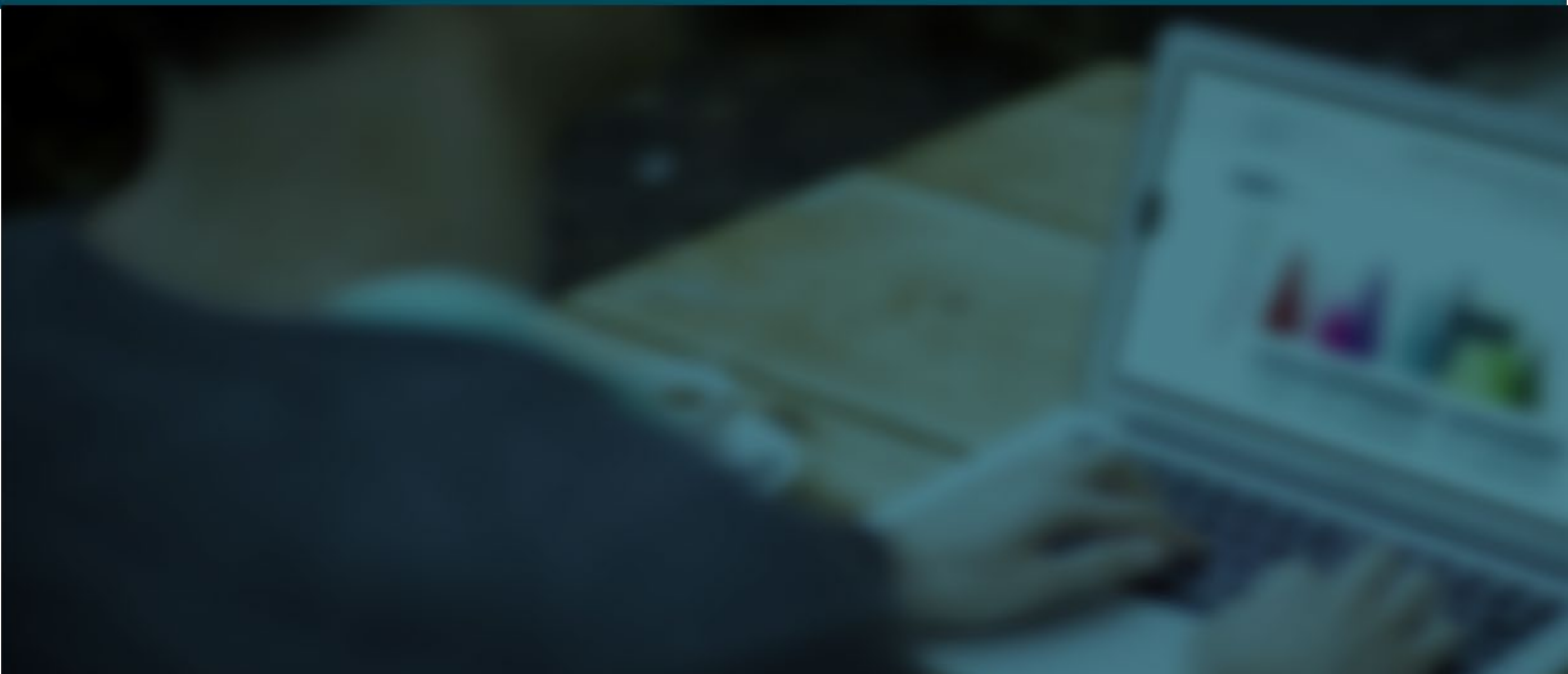Australian Government

Program Specific Guidance for the Department of Home Affairs programs in the Data Exchange

Version dated 1 August 2023

Introduction

The Program Specific Guidance

The Program Specific Guidance assists service providers on entering data into the Data Exchange in a consistent way that best reflects the program activity being delivered.

Purpose of this document

This document provides policy guidance on entering data into the Data Exchange for activities funded by the **Department of Home Affairs**.

These guidelines should be read in conjunction with:

- Data Exchange Protocols
- Your funding agreement
- Your program guidelines
- The task cards and e-Learning modules available on the Data Exchange website

Intended Use

The **Program Specific Guidance** is intended to provide practical information for managers and front-line staff to better understand the data expected for their program. It also assists them in integrating Standard Client/Community Outcome Reporting (SCORE) outcomes and partnership data collection into existing service and administrative practices.

