based activity may be of use in demonstrating your ability to meet the competency requirements of this unit.

Develop a presentation to promote ethical standards in your workplace. Use the following activity to aid you in this activity.



### Activity checklist

Familiarise yourself with the <i>Public Service Act 1999</i>	available via <a href="http://www.comlaw.gov.au/">http://www.comlaw.gov.au/</a>
Describe how your Agency promotes APS Values.	
Identify three rules in the APS Code of conduct that address ethical behaviour.	1) 2) 3)
Identify five sanctions an Agency Head may impose on public servants found to have breached the Code of Conduct.	1) 2) 3) 4) 5)
What guidance does your Agency provide to staff on ethical matters?	

What are your agency's procedures for dealing with a report made by an APS employee under section 16 of the Act?	
Have a third party confirm your responses	Third party confirmation:  Signature: ..... Date: .....

## 2 Assist staff to avoid conflicts of interest

This element requires:

- **Conflict of interest** requirements are explained to staff using language and supporting material suitable to their needs and the situations they are likely to experience
- Matters involving competing interests or conflicting views on appropriate action are discussed with staff, and resolved or referred in accordance with policy and guidelines
- Personal work practices are used to provide a consistent example of desired ethical conduct, and staff/team values are developed through collaboration and leadership



### Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer <b>Yes</b> , list examples of evidence you can provide
Do I explain <b>conflict of interest</b> requirements to staff using language and supporting material suitable to their needs and the situations they are likely to experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I discuss matters involving competing interests or conflicting views on appropriate action are discussed with staff, and resolved or referred in accordance with policy and guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



### Examples of evidence

- A report – verified by your line manager – describing where and how you explained conflict of interest requirements to staff and outlining action you have taken when such situations have occurred.
- Diary or journal entries summarising discussions you have had with colleagues relating to potential conflicts of interest and steps you have taken

to ensure such matters are resolved.

- A case study describing a recent situation where you identified a potential conflict of interest and supported staff in reaching a solution based on ethical guidelines.



**Confirm self-assessment with supervisor**

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



**Work-based activity:** Assist staff to avoid conflicts of interest

Identify your Agency’s policies relating to conflict of interest. Additionally/alternatively, locate policies on outside employment or receiving gifts or benefits.



**Activity checklist**

What processes does your agency have for dealing with conflict of interest situations?	
Incorporate this information into the initial activity in this booklet. If the first activity was not completed, prepare a presentation briefing on this topic	

### 3 Model and foster integrity of conduct

This element requires:

- Ethical, lawful and reasonable directions are provided to staff, and protection is provided from reprisals for refusing others' directions to act unethically
- The **principles of procedural fairness** are modelled and explained to others using strategies and language suited to their levels of understanding, experience and specific needs
- Decision making which upholds ethical standards is used, promoted and explained to others
- The risk of unethical conduct is assessed in accordance with organisational guidelines, and changes to policies or practices are recommended to improve outcomes
- The reporting of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures



#### Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer <b>Yes</b> , list examples of evidence you can provide
Do I use personal work practices to provide a consistent example of desired ethical conduct, and staff/team values are developed through collaboration and leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I provide ethical, lawful and reasonable directions to staff, and provide protection from reprisals for refusing others' directions to act unethically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I model the <b>principles of procedural fairness</b> and explain these to others using strategies and language suited to their levels of understanding, experience and specific needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I use, promote and explain decision making which upholds ethical standards to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I assess the risk of <b>unethical conduct</b> in accordance with organisational guidelines, and changes to policies or practices are recommended to improve outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I encourage the <b>reporting</b> of suspected unethical conduct, deal with it in a confidential manner and act promptly on it, in accordance with policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



### Examples of evidence

- A detailed description of how your work practices model honesty, integrity and ethical behaviour. Focus on your handling of a specific workplace event. Your line manager must sign a letter verifying the accuracy of this report.
- A description of an ethical dilemma faced by you/your work team. Explain:
  - the nature of the problem
  - the principles you used to clarify the issues involved
  - the model used to reach a decision
  - the outcome.
- A diagram/model depicting the ethical decision making process and an example of when you have successfully employed this model to tackle conflicts of interest or workplace dilemmas.
- A copy of a report you have written identifying either the risk of unethical conduct (due to inadequate policies and procedures) or suspected unethical conduct. Describe or attach your workplace guidelines for dealing with such situations.
- A letter/email from your line manager acknowledging your sensitive and appropriate handling of a difficult ethical issue. Provide a short description of the event prompting your intervention.



### Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



### Work-based activity: Model and foster integrity of conduct

Prepare a report identifying possible risks associated with unethical conduct in your workplace and possible treatment strategies.

The following checklist may be of use in undertaking this activity



### Activity checklist

What is the nature of the identified risks?	
What recommendations could you make to improve outcomes?"	
What can you recommend to ensure procedural fairness?	
How could you promote ethical decision making?	

### For information

“APS employees are required, under the Code of Conduct set out in section 13 of the PS Act, to behave at all times in a way which upholds the APS Values. APS employees must identify what the Values mean in practical terms within the context of their organisation and must work together to ensure that these Values are embedded in their agency's culture.”

<http://www.apsc.gov.au/publications02/values.htm>

## Range statement


The following information is taken from the Unit of Competency as outlined in the Public Sector Training Package (PSP04).

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 italics in the Performance Criteria is explained here.

<p><b><i>Consequences of unethical behaviour</i></b> may include</p>	<ul style="list-style-type: none"> <li>• disciplinary action</li> <li>• transfer</li> <li>• demotion</li> <li>• dismissal</li> <li>• legal liability</li> <li>• that outlined in legislation, policy and/or guidelines</li> </ul>
<p><b><i>Ethics standards</i></b> may include</p>	<ul style="list-style-type: none"> <li>• public sector standards</li> <li>• standards referred to in State/Territory/Commonwealth legislation</li> <li>• codes of ethics</li> <li>• organisational codes of conduct</li> <li>• organisational mission and values statements</li> <li>• organisational procedures/guidelines</li> <li>• government policy</li> <li>• professional standards</li> </ul>
<p><b><i>Legislation and guidelines</i></b> may include</p>	<ul style="list-style-type: none"> <li>• legislation for public sector management</li> <li>• freedom of information legislation</li> <li>• privacy legislation</li> <li>• equal employment opportunity and anti-discrimination law</li> <li>• public sector standards</li> <li>• equity guidelines</li> <li>• workplace diversity guidelines</li> <li>• Ministerial directions</li> <li>• State/Territory/Commonwealth codes of ethics</li> <li>• organisational codes of conduct</li> <li>• organisational mission and values statements</li> <li>• organisational policy, procedures/guidelines</li> <li>• government policy</li> <li>• legal precedents</li> </ul>

<p><b>Referrals</b> of ethical problems may be made to</p>	<ul style="list-style-type: none"> <li>• line management</li> <li>• human resources</li> <li>• workplace relations officer</li> <li>• grievance officer</li> <li>• chief executive officer</li> <li>• public service commissioner</li> <li>• public sector standards body</li> <li>• organisational ethics committee</li> <li>• internal grievance mechanisms</li> <li>• confidant programs (whistleblower protection programs)</li> <li>• organisational professional reporting procedures</li> <li>• unions and professional bodies</li> <li>• ombudsman</li> </ul>
<p><b>Ethical problems</b> which may need to be referred rather than resolved at this level may include</p>	<ul style="list-style-type: none"> <li>• conflict between public sector standards and personal values</li> <li>• conflict between public sector standards and other standards such as professional standards</li> <li>• conflict between public sector standards and directions of a senior officer or Minister</li> <li>• tension between two 'rights' for example, the right to privacy versus the right to freedom of information</li> <li>• conflict regarding issues of personal and organisational intellectual property</li> </ul>
<p><b>Conflicts of interest</b> may include</p>	<ul style="list-style-type: none"> <li>• perceived, potential and actual conflicts</li> <li>• bribery</li> <li>• improper use of official information</li> <li>• offers of gifts, entertainment</li> <li>• outside employment</li> <li>• intellectual property</li> <li>• favours for friends, relatives and others</li> <li>• memberships of organisations</li> <li>• political activity</li> <li>• pecuniary and non-pecuniary conflicts</li> <li>• conflicts relating to tendering and contracting</li> </ul>
<p><b>Principles of procedural fairness</b> may include</p>	<ul style="list-style-type: none"> <li>• the right to be heard/put your case</li> <li>• the right to be informed of a complaint or case against you</li> <li>• the right to be advised of the outcome/recommendations of an investigation involving you</li> <li>• the right to know reasons for decisions affecting you</li> <li>• the right to privacy</li> <li>• the right to representation</li> <li>• the right to remain silent</li> <li>• the decision maker should not be a judge in his/her own cause</li> <li>• in accordance with the law</li> </ul>

