Australian Government

CSC Correctional Services Training Package

Release: 3.1

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

CSC20115 Certificate II in Justice Services

Modification History

Release 2.0

This version was released in CSC Correctional Services Training Package release 2.0.

Qualification Description

This general qualification covers the competencies that are relevant to staff members who work in the industry but who may not have statutory responsibilities. They will, in most cases, be directly supervised in their work duties. This may include staff members who have no direct responsibility for offender supervision or who have narrow, specialised roles in offender supervision, such as escort support or community liaison.

The qualification may also be relevant to professional and support staff members who have qualifications in specialist occupations but require competency in essential functions necessary to authorise their operational safety in a correctional environment.

This qualification may also be attained in pre-vocational programs achieved as part of an employment selection or preparation program.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

8 units of competency are required for this qualification including:

- 5 core units
- 3 elective units

Choose a minimum of 1 elective unit from the general electives list below.

Choose the remaining 2 elective units from either the list below, or elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must contribute to the vocational outcome of the qualification and must not duplicate content already covered. Where imported units are selected, care must be taken to ensure that any prerequisite units specified are complied with.

Core units

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CSCORG001	Contribute to achieving the goals of the organisation
CSCORG002	Communicate effectively
CSCSAS001	Maintain security
CSCWHS001	Use safe work practices
PSPGOV208A	Write routine workplace materials

Elective units

BSBSUS201	Participate in environmentally sustainable work practices
CSCOFM001	Support offender services
CSCOFM002	Monitor people in care or custody
CSCOFM003	Maintain the health, safety and welfare of offenders
CSCSAS002	Screen access to and exit from premises
CSCSAS003	Maintain the security of premises
CSCSAS004	Maintain security of the environment
CSCSAS005	Contain incidents that jeopardise safety and security
CSCSAS007	Operate central monitoring station
CSCSAS023	Support a response to medical emergencies
CSCTRA001	Maintain security during escort
CSCTRA002	Operate security vehicles
CSCTRA003	Navigate transport
HLTAID001	Provide cardiopulmonary resuscitation
HLTAID002	Provide basic emergency life support

Qualification Mapping Information

Supersedes and is equivalent to CSC20112 Certificate II in Justice Services.

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Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSC30120 Certificate III in Correctional Practice

Modification History

Release 1. This qualification was released in CSC Correctional Services Training Package Release 3.0

Qualification Description

This qualification reflects the role of individuals employed in the supervision and monitoring of offenders and detainees. It allows for the attainment of general competencies or specialisations in Adult or Youth Custodial and Adult or Youth Community streams.

The general qualification covers the competencies required by individuals whose work roles are not defined in the specialist groups. The general qualification reflects the role of individuals who undertake a range support tasks including:

- administrative
- case work
- translation
- health, safety and clinical
- operational, maintenance and technical
- training and education.

The custodial specialisation covers the competencies required by individuals usually enrolled in an entry-level training program and required to demonstrate their capacity to assume custodial officer responsibilities. At the completion of this qualification, officers will be expected to assume full custodial duties. There are separate specialisation groups with distinct requirements for adult and youth custodial specialisations. These specialisations reflect the role of individuals who undertake a range of custodial tasks including:

- supervising offenders in detention
- monitoring and maintaining the security of physical assets
- monitoring behaviour and ensuring safety of offenders
- delivering services and programs to offenders.

The community specialisations cover the competencies required by individuals who supervise offenders directly or indirectly in the community and within specified parameters of responsibility defined by work activities or by the complexity of assessment of offenders' needs and risks. There are separate specialisation groups with distinct requirements for adult and youth community specialisations. These specialisations reflect the role of individuals who undertake a range of supervision tasks including:

- working with people subject to a justice intervention, offenders, their families and the community
- supervising and monitoring offenders on community orders
- casework, liaison and local engagement activities.

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Statutory/legislative requirements apply to this qualification and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Additional qualification advice

Where a defined specialisation is completed as detailed below, the resultant testamur can be titled: Certificate III in Correctional Practice (field of study) e.g. Certificate III in Correctional Practice (Adult Custodial).

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

16 units of competency must be completed:

- 5 core units
- 11 elective units consisting of:
  - units from either Group A, Group B, Group C, Group D or Group E
  - up to 4 elective units may be selected from this or imported from any other endorsed Training Package or accredited course, provided the selected units contribute to the vocational outcome of the qualification and do not duplicate content already covered. Where imported units are selected, care must be taken to ensure that any prerequisite units specified are complied with.

Specialisation

Candidates may specialise in a specific stream by completing the core units and elective units from one of the following:

- Adult Custodial specialisation = 5 core units, 5 Group A units plus 6 Group E units
- Adult Community specialisation = 5 core units, 6 Group B units plus 5 Group E units
- Youth Custodial specialisation = 5 core units, 7 Group C units plus 4 Group E units
- Youth Community specialisation = 5 core units, 5 Group D units plus 6 Group E units

Up to 4 elective units may be selected from this or imported from any other endorsed Training Package or accredited course when selecting Group E electives.