Additionally this guide aims to provide consistency on how program data is interpreted within program activities, and support a consistent interpretation of the Data Exchange protocols across commonly funded organisations.

This document will be periodically updated to provide more detailed guidance on questions as they arise and as new programs come on board to the Data Exchange. Users of this document are encouraged to provide feedback where further guidance related to their program activity is needed.

All resources associated with the Data Exchange are available on the Data Exchange website.

The Program Specific Guidance for Commonwealth-funded programs was formerly published as:

- Protocols – Appendix B
- Program Specific Guidance for Commonwealth Agencies in the Data Exchange

Contents

DEPARTMENT OF HOME AFFAIRS

Settlement Services

Settlement Services delivers core settlement support for humanitarian entrants and other eligible migrants in their first five years of life in Australia. The broad aim of the Settlement Services Activity is to deliver services to migrants and humanitarian entrants that will assist them to become self-reliant and participate equitably in Australian society, with a focus on fostering social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

The following program activities are included in Settlement Services:

- Economic Pathways to Refugee Integration
- Mutual Understanding Supp Tol Eng & Resp
- National Community Hubs Program
- Settlement Engagement and Transitions Support (SETS) – Client Services
- Settlement Engagement and Transitions Support (SETS) – Community Capacity Building
- Settlement Engagement and Transitions Support (SETS) – Innovation Fund
- Youth Transition Support

Economic Pathways to Refugee Integration

Description

The Economic Pathways to Refugee Integration (EPRI) program activity seeks to increase the number, type, efficiency and effectiveness of pathways to economic participation for refugee and humanitarian entrants with low skills and/or low English language proficiency.

EPRI aims to develop the skills, qualifications and experience; including English language skills, to increase economic participation for these refugees and humanitarian entrant in areas that are experiencing workforce shortages.

EPRI provides:

- work experience and on the job training
- supplementary English and other skills training and qualifications
- case management, business mentoring and advice
- direct placement into ongoing employment

Who is the primary client?

The primary client for this program activity are refugees and humanitarian entrants with low skill level and/or low English language proficiency.

What are the key client characteristics?

- Persons who have arrived in Australia in the last five years
- Persons on a Humanitarian visa
- Persons from a cultural and linguistically diverse background, and
- Persons and families who are unemployed, ill, studying and/or experiencing financial distress.

Who might be considered 'support persons'?

Support persons are not applicable for this program activity.

Should unidentified group clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore has limited use for unidentified group clients. It is expected that no more than **5 per cent** of your clients are recorded as unidentified clients in each reporting period.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each client accessing services. To protect client privacy, family names should never be recorded in the Case ID field.

The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. For EPRI, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting as well as an extended data set.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 95 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 95 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 95 per cent** of identified clients.

A client SCORE assessment should be recorded at the following times:

- near the beginning of the client's service delivery
- approximately every six months throughout service delivery (where support is provided for longer than six months), and
- towards the end of service delivery

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Employment ▪ Education and skills training ▪ Financial Resilience	▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Employment	I am not employed which is not suitable for my current situation.	I am in work that is not suitable for me.	I am in work that is suitable in some ways	I am in work that is suitable in most ways.	I am in work that is very suitable in all ways.
Education and skills training	I am looking at what training or education programs are available to help me develop or improve the skills and knowledge I need to gain suitable employment	I am enrolled and about to start in a training or education program that will help me develop or improve the skills and knowledge I need to gain suitable employment	I am currently attending a training or education program. I have learned some of the skills and knowledge I need to gain suitable employment	I am currently attending a training or education program. I have learned many of the skills and knowledge I need to gain suitable employment	I am completed or am close to completing the training or education program. I have learned most of the skills and knowledge I need to gain suitable employment

Circumstances	1	2	3	4	5
Financial Resilience	I am experiencing financial hardship that I feel I cannot recover from, and I am dependent on welfare payments	I am experiencing financial hardship that I feel I can recover from. Whilst recovering, I am dependent on welfare payments	I am experiencing financial hardship, and I am making progress towards no longer being dependent on welfare payments	I am or was experiencing financial hardship and I feel I am making good progress towards no longer being dependent on welfare payments	I am no longer experiencing financial hardship and no longer dependent on welfare payments.

