Queensland Newsletter

TIP Coordinator Queensland: Judy McCarroll
Telephone: 07 3223 8509
Fax: 07 3223 8878
Outside Brisbane 1800 555 254, ask for TIP
Email: judy.mccarroll@dva.gov.au

Course Nominations:
Mail: TIP Training Registrar
42 Oxlade Drive
New Farm Qld 4005
Email: tip.qld@bigpond.com
Telephone: 07 3358 5845
Fax: 07 3358 5809

Training Team News
At the recent national conference in Canberra, Helena Smith was appointed by the TIP Committee of management as the National Welfare Chair, a position which indicates the high regard she is held in by TIP nationally. During February 2011 Helena will be hosting workshops in Brisbane for TIP welfare representatives from all states as well as user testing etc for the welfare E-learning package. A national welfare subcommittee meeting will also be held here in Brisbane
Clem Russell and Alec Morris are working with the Tribunal Advocacy Course (TAC) team as part of the national consistency project, another indicator of the high regard our trainers are held in by their peers in other states.
Paul Eaton is now our E-tools and VPAD manager, look for our 2 new courses covering these subjects in 2011.

2011 TRAINING COURSES
The program for the first half of 2011 has been published, please read the “Training Policy & Description of Courses” document on our webpage before you nominate for any courses. There are defined course pre-requisites that will ensure your training is effective and that it achieves the results you are looking for in your chosen volunteer career. Be aware that as a result of requests from your organisations we now provide feedback to them on your attendance and participation in course activities.
We have only planned the first half of 2011, with the balance of the year to be planned during May. Planning requirements need to be forwarded to the TIP coord before May 2011 to be included in the program.

COURSE APPLICATION CUTOFF IS NOW SIX WEEKS PRIOR TO THE START DATE

CLIK
The distribution of CD’s has now been discontinued in favour of organisations downloading CLIK from the DVA webpage. The last CD issued was the 2010-01 and once loaded on to your computer is updated by downloads from the DVA website, to accomplish this go to the “Ex-Service Organisations” window, then the CLIK drop down for instructions on how to obtain the latest versions for downloading to your computers. Note that the internet version of CLIK is still available, but cannot be downloaded to your computer, only the “CD version” is downloadable (currently approx 70 or so mb) from the website. Also register as a user so that when updates become available you will be notified by email.

National Course Packages
In February 2011 a meeting is being held in Melbourne to finalise all core knowledge course packages for issue and implementation by all states. The acceptance of the formation of a TIP National Training Managers Group (NTMG) at the national conference has addressed the permanent management process of the National Consistency Project, which will insert real State TIP involvement and decision making. Clem Russell, Qld Training Manager, is representing us and has been instrumental in the formation of the NTMG. We have been using nationally consistent packages as a basis for our courses for some time now and there will be very little change to the way we do business in this state. All of the national course packages have utilised the experience, expertise and knowledge of trainers and Departmental staff from each and every state to create them. They form the basis for the E learning modules which we have also commenced to use, MRCA now and welfare mid 2011. Naturally they belong to TIP, are our intellectual property and may not be used without the specific authority of the National Management Committee of TIP.
VPAD Update  The current funding is very limited for proposed changes to VPAD. What we have is being utilised to investigate improvements to the current version (4) using the feedback received on the DVA website and from our TIP national Information Technology (IT) person. TIP also has a liaison person who attends the meetings between DVA and the contractor responsible for the VPAD enhancement project. We have submitted a list of proposed changes, corrections, and modifications etc that have been discussed by the TIP national committee of management. These enhancements have been prioritised and are expected to gradually be incorporated into VPAD and released as either updates or as another version, possibly V5. This will be decided between the contractor and DVA research development and support group as the project progresses, all subject to budget allocations expected to be announced in the New Year. Our updated VPAD user course, which goes for a day, will enable defence service organisations to keep up with the enhancements and to maximise the use of VPAD. The enhancement project and the revised course will lead to more users of VPAD and it is recommended that organisations appoint a liaison person to coordinate their questions and feedback with DVA at VPAD SUPPORT-ACT