<p><b>Unethical conduct</b> may include</p>	<ul style="list-style-type: none"> <li>• fraud, corruption, maladministration and waste</li> <li>• unauthorised access to and use of information, money/finances, vehicles, equipment, resources</li> <li>• improper public comment on matters relating to the government and/or the organisation</li> <li>• falsifying records</li> <li>• giving false testimonials</li> <li>• dishonesty</li> <li>• improper use of telephones, credit cards, frequent flyer points, email and Internet</li> <li>• extravagant or wasteful practices</li> <li>• personal favours, preferential treatment</li> <li>• putting barriers in place, hindering, blocking action</li> <li>• compromising behaviour including sexual harassment</li> <li>• directing others to act unethically</li> <li>• oppressive/coercive management decisions</li> <li>• resorting to illegality to obtain evidence</li> </ul>
<p>Actions relating to the <b>reporting</b> of unethical conduct may include</p>	<ul style="list-style-type: none"> <li>• protection and support of those reporting unethical conduct</li> <li>• informal, low key investigation and evidence gathering to confirm allegations</li> <li>• referral to authority identified in guidelines</li> <li>• use of confidant programs such as whistleblower protection programs or organisational professional reporting procedures</li> </ul>

 **Third party report**

Third party reports provide supplementary evidence to support the recognition of your skills. Completed Third Party Reports can be referenced in your booklet and a copy placed in your portfolio of evidence. Copy this form if you require additional Reports. An electronic version in Microsoft Word format can be downloaded from <http://www.apsc.gov.au/rto/downloads.html>.

 **Candidate to complete:**

Dear <insert name of third party>,

In support of my seeking skills recognition I am requesting a third party report for the following Unit of Competency element.

<Candidate to write in element name>

I would appreciate your comments in relation to myself against the above criteria I would appreciate your return of the report to me on completion

Portfolio reference: \_\_\_\_\_

Candidate Name:.....Signature:.....

 **Third Party to complete:**

It would be appreciated if you could provide comments relating to the above-named Candidate for recognition against the criteria they have selected

Please provide your appraisal on the Candidate in the context of observed performance. Where possible please refer to relevant situations and examples of which you have observed or are aware.

Name:	Signature:
Position:	Date:
Relationship to Candidate: Indicate one (eg supervisor, manager, peer, other)	Duration: for ..... months

If you have any queries about this process, please email the [rto@apsc.gov.au](mailto:rto@apsc.gov.au)  
Additional information is available on the Australian Public Service Commission's RTO website:  
<http://www.apsc.gov.au/rto/>

## Feedback

The Australian Public Service Commission welcomes for comments, feedback and suggestions for improvement.

We hope you have had the opportunity to review this booklet and would especially appreciate your thoughts.

Please forward completed forms to:

National Recognition Coordinator  
Level 5, 16 Furzer Street  
PHILLIP ACT 2606  
Facsimile: 02 6202 3799  
Email: [rto@apsc.gov.au](mailto:rto@apsc.gov.au)

## Please Note:

If you provide feedback, keep a copy for your evidence portfolio as it supports *PSPGOV405B Provide Input to change processes*.

Please tick / circle your answers

1. I found this Skill Recognition Booklet to be:

Difficult to use      1    2    3    4    5      Easy to use

2. What suggestions do you have to improve this Skills Recognition Booklet?

- 3 Other comments