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge and access to information	I have no goals in place to increase my knowledge about the issues I have sought help with I am not accessing any information to support me	I want to increase my knowledge about the issues I have sought help with and have started to access information to help me achieve my goals	My knowledge is increasing in the areas relevant to the issue I am accessing information to help me achieve my goals	I have good knowledge in the areas relevant to the issues I sought help with The information I am accessing has been helpful in supporting me to achieve my goals	I have very good knowledge in the areas relevant to issues I sought help with The information I have accessed has been very helpful in supporting me to achieve my goals
Changed Skills	I have no goals in place to develop or improve the skills I need to help improve my situation.	I want to develop or improve my skills and have a plan to help me achieve my goals.	I am starting to develop and improve my skills.	I have good skills in the areas I need to be able to improve my current situation.	I have very good skills in the areas I need to be able to improve my current situation.
Empowerment, choice and control to make own decisions	I am not confident or in control to make my own decisions and rely on others to do this for me.	I have very little confidence and control to make my own decisions and often rely on others to do this for me.	I have some confidence and control to make my own decisions and sometimes rely on others to do this for me.	I am mostly confident and in control to make my own decisions. I rarely rely on others to do this for me.	I am confident and in control to make all of my own decisions. I do not rely on others to do this for me.

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues.	The service does not listen or understand my issues at all.	The service listens a little bit or understands some of my issues.	The service sometimes listens or understands my issues.	The service listens to me and understands my issues a lot of the time.	The service always listens to me and understands my issues.
I am satisfied with the services I have received.	I am not satisfied.	I am a little satisfied.	The service was ok.	I am mostly satisfied.	I am very satisfied.
I am better able to deal with issues that I sought help with.	My ability to deal with the issues I sought help with is the same.	I can occasionally deal with the issues I sought help with.	Sometimes I can deal with the issues I sought help with.	Most often I am able to deal with the issues I sought help with.	I am always able to deal with the issues I sought help with.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
- Employment status - Highest level of education / qualification - Household composition - Income (frequency and approximate gross income) - Main source of income - First arrival in Australia (year and month) - Visa type - Ancestry	- Referral out (type and purpose) - Interpreter present - Service setting	- Attendance profile - Referral in (source and reason for seeking assistance) - Exit reason

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients.

For this program activity, when should each service type be used?

Service Type	Example
Intake and Assessment	Gathering information on clients' needs, eligibility, matching clients to services
Education and skills training	Participants completing training courses and / or obtaining qualifications, for example, vocational certificates.
Facilitate Employment Pathways	Work experience and on the job training sessions attended by participants.
Facilitate English Learning Pathways	Facilitating opportunities to support a client's English language learning.
Business Planning	Business mentoring and advice, such as assisting with development of a business plan.
Employer Engagement	Direct placement into ongoing employment
Exit interview	A client's final session with a provider. Accompanied by the 'Exit reason' field at the case level and may include a SCORE assessment.

Mutual Understanding Support, Tolerance, Engagement and Respect
(managed by the Department of Home Affairs)

Displaying in the Data Exchange as 'Mutual Understanding Supp Tol Eng & Resp'

Description

Mutual Understanding, Support, Tolerance, Engagement and Respect (MUSTER) is split into two separate program activities. The grants for one being managed by Department of Social Services, and the other managed by Department of Home Affairs.

MUSTER aims to build community resilience through grants that increase the ability of communities to connect and support each other.

MUSTER takes a place-based approach and is targeted to communities in need.

Who is the primary client?

The primary clients for this program activity include anyone affected by issues in communities that can impact social cohesion. This can include adults, children, carers, care recipients, families and seniors.

What are the key client characteristics?

- People who have arrived in Australia in the last five years
- People on a Humanitarian Visa
- People from a cultural and linguistically diverse background (CALD)
- People identifying as Aboriginal or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People residing in a low Socio-Economic Indexes for Area (SEIFA)
- People residing in a rural or remote area
- People and families who are unemployed, ill, studying and/or experiencing financial distress
- People under 18 years.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include carers of clients, care recipients, parent/guardians of clients, or community leaders.

Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that only **40 per cent** of your clients **or less** should be recorded as unidentified clients in each reporting period.

Examples of where the use of unidentified clients may be appropriate include: large group information sessions; and community sporting events or multicultural events. However, providers should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

Some MUSTER organisations may receive grant funding for non-client facing services. In such cases, alternative reporting requirements will be set out in their funding agreement.

How should cases be set up?

There is no specific case structure recommended for this program activity. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers.

Organisations should create cases in a way that works best for them and their staff.

What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Material wellbeing and basic necessities ▪ Personal and family safety	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group / community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices ▪ Social Cohesion

For this program activity, when should each service type be used?

Service Type	Example
Intake and assessment	Initial meeting with client to gather information and discuss needs.
Information/Advice/Referral	Provision of information or advice through community workshops or forums, provision of information and advice online, or referral to another service.
Education and skills training	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to addressing barriers to social and economic participation in the community.
Child/Youth focussed group	Activity that provides children and youth with services that increase their community participation. Examples include providing youth with access to services that aim to build trust and increase community participation, or addressing racial, cultural or religious tensions through educational, cultural or sporting activities.
Community capacity building	Activity that is targeted at building and strengthening social cohesion by providing local solutions to address issues specific to the local community, or building a person's leadership skills to foster greater community cohesion.

Service Type	Example
Facilitate English learning pathways	Provision of opportunities to support English language learning to increase a person's social and economic participation in the community.
Facilitate employment pathways	Provision of technical, vocational guidance and/or training to improve a person's job skills and employment opportunities.
Family capacity building	Early intervention or crisis prevention to support children and parents.
Community engagement	Provision of a Harmony Day, multicultural arts or festival event or other activity that promotes social participation and community cohesion by bringing people from different backgrounds together.
Mentoring/Peer Support	Provision of mentoring or peer support to increase a person's social and economic participation in the community.

National Community Hubs Program

Description

The National Community Hubs Program (NCHP) (also referred to as Community Hubs) provides tailored, in-community support to migrants and humanitarian entrants, with a focus on helping women and their families.

The Community Hubs model uses familiar and culturally safe community facilities, usually schools, to create spaces to:

- improve access and engagement with existing services, such as language, employment, skills development and health, for migrant families and individuals;
- increase learning outcomes for children;
- contribute to social cohesion by enhancing the capacity of community organisations and service providers to reach out to migrant communities
- improve language, literacy and learning outcomes for migrants, including for isolated migrant mothers and provide early learning activities for their children
- improve pathways to employment for migrants through educational and social programs.

Who is the primary client?

Primary clients for this program activity are humanitarian entrants and other vulnerable migrant women living in Australia.

What are the key client characteristics?

- The key client characteristics are: Mothers, with primary school aged children, from a cultural and linguistically diverse background, including humanitarian entrants and recently arrived migrants.
- People, particularly migrant women, who cannot speak English well.
- People, particularly migrant women, needing support to connect to their local community.
- People, particularly migrant women, with employment, education or training goals who face barriers to achieving these goals.
- People, particularly migrant women, living in targeted Local Government Areas (LGAs) (generally in a low Socio-Economic Indexes for Area (SEIFA) area with a high migrant population).
- Young children of migrant families.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

It is not expected that for this program activity, support persons would be recorded.

Should unidentified 'group' clients be recorded?

Community Hubs is primarily a group based support activity. It is therefore expected that the majority of the clients should be recorded as unidentified clients in each reporting period. Where it is practical and possible to collect client level data, this should be collected and reported into the Data Exchange.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations should create cases to reflect the main types of activities as set out in their Activity Work Plan. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers.

What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant.

For this program activity, the following SCORE areas have been identified as most relevant:

Community
▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours

For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
Information/Advice/Referral	Provision of information or advice through group information sessions or workshops (e.g. information on health, parenting skills, housing), or referral to another service.
Education and skills training	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, for example leadership training activities to empower newly arrived women.
Child/Youth focussed groups	Sessions targeted at children or youth, and delivered in a group, rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.
Community Capacity building	Activities targeted at building and/or strengthening community relationships and cohesion, peer and social support programs providing a sense of community for clients, volunteering opportunities.
Facilitate employment pathways	Provision of technical, vocational guidance and/or training to improve a person's job skills and employment opportunities.
Facilitate English learning pathways	Activities that facilitate pathways to improved English language and literacy, English conversation groups, and group information sessions on accessing formal English language and literacy programs.