Dispute Resolution Processes  Feedback received from the claims area in DVA Brisbane has shown that some ESO practitioners are not abiding by the code of ethical behaviour in their communication with departmental staff. This type of behaviour reflects badly on all practitioners and their ESO. Incidents of unethical behaviour are reported to parent ESO’s for further action as they see fit. Qld TCG representatives have condemned the unethical treatment of DVA staff and have committed to suspending the authority to act of any person found to be acting unethically, particularly in their communications with others. Correct procedure is to discuss politely with the DVA contact person any issues you may have, if that fails to produce a satisfactory outcome, contact the appropriate team leader or supervisor and politely discuss your concerns with them. If you again fail to achieve a satisfactory outcome, contact the Deputy Commissioner, Mrs Alison Stanley direct. You will need to provide details such as dates, times, names etc so that the matter may be dealt with. At all times, Practitioners must act in accordance with their “Code of Ethics”, drawn up by our ESO’s in partnership with DVA when we set up VITA to indemnify us against professional liability in our dealings with people. DVA staff has an equivalent code of practice which is published on their website and all staff are trained in its provisions. There is also a process to communicate any issues you may have with TIP in this or any other state. Initial contact is to be with your ESO committee who will pass the feedback, request, complaint or whatever through their TIP representative to our TIP Queensland (or applicable state) administrative officer. The matter will be dealt with by the TCG executive, then, if resolved, reported to the TCG. If the matter cannot be resolved by the executive it will be referred to the full TCG for their action. Direct communication with DVA will only slow down the administrative process and delay effective resolution of your problem. Keep in mind that TIP is made up of volunteer ESO practitioners with a training background or interest who also work as compensation claims/welfare practitioners with a parent ESO. We work together with DVA staff who are also interested in training and are committed to helping the defence community. Constructive criticism is welcome, frivolous and/or malicious destructive comments are not welcome and detract from our goal of “Doing the right thing     The right way     The first time Together”

DVA Funded ESO Advocacy & Welfare Services Review  The document reproduced here is a copy of the National TIP response to the request for comment on key issues arising from the review into DVA funded ESO advocacy and welfare services. It was put together by John Printz, National Chairman of TIP with input and the support of all state TIP chairmen.
TRAINING & INFORMATION PROGRAM [TIP]
TIP CHAIRMANS RESPONSE TO KEY ISSUES

Relating to future funding by DVA of ESO Advocacy and Welfare Services

Preamble
1. The Training & Information Program, through the National TIP Chairman and with assistance of the State Training Consultative Groups, have adopted the process in our response paper of addressing the following issues:-

   [a.] Addressing what appear to be misconceptions by the review or comments made by other contributors to the Review
   [b.] Indicating where progression with the TIP National Consistency Project has overtaken the reviews findings
   [c.] Reiteration of the Training & Information Program [TIP] policy

2. To ensure that readers of this response are aware of the TIP process, operating procedures and policy rules [which affect the Key Issues raised in the Review] we have provided the following background information.

   • The basis for training within TIP,
   • The TIP management process, and
   • Funding process

The basis

*The Training & information program [TIP] provides a training platform of:*-

- **A tiered suite of Compensation and welfare courses, for ex-Service organisations**
- **Designed for authorised, volunteer pension and/or welfare practitioners [including ESO paid practitioners]**
- **Who provide support to the Serving and Ex-Serving members of the Veteran and Service community and their dependants.**

*Service and Ex-Service organisations are responsible for the mentoring, on-job-training [OJT], management and administration of their authorised practitioners.*

*TIP is a provider of training and evaluation of that training and is not involved in ESO management or operational activities*

The Management process

*Over the life of TIP a number of modules, now called ‘core knowledge packets’-[so as not to be confused with the terminology ‘module’ used in the emerging eLearning training process,] have been designed with consultation with the ESOs, working practitioners, departmental expertise and the guidance of substantial Training Development assets[external and internal]*

*The management of the core knowledge packets is the responsibility of the TIP National Chairman, who chairs a twice yearly TIP Chairman’s workshop to ensure national consultation.*
After each workshop the results are tabled for policy and legal scrutiny by relevant experts within the Department of Veterans Affairs and undergo ratification process at a TIP National meeting [including the TIP Annual National Conference]

TIP has itself set a program [TIP National Consistency Project] that is a process to gradually institute, nationally streamed, course training packages that have been developed by the expertise of the TIP Presenters, input by ESO feed-back across Australia and vetted by DVA management. These packages each have a chapter about the ‘amendment process’ that will ensure they are kept up-dated and how this is to occur.

The qualification, experience and presentation skills within the Training Consultative Group ESO volunteer and DVA staff TIP presenters, with minor variance, is preferred due to the actual experience of those presenters as authorised practitioners in the ESO environment.

In the last few years there has been an increasing cross pollination by the interchange of presenters within the TIP course programming. This is increasing with the inception of the TIP National Training packages

Funding

The Training & Information Program has been independently audited a number of times with satisfactory reports.

The Training & Information Program funding is small by most yardsticks and TIP has worked to keep within the bounds and be transparent.

The volunteer process of TIP has an immense savings advantage for the government as against a commercial based program.

Continual additions to the beaurocratic processes within TIP need to take into consideration where those considerations damage to the aspects that attract volunteerism and the underlying financial benefits of the program.

RESPONSE ISSUES

3. **THE REVIEW’S OBSERVATIONS** [Page 9]

4. **We agree** with the following aspects expressed in the Key Issues, as long as the volunteer environment is kept as TIP policy :-

- The continued intent to ensure training courses are widely available [*an adopted policy]*
- To continue to develop the addition of eLearning course packages [*within a balanced approach to the overall training outcomes.*]
- That accreditation is a management process for the Ex-Service organisations, which TIP only provides the basic training platform and information up-date. [*An outcome of this subject may mean funding, for the ESO community, for the implementation of an accreditation process.*]
- National consistency of training program and content [with flexibility for state based operating aspects] [The TIP National Training Consistency Project has been proceeding for the last two years]
- That both attendance and competency need to be certified and advice provided to ESOs [Attendance certificates have been in place for many years-at the TIP 2010 conference it is expected that a TIP National attendance certificate, which will include the display of the particular outcomes and level of training, on those certificates-A form letter of those outcomes will be forwarded to the ESO who authorised the attendees nomination to the course]
- A tiered structure that could be aligned with the differing levels of TIP trained practitioners [The basis for the TIP National Training Consistency Program where the main strength of the program is National course training packages from which structure planks such as refresher training and information based support systems for reinforcement of the training by the ESO mentoring and on-job-training [OJT]]

5. **A TIERED STRUCTURE**

6. Listed below is a table explaining the tiered structure mention above

### Current TIP Course Streams and Level Matrix

|--------------|------------------|------------------------|-----------------------------------|------------------|-----------------------------------------------|

7. **We disagree** with the following aspect expressed in the Key Issues :-

8. “.....That an introductory course be conducted to assess TIP course participant’s interest, intent and capability before further training is provided...”
• Experience in almost all states has demonstrated that introductory courses are poor value for the time, resources and presenter costs expended. This issue should be paramount in considering this suggestion.

• The attempt to explain [in short time spaces] legislation, DVA procedure the duties of the compensation and welfare practitioners and issues like Proof of Identity, Freedom of Information, benefits and compensation out of sequence with their use within administrative and claims procedures only means a ‘double up’ when the issues have to be repeated in the context of their use in the well designed course material.

• Judging capabilities of attendees in such a short time would not be beneficial to both the attendee and the TIP staff and could lead to legal confrontation.

• It is not the TIP training process to ‘select’ or ‘assess’ authorised practitioners for the Ex-Service organisations as that is not the task of TIP [We provide a training platform only].