Settlement Engagement and Transition Support (SETS) – Client Services

SETS is an early intervention program that equips and empowers eligible clients and communities to address their identified settlement needs in order to improve social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

Description

The objective of SETS – Client Services is to equip humanitarian entrants and other vulnerable migrants in their first five years in Australia with the knowledge and skills to identify, understand and take action to address their identified settlement needs. Services will be delivered in accordance with a needs-based approach. Clients will be provided with settlement-related information, advice, advocacy, and assistance to access mainstream and other relevant services. Clients may also be provided high quality casework to address issues arising during their settlement experience. Typically client needs will align with the nine priority areas identified in the National Settlement Framework.

Who is the primary client?

Primary clients for this program activity are eligible humanitarian entrants and other vulnerable migrants in their first five years of life in Australia, within the categories set out below under 'what are the key client characteristics?' A priority is youth within these categories.

What are the key client characteristics?

Clients can be humanitarian entrants, family stream migrants with low English language proficiency, dependants of skilled migrants in rural and regional areas with low English language proficiency, selected temporary residents (Prospective Marriage and Provisional Partner visa holders and their dependants) in rural and regional areas with low English.

Clients may be experiencing one or more barriers impacting on their social and economic participation.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families, children, parents, or carers of clients (who are present but not directly receiving a service), legal representatives, community leaders, mentors, informal care givers or a case/support worker.

Should unidentified clients be recorded?

SETS – Client Services is primarily client facing where ongoing relationships are formed, therefore it is expected that **25-40 per cent** of your clients **or less** should be recorded as unidentified clients in each reporting period. A specific percentage will be specified in each organisation's Activity Work Plan.

For this program activity, applicable examples of where use of unidentified clients may be appropriate include large group information sessions and events; however organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations should create cases to reflect the main types of activities that are funded under SETS – Client Services, as set out in their Activity Work Plan.

The partnership approach

All SETS Organisations are required to participate in the partnership approach. As part of the partnership approach, Organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for **50 - 60 per cent** of all participants.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you should also collect SCORE assessments periodically throughout service delivery.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
- Age-appropriate development - Community participation and networks - Education and skills training - Employment - Family functioning - Financial Resilience - Housing - Material wellbeing and basic necessities - Mental health, wellbeing and self-care - Personal and family safety - Physical health	- Changed behaviours - Changed knowledge and access to information - Changed skills - Empowerment, choice and control to make own decisions - Engagement with relevant support services	- I am better able to deal with issues that I sought help with - I am satisfied with the services I have received - The service listened to me and understood my issues

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Case Level Data	Session Level Data
- Month of first arrival in Australia - Year of first arrival in Australia - Visa Type - Ancestry	- Reason for seeking assistance - Referral source	- Referral type - Referral purpose

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
Advocacy/Support	Provide advocacy and support to assist clients to access mainstream and other relevant services. This may include working closely with mainstream Organisations to develop partnership approaches to enhance a holistic approach to client services, and promoting services to disengaged clients and assisting organisations to build cultural awareness.
Child/Youth focussed groups	Youth specific services may include, but are not limited to: ▪ Providing flexible education and/or employment support options to meet the varying needs of those who experience disruption to schooling. ▪ Providing opportunities or support to young people to access volunteering opportunities, internships or work experience, to improve their employability. ▪ Working with young people to think about and articulate their goals for the future. ▪ Supporting family members to understand and support a young person's goals and pathways, including understanding the Australian education and employment system.
Domestic and Family Violence support	Individual and/or group activities may include the following: • Services for individual clients including crisis intervention measures. • Education for women about options and available services. • Appropriate referrals, including to specialist family violence, family relationship services, counselling, emergency housing, legal assistance and other mainstream services. • Assistance to apply for social housing/rental assistance for longer term accommodation. • Assistance with reporting incidences of violence • Group information sessions covering topics relevant to reduction of domestic violence, for example healthy vs. unhealthy relationships, family safety, respectful relationships for men and Australian law.
Education and skills training	Individual or group activities may include the following: ▪ Develop awareness and understanding of the Australian educational system requirements including enrolment, compulsory attendance, school curriculum and other requirements of an age-based education system. ▪ Undertake early intervention approaches to retain students at risk of disengagement including referral to community learning, mentoring programs, counselling services, and highlighting the importance of education in gaining employment.