• The view expressed by the paper can be seen as a savings process when TIP believe the conduct of introductory courses is financially unsound.

Most presenters have made statements such as...”I'm here to teach volunteers not judge Them...That's up to their ESO’s” probably indicate that this would be detrimental to keeping good staff.

9. **We disagree** with the following aspect expressed in the Key issues:-

10. “......That there is a need for DVA feed-back regarding quality of claims submitted through TIP trained practitioners – linked to refresher training for practitioners...”

• Feed-back from DVA is a matter between DVA and the ESO who authorised the practitioner to represent them and is responsible for their management.

• TIP has a role in ensuring that feed-back from DVA and ESOs is part of the Refresher Course program [DVA officers have a long session in the refresher course where they present issues, collected from all the Claims Assessors, in a seminar type process].

• TIP has a role in presenting information through e-mail, post and newsletters of a feed-back nature which is standard process.

TIP policy is not to interfere in the management of ESO authorised practitioners but to provide a training platform and information for them for that purpose – TIP has a close relationship with claims assessors which provides a valued input to training.

11. **TRAINING PROGRAM** [page 10]

12. “......That in future”: [Para 1]

• “More data should be provided on numbers of trained practitioners currently operating, not just those trained in any one year....”

• TIP in each state individually operates a course data base which records the attendee detail, attendance detail, course detail and the authorising ESO of the attendees, which over the years, is quite large and requires an administration cost in both staff and computer program maintenance.

• Over the last few years with the employment of an Administrative Services Officer [ASO] this task has become part of the ASO tasking.
• Up-data of the database, in each state, depends on how the database has been set up and maintained over time.

13. **There is no information in the TIP data Base that records which practitioners are currently operating as an ESO practitioner, that remains the business of the authorising ESO**

   To achieve the requirements noted in the key issues paper would need to be a complete re-vamp of the State Data Base process which would attract a considerable resources and staffing cost [mainly volunteer presenters and paid Administrative Assistants] and be detrimental to the training effort.

14. **NATIONAL APPROACH TO TRAINING** [page 10]

15. “......More consistent approach”: [Para 2]

   ➢ “It should be noted that TIP has been working through the ‘TIP National Consistency Project’ since 2009 and the following items report on the projects progress”:-

   • All of the training packages for the following courses have been completed or will be adopted at the 2010 TIP National Conference
   a. VEA Compensation- Level 1 and 2 Pension Officer courses
   b. Welfare support- Level 1 and Level 2 Welfare Officer courses
   c. SRCA/MRCA compensation-Level 1 and Level 2 Claims Officer courses
   d. War/Defence widow[er]'s compensation-Level 1 course
   e. Advocate Level 3 [VRB]course
   f. Advocate Level 4 [AAT] course

   • Once the mainstream courses are complete the project will nationalise the ‘enhancement’ courses
   • The project **HAS** used ESO feed-back, presenter [ESO and DVA] experience/ knowledge and Training Consultative oversight
   • Roll out of the completed and adopted courses has begun
   • The TIP chairs meeting has approved the use of TIP [Victoria] analysis of training process which will be tabled at the TIP National Conference for ratification
   • TIP appreciates the extra effort of the volunteer presenters and Training Consultative Group members who have assisted the project team [National TIP Chairman and TIP [Victoria] Training Development Officer.

16. “.....Interpersonal skills”: [Para 3.]

   ➢ “Interpersonal skills are vital and all courses should include interview techniques”

   • **AGREE**-TIP needs to underline the number of interpersonal skills included in the main stream training that does not seem to be appreciated in the key issues paper-However TIP supports the review comments. -Listed are the courses that have interpersonal / interview / communication techniques within the training packages:-

<table>
<thead>
<tr>
<th>Folio</th>
<th>Course</th>
<th>Input</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1.</td>
<td>Welfare Officer [Level 1]</td>
<td>Level 1-Communications</td>
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| 1] | 2. Practical interviewing  
3. Syndicate exercises  
4. Case history recording |
| 2. Welfare Officer [Level 2] | 1. Level 2-Communications  
2. Role play exercises  
3. Supervisor/mentoring/on-job-training [OJT] discussions |
| 3. Pension Officer [Level 1] | 1. Level 1-Interviewing including:–  
a. Interviewing playlet  
b. Adducing evidence  
c. Contention writing  
d. Interviewing for the DVA questionnaires.  
VEA 1986 |
| 4. Pension Officer [Level 2] | 1. Level 2-Client communication  
2. Supervisor/mentoring/on-job-training [OJT] discussions  
VEA 1986 |
| 5. SRCA/MRCA –Claims Officer [Level 1] | 1. Level 2-Practical interviewing  
2. Syndicate exercises  
3. Case history reports  
4. Contention writing  
SRCA/MRCA |
| 6. SRCA/MRCA-Claims Officer [level 2] | 1. Level 2 -client and practitioner communication  
2. Case history writing  
3. Understanding Departmental correspondence  
SRCA/MRCA |
2. Case submission training  
3. VRB Hearing-Playlet  
4. Verbal submission of case, evidence and process  
5. Case Teach backs with performance counselling  
VEA/MRCA |
2. Ethical standards communication  
3. Interviewing clients  
4. Interviewing professional witnesses  
5. Negotiation and Dispute resolution training  
6. Verbal submission of case, evidence and process  
VEA/MRCA |

**TIP will continue to enhance the training in regard to interpersonal skills in TIP courses**

17. “......VEA Vs SRCA/MRCA” [Para 4] [continued page 11]

> “......but less comfortable with the SRCA, MRCA and rehabilitation....”
TIP has developed SRCA and MRCA courses, of which has mainly drawn attendees from ESO and Veteran Centres adjacent to ADF bases [feed-back is that those practitioners are giving support depending on the willingness of local ADF commanders approach to that support]

There is a core of trained practitioners in the ESO community and TIP through the IPPS stakeholder committees make known where the trained practitioners are located.

The issue of ADF support is an ESO/DVA/ADF responsibility TIP only provides a training platform and makes technical information available

As there seems to be some confusion about some terminology TIP has taken the time to outline the meaning of some terminology used by TIP

18. DEFINITION-The use of the term ‘program’ in the Key Issues paper is confusing as the following definitions could be what is referred to:-

- PROGRAM-A yearly publication of course details and dates
- DAILY PROGRAM- A program for a specific course giving times/session details and administrative remarks
- CORE KNOWLEDGE-In the past TIP has used the terminology “Module” as the meaning for the teaching knowledge that is designed, adopted and used in training – Where we used the term module we have replaced it with the terminology “Core knowledge” so as not to confuse the terminology Module in the eLearning stream
- TRAINING PACKAGE- The course management and core knowledge subjects supported by administrative guidance

NOTE-As the review talks about ‘design’ TIP assumes that the Training Package is the subject of the comment

AGREED-TIP is now expected to adopt all the main stream training packages at it’s October 2010 National Conference which will mean that the 2011 State TIP programs will be using the TIP National Consistency Project training packages.

NOTE-Preparation work by the TIP National Welfare Committee has produced the Welfare course material for a first draft of the eLearning Welfare Course to go to the contractor for a first draft program that will probably lead to adoption at the TIP National Conference [some six months ahead of plan]

19. “......Genuine enthusiasm for eLearning.....” [Page 11, Para 2 &3]

20. “Enthusiasm for eLearning developments and support to extend these in overall program scope and geographical reach”

AGREED- The basis for e-learning courses uses the TIP National [Hardcopy] course package with reliance of the teaching and validation processes in those packages

NOTE- All TIP National Training packages, as per the TIP National Consistency Project, will be tabled at the TIP National Conference in October 2010. It is expected that they
will all be adopted [after minor amendments arising are completed] to go on line soon after.

- **NOTE**- Geographical reach is already being instituted with TIP [Victoria] providing Tasmanian practitioners with the on-line phase of the course and the TIP [Tasmania] presenters completing the 2 Day face-to-face session, which ties the instructional period with the validation phase.