Service Type	Example
Facilitate employment pathways	Activities may include providing information to individuals or groups on: ▪ Suitable employment readiness programs to improve employment outcomes, including orientation to work, job searching and applying for jobs, preparing resumes and responses to selection criteria, interview techniques, workshops, and advice on suitable workplace attire. ▪ Access to coaching, mentoring programs, volunteering, career advice, pre-vocational training, bridging courses, work experience and internship opportunities. ▪ Information about point of access for overseas skills/qualifications recognition. ▪ Information about Australian workplace systems and culture. ▪ Encouraging career counselling or advice to assist people in choosing a realistic career path and pursuing appropriate educational, training and work experience opportunities. ▪ Information and support to access mainstream employment providers or other employment agencies.
Facilitate English learning pathways	SETS does not fund English language training, rather it supports the acquisition of English language skills. Individual or group activities may include: ▪ Reinforcing the value of utilising English language classes, including awareness of available English language programs, how to access them and the importance of regular attendance. ▪ Opportunities to practice English skills in group work, conversational and practical settings. ▪ Referral to the Adult Migrant English Program (AMEP), the Skills for Education and Employment (SEE) program and/or other suitable programs, and support to remain engaged. ▪ Information on the availability of interpreting and translation services and how to access these.
Information/Advice/Referral	Provide **low-intensity casework** support to clients requiring minimal assistance to meet their settlement needs and achieve their goals. The client may present at the service only once or at infrequent intervals, and may not see the same caseworker. This includes warm referrals where possible.
Information/Advice/Referral – Medium intensity	Provide **medium-intensity casework** support to clients who are identified as requiring this through the needs assessment, which targets individual needs. This includes assigning a case worker to the client to ensure continuity of support, developing a case plan to identify the actions, responsibilities and timeframes needed to achieve identified outcomes, warm referrals to mainstream and other relevant services, and regular contact with the client until needs are met.
Intake and assessment	Deliver intake services that provide the opportunity for an initial needs-based assessment to be undertaken that determines the level of support required by the client.

Service Type	Example
Settlement services workshops	Address client needs through targeted group sessions that align with the nine priority areas identified in the National Settlement Framework (excluding employment, education and training, and assistance with English language as these are covered in separate service types), including: ▪ One-off or ongoing information sessions, for example, inviting an expert to provide information on a specific topic. ▪ One-off or ongoing workshops, for example 'Life Skills' sessions. ▪ Structured groups that meet regularly on an ongoing basis.
Social participation	Groups that provide social support, such as men's, women's or parenting groups.

Settlement Engagement and Transition Support (SETS) – Community Capacity Building

SETS is an early intervention program that equips and empowers eligible clients and communities to address their identified settlement needs in order to improve social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

Description

Some relatively new and emerging communities may lack capacity or capability to develop information networks and require support to maximise social inclusion and participation. The objective of SETS-Community Capacity Building is to empower new and emerging community groups and organisations to support their specific communities towards collectively increasing the social participation, economic and personal wellbeing of community members, to ensure that positive settlement outcomes are sustained in the long term. Support may include development of leadership and governance skills, linkages to the broader community, interaction with government and local stakeholders, and access to resources and facilities.

Who is the primary client?

Primary clients for this program activity are new and emerging ethno-specific communities, community leaders and emerging community representatives and new and emerging ethno-specific organisations with limited corporate capacity.

What are the key client characteristics?

Clients can be leaders and representatives of new and emerging ethno-specific organisations, whose members have arrived in Australia in the last five years and/or who are from a culturally and linguistically diverse background.

Clients may be experiencing one or more barriers impacting on their ability to support their specific communities to increase social and economic participation.

Who might be considered 'support persons'?

Support persons are unlikely to be relevant for this program activity.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

SETS – Community Capacity is likely to involve work with individuals and communities.