21. “......Other points in relation to online learning modules that need to be taken into account” [Page 11, Para 4]

- The Review deals with the expertise of authorised practitioners skills with IT, internet use and access through local education facilities

| The issue of IT skills remains the responsibility of the ESO as TIP does not provide training that is commercially available. Internet access and use of local community facilities remain the responsibility of the practitioners ESO through the “BEST Grants” |

22. “........An introductory course needs to be conducted to assess TIP Course participants interest, intent and capability before further training is provided....”[Page 9, Dot point 4]

- **DISAGREE**-After trials in most states the TIP consensus includes the following outcomes:-
  a. That the effort, resources, presenter input, course package preparation and venue organisation did not financially furnish a sustainable result.
  b. That the introductory training was too welfare/compensation inclusive for a realistic view of welfare and compensation work to be demonstrated. Splitting welfare and compensation only exasperated the work load.
  c. Feed-back from ESO’s confirmed a very small number of course attendees were on the courses to better their claims. Most were dissuaded from self representation by attending and sought authorised practitioner assistance [In the long term this saved the costs of review and/or appeals] and some of those went on to be volunteer practitioners within the ESO environment
  d. Where an attendee decided not to go ahead after training, at least we were sending them back within the community, with an understanding rather than a misconstrued impression that many of our community think and say

| NOTE- Prior to the key issues paper the TIP National Chairman’s meeting had agreed that pre training courses would not be part of the TIP National Consistency project. |

23. “........Recognition of the need for some level of accreditation but concerns regarding adoption of a full accreditation framework [ie: Registered Training Organisations (RTOs), Technical and Further Education (TAFE) etc].....”[Page 9, Dot point 5]

- **DISAGREE**-The issue of accreditation, through the Training & Information Program, was investigated by having a pro/con research of accreditation [and how it affects TIP]
The following dot points demonstrate the findings and the decision that **accreditation should not be included in the business of TIP.**

- **NOTE-** The training provided by TIP is considered ‘niche’ training and as such consists of a number of separate ‘givens’ :-
  a. There are two parts to TIP training - Training courses and information distribution
  b. The training is provided for a limited number of possible attendees
  c. The training is a basis for Ex-Service Organisations to follow-up with mentoring and on-job-training [OJT] and proper management of their practitioners
  d. TIP does not provide training that is commercially available
  e. The thrust of the training is about volunteers and taking into account that indications point to fewer volunteers.
  f. That paid practitioners would limit the ‘peer’ approach to training
  g. The training is provided by ‘peers’ with Departmental assistance
  h. The thrust of the training is short term courses, with a number of levels.
  i. The courses are subject ‘streamed’.
  j. The courses are designed for those with a ‘helping’ approach to their volunteering
  k. The compensation courses are designed for specific ex-service legislation and assisting individuals through the bureaucratic processes, by practitioners who, in most cases, have service experience
  l. The welfare courses are designed to ensure that a support process from first responder to referral to professional assistance, by practitioners who have service experience.
  m. Accreditation, if conducted by TIP, would diminish the time that the volunteer presenters and volunteer administrators would take part in, even if an outside provider was involved there would continue to be that diminishment.

- **NOTE-** To make an evaluation statement about attendees performance on a 1, 2 or 3 day training course would require an introduction of a credible system to back up that evaluation statement. Added time and administrative resources to process an evaluation process that meets the suggestion in the Key Issues paper could impact on the ‘peer acceptance’ of TIP and retention of TIP Presenters.

- **NOTE-** TIP already has a more structured assessment process in the Level 3 and level 4 Advocate courses, but those courses are of a 5 & 7 day duration

CONCLUSION- **TIP has come to the conclusion, after a thorough study of accreditation and it’s impact on TIP, that accreditation is the responsibility of the Ex-Service Organisations who manage, mentor and provide on-job-training the attendees who get initial ‘niche’ training from TIP. We would foresee that some ESO’s would require government assistance and funding to institute an accreditation process**

24. “......National consistency [with flexibility for state requirements] of ‘program’ design is desirable rather than individual state designs ......”[Page 10, Para 3]

25. We repeat the need to understand the correct terminology used by TIP
• **DEFINITION**-The use of the term ‘program’ in the Key Issues paper is confusing as the following definitions could be what is referred to:-

  a. **PROGRAM** - A yearly publication of course details and dates
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  c. **TRAINING PACKAGE** - The course management and core knowledge subjects supported by administrative guidance

• **NOTE**-As the review talks about ‘design’ TIP assumes that the Training Package is the subject of the comment

26. “.......Has seen an increase in welfare training.....”[Page 11. Para 5]

• **AGREED**-TIP is now expected to adopt all the main stream training packages at it’s October 2010. National Conference which will mean that the 2011 State TIP programs will be using the TIP National Consistency Project training packages.

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27. **TIP COMMITTEES**: [Page 13, 4.5]

28. **It would be imprudent for us to comment on other persons views other than to say there is both truth and misunderstanding in the comments and thank the review team for their insight in those matters**

  • Since the inception of the TIP National Training Consistency Project the fact that all states have had equal input has automatically seen a more ‘team approach’ by the TIP Chairs and the Training Consultative Group [TCG] and the guidance from this review are accepted whole heartedly and have already been discussed at the May meeting of the TIP Chairs the issues from this paper are on the agenda for discussion at our next TIP National conference

29. **PUBLIC REGISTER**: [Page 14, 4.6]

30. TIP feared the impact on their volunteer resources if a Public Register was to be inculcated in the TIP responsibilities

  • All State Training Consultative Groups have representatives on the Department Of Defence IPSS stake holders committees with the responsibility to provide the contact to
the “most appropriate” authorised practitioner [without bias to ESOs] to serving members of the Australian Defence Force

- All State Training Consultative Group members have a responsibility to ensure that their organisations support the TIP chairs in ensuring that the State Data base information be available to the ESO providers, but more importantly to the client base. [Within the rules of the Privacy Act]

31. MENTORING: [Page 14/15, 4.7]

32. Ex-Service Organisations have the responsibility to follow on the basic training provided by TIP to ensure their authorised practitioner has realistic support through mentoring and on-job-training [OJT]

- An item on the agenda for the TIP National Conference includes how TIP can assist the ESO community to improve mentoring and on-job-training

33. TIP PHOTO ID: [Page 15, 4.8]

34. This suggestion does not demonstrate the impact on TIP Volunteer training time and resources, rather a shallow discussion on what might be on the ID. This asks questions:-

- Why would TIP intervene with an ID when most ESO’s have an existing system?
- The ESO’s systems are designed to be used in local situations where they have held negotiations with community facilities, such as local hospitals; where there are privacy Act issues to overcome. [Does this mean that to issue a national or state based ID there would need to be a national or state based negotiation with such facilities?]
- ID cards are required to have photo identification [Perhaps the state Driving licence providers would assist?—“not likely”]
- Is the ID to demonstrate competency based information [would the provider of the ID have to up-date the process every time the authorised practitioner gained a new level of training—not to mention mentoring and on-job-training process?]
- Would the volunteer TIP presentation staff now be required to spend their volunteer time to conduct the ID system or would we have to enlist or pay for administrative support?
- Would the administration of a national or state ID system meet the requirements of realistic funding process?

| TIP considers this proposal should be left to Ex-Service Organisations to continue their current ID systems / If government wants to have this type of project it should provide funding for the ESOs to investigate the suggestion and not use TIP volunteers and resources. |

35. CONCLUSIONS

36. Please accept this paper as a genuine offering where we have addressed TIP policy as well as TIP policy in the making.

37. The underlying approach taken by the Training & Information Program [TIP] nationally is TIP teaches policy and transparent process, not opinion
John Printz OAM
National Chairman
TIP [Australia]

19 Sep 2010.