- Where services are delivered directly to individuals, it is expected that **5 per cent** of clients should be recorded as unidentified clients in each reporting period;

- Where services are delivered to leaders or representatives of the community/other organisations, it is expected that **25-40 per cent** of clients **or less** should be recorded as unidentified clients in each reporting period (a specific percentage will be negotiated and included in Activity Work Plans, as per funding agreements).

For this program activity, applicable examples of where use of unidentified clients may be appropriate include training, information sessions and consultation; however providers should aim to collect individual client details for each participant/attendee where possible. Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations should create cases to reflect the main types of activities that are funded under SETS – Community Capacity Building, as set out in their Activity Work Plan.

The partnership approach

All SETS organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for **the majority of all participants**.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you could also collect SCORE assessments periodically throughout service delivery.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Employment ▪ Education and skills training ▪ Material wellbeing and basic necessities ▪ Financial Resilience	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Case Level Data	Session Level Data
▪ Month of first arrival in Australia ▪ Year of first arrival in Australia ▪ Visa Type ▪ Ancestry	▪ Reason for seeking assistance ▪ Referral source	▪ Referral type ▪ Referral purpose

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
Advocacy/Support	Provide opportunities for small ethno-specific groups to participate in the broader community and interact with different levels of government and engage with local stakeholders on settlement issues.
	Assist community groups to access community resources and facilities to support their capacity to self-organise.
Community engagement	Undertake consultation with ethno-specific community groups to identify common goals, interests and needs with a view to developing community settlement strategies and plans that will assist communities to establish groups and/or informal associations.
	Establish effective links and connections that facilitate referrals from a range of sources (self-referral; non-government community agencies; legal services; other government departments; or within the organisation).
	Strengthen relationships with key stakeholders who are integral to providing holistic and quality services. Establish and maintain partnerships and links with other relevant agencies.
Education and skills training	Provide training, leadership skills and mentoring to community leaders.
	Develop project management skills in ethno-specific community groups and organisations with a view to sustaining such groups and organisations in the longer term.
Governance	Provide training on organisational governance for organisations, community groups and community leaders (including assisting ethno-specific groups to become incorporated organisations).
	Support the development of administrative and operational skills, including in applying for and managing government funding, such as outlining requirements, record keeping and financial accountability requirements for government grants.
Mentoring/Peer support	Support leaders/staff of community organisations to establish and maintain relationships with individuals and / or other organisations that are able to provide support and services.

Settlement Engagement and Transition Support (SETS) – Innovation Fund

SETS is an early intervention program that equips and empowers eligible clients and communities to address their identified settlement needs in order to improve social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

Description

The Settlement Engagement and Transition Support (SETS) Innovation grant opportunity funds innovative projects that support and/or enhance employment for migrants and refugees.

Who is the primary client?

Primary clients for this program activity are SETS eligible adult clients who are unemployed or underemployed.

What are the key client characteristics?

There are four priority cohorts for this program activity:

- Adult persons who have arrived in Australia in the last five years

- Persons from a cultural and linguistically diverse background

- Persons with low English language proficiency

- Persons and families who are unemployed or underemployed.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include family members, legal representatives, community leaders, mentors, or a case/support worker.

Should unidentified 'group' clients be recorded?

This program has limited use for unidentified clients. It is expected that **less than 5 per cent** of clients should be recorded as unidentified clients in each reporting period.

For this program activity, applicable examples of where use of unidentified clients may be appropriate include training, information sessions and consultation; however providers should aim to collect individual client details for each participant/attendee where possible. Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations should create cases to reflect the main types of activities, as set out in their Activity Work Plan.

The partnership approach

All SETS organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, organisations will collect SCORE outcomes data for all participants.

While generally a client SCORE assessment is recorded twice – towards the beginning of the client's participation in the project (Pre-SCORE) and again towards the end of their participation in the project (Post-SCORE), a SCORE assessment can be conducted at additional points if it is seen as beneficial to the client or the project.

As a minimum, it is expected that you record SCORE outcomes against the domains outlined in the table below.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
- Community participation and networks - Employment - Education and skills training	- Changed knowledge and access to information - Changed skills - Empowerment, choice and control to make own decisions - Engagement with relevant support services	- I am better able to deal with issues that I sought help with - I am satisfied with the services I have received - The service listened to me and understood my issues

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data
- Employment status   - Highest level of education / qualification   - Income (frequency and approximate gross income)   - Main source of income   - First arrival in Australia (year and month)   - Visa Type   - Ancestry

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
Intake and assessment	Initial assessment of a client and their needs
Facilitate employment pathways	Assisting clients to become 'job ready' by building capabilities in employment skills and linking clients with opportunities that further develop work skills. Work experience placements, job readiness preparation and employment mentoring. Securing permanent employment (full-time, part-time or casual).
Education and skills training	Assisting a person to learn or build vocational, technical and work readiness skills to improve job skills in preparation for participation in the workplace.
Facilitate English learning pathways	Linking English language acquisition with greater employment and entrepreneurial options. This may include partnering with an employer for a client to improve their English language proficiency as part of employment "on-the-job".

Youth Transition Support

Description

The Youth Transition Support Pilot builds on services provided under the Settlement Grants Youth Settlement Services component to address disengagement and marginalisation, and promote social cohesion in locations of high need. Organisations deliver a suite of services that provide early intervention assistance and addresses barriers to participation in education and employment that are specific to young humanitarian entrants and other vulnerable young migrants under 25 years of age.

Who is the primary client?

Primary clients for this program activity are young refugees and other vulnerable migrants eligible for Settlement Grants under the age of 25.

What are the key client characteristics?

Humanitarian entrants and other eligible migrants aged under 25 who have arrived in Australia in the last five years (clients outside this time period with complex needs may also be considered).

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families of clients (who are present but not directly receiving a service), legal representatives, community leaders, mentors, or informal care givers.

Should unidentified clients be recorded?

Youth Transition Support is primarily client facing where ongoing relationships are formed, therefore it is expected that **no more than 20 per cent** of your clients should be recorded as unidentified clients in each reporting period.

For this program activity, applicable examples of where use of unidentified clients may be appropriate include large group information sessions and events. However, organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations should set up cases to reflect the four pillars for Youth Transition Services, as well as case work:

- Education
- Employment
- Vocational support
- Sports
- Case work.

Where Organisations are delivering specific activities, the case name should include the pillar activity followed by the local activity name. For example:

Sports – Tuesday Soccer Club

Where Organisations are working one-on-one with an individual, the case name should include the pillar activity followed by a client's ID number. For example: Case work – 1a7h52

The partnership approach

For this program, all organisations are strongly encouraged to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients.

What areas of SCORE are most relevant?

Circumstances	Goals	Satisfaction	Community
- Community participation and networks - Education and skills training - Employment	- Changed knowledge and access to information - Changed skills - Empowerment, choice and control to make own decisions	- I am better able to deal with issues that I sought help with - I am satisfied with the services I have received - The service listened to me and understood my issues	- Community infrastructure and networks - Organisational knowledge, skills and practices

For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
Intake and assessment	Casework – initial assessment of a client and their needs.
Information/Advice/Referral	Ongoing casework, referrals to other service, youth forums on a broad range of topics such as employment, education and other participation pathways.
Education and skills training	School mentoring (e.g. tutoring and homework support groups), vocational training, school support groups, youth forums focussed on education, driver education.
Child/Youth focussed groups	Sessions targeted at children or youth, and delivered in a group, rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.

Service Type	Example
Advocacy/Support	Youth advisory committees.
Community capacity building	Life skill information workshops or mentoring (e.g. building confidence, leadership skills, working in teams, etc.). Leadership camps.
Outreach	School based casework and group activities (e.g. mobile hub services).
Facilitate employment pathways	Work experience placements, social enterprise partnerships, job readiness workshops, skills recognition, employment mentoring, youth forums focussed on employment.
Social participation	Sporting activities, youth forums focussed on other participation pathways.
Facilitate English learning pathways	Activities that facilitate pathways to improved English language and literacy, English conversation groups, and group information sessions on accessing formal English language and literacy programs.

Version History

Version 1, August 2023

First publication and release of document.

This document was detached from the previous **Program Specific Guidance for Commonwealth Agencies** based on department and outcome type.