Core units

CSCORG001	Contribute to achieving the goals of the organisation
CSCORG002	Communicate effectively
CSCORG003	Prepare reports
CSCSAS001	Maintain security

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CSCWHS001	Use safe work practices

Group A: Adult Custodial specialisation

CSCOFM008	Supervise offenders
CSCSAS005	Contain incidents that jeopardise safety and security
CSCSAS008	Maintain security system
CSCSAS009	Control incidents using defensive tactics
CSCSAS022	Conduct searches

Group B: Adult Community specialisation

CSCOFM010	Support offender to maintain positive relationships
CSCOFM024	Establish and maintain relationships with community agencies and offenders
CSCOFM025	Promote cooperative behaviour
CSCOFM030	Support offender rehabilitation and reintegration in the community
CSCORG004	Prepare reports for justice agencies
CSCORG029	Conduct interviews

Group C: Youth Custodial specialisation

CHCMHS007	Work effectively in trauma informed care
CHCPRT015	Respond to needs of youth justice clients
CHCYTH001	Engage respectfully with young people
CSCOFM025	Promote cooperative behaviour
CSCOFM027	Protect the safety and welfare of young people who have offended
CSCOFM029	Respond to offenders influenced by drugs or alcohol
CSCSAS022	Conduct searches

Group D: Youth Community specialisation

CHCPRT015	Respond to needs of youth justice clients
CHCYTH011	Work effectively with young people and their families

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CSCOFM024	Establish and maintain relationships with community agencies and offenders
CSCOFM029	Respond to offenders influenced by drugs or alcohol
CSCOFM030	Support offender rehabilitation and reintegration in the community

Group E: General elective units

BSBSUS211	Participate in sustainable work practices
CHCGRP002	Plan and conduct group activities
CHCMHS007	Work effectively in trauma informed care
CPPFES2005A	Demonstrate first attack firefighting equipment
CPPSEC3019A	Operate specialised security equipment
CPPSEC3108	Store, protect and dispose of security information
CSCOFM003	Maintain the health, safety and welfare of offenders
CSCOFM004	Protect the safety and welfare of vulnerable offenders
CSCOFM012	Process offender induction
CSCOFM013	Provide responsible care to people with a mental health problem and/or condition
CSCOFM014	Supervise female offenders
CSCOFM026	Protect the safety and welfare of Aboriginal and Torres Strait Islander offenders
CSCOFM029	Respond to offenders influenced by drugs or alcohol
CSCOFM030	Support offender rehabilitation and reintegration in the community
CSCORG028	Work effectively with culturally diverse offenders and colleagues
CSCSAS007	Operate central monitoring station
CSCSAS012	Supervise attendance at court
CSCSAS013	Manage conflict through negotiation
CSCSAS023	Support a response to medical emergencies
CSCTRA001	Maintain security during escort

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HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
HLTAID011	Provide First Aid
HLTAID013	Provide First Aid in a remote or isolated site
HLTAID015	Provide advanced resuscitation and oxygen therapy
HLTAID016	Manage first aid services and resources
HLTPAT005	Collect specimens for drugs of abuse testing
MSMWHS216	Operate breathing apparatus
PSPGEN009	Work effectively in the organisation
PSPGEN015	Work effectively with diversity
TAEDEL301	Provide work skill instruction
TLIC1051	Operate commercial vehicle
TLIF2010	Apply fatigue management strategies

Qualification Mapping Information

This qualification replaces and is equivalent to CSC30119 Certificate III in Correctional Practice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSC30219 Certificate III in Immigration Detention Operations

Modification History

Release 2. Modifications have been made to:

- Elective unit updated

Release 1.

This is a new qualification. It was released in CSC Correctional Services Training Package Release 2.0.

Qualification Description

This qualification reflects the role of individuals employed as Authorised Officers by the Commonwealth or the service provider to provide immigrations detention services under the Migration Act (Cth). It allows for the attainment of competencies to work effectively with people in immigration detention to ensure their safety and security.

This qualification is part of the CSC Corrections Training Package. When contextualising corrections units for use in this qualification, it is not appropriate to refer to people in immigration detention as offenders because immigration detention is strictly administrative, not punitive.

Statutory/legislative requirements apply to this qualification and may vary across states and territories. Individuals must be employed by the Commonwealth or the service provider to provide Immigration Detention services. Users are required to check with the relevant jurisdiction for current requirements.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

A total of 16 units of competency are required for this qualification:

- 8 core units
- 8 elective units

Elective units may be selected from the elective list below. Up to 4 general elective units may be selected from this or imported from any other endorsed Training Package or accredited course, provided the selected units contribute to the vocational outcome of the qualification and do not duplicate content already covered. Where imported units are selected, care must be taken to ensure that any prerequisite units specified are complied with.

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Core units

CSCIDO001	Protect the safety and welfare of people in immigration detention
CSCIDO002	Supervise people in immigration detention
CSCORG002	Communicate effectively
CSCORG003	Prepare reports
CSCORG028	Work effectively with culturally diverse offenders and colleagues
CSCSAS001	Maintain security
CSCSAS005	Contain incidents that jeopardise safety and security
CSCWHS001	Use safe work practices

Elective units

CPPSEC2107	Patrol premises to monitor property and maintain security
CPPSEC3107	Monitor security and coordinate response from control rooms
CPPSEC3108	Store, protect and dispose of security information
CSCOFM029	Respond to offenders influenced by drugs or alcohol
CSCOFM025	Promote cooperative behaviour
CSCOFM012	Process offender induction
CSCOFM013	Provide responsible care to people with a mental health problem and/or condition
CSCORG029	Conduct interviews
CSCSAS002	Screen access to and exit from premises
CSCSAS003	Maintain the security of premises
CSCSAS023	Support a response to medical emergencies
CSCSAS007	Operate central monitoring station
CSCSAS009	Control incidents using defensive tactics
CSCSAS022	Conduct searches
CSCSAS013	Manage conflict through negotiation

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CSCTRA001 Maintain security during escort

Qualification Mapping Information

This is a new qualification. There is no equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSC40120 Certificate IV in Correctional Practice

Modification History

Release 2. Modifications have been made to:

- Unit CSCINT005 deleted due to zero enrolment

Release 1. This qualification was released in CSC Correctional Services Training Package Release 3.0

Qualification Description

This qualification reflects the role of individuals employed in the supervision and management of offenders and detainees. It allows for the attainment of general competencies, dog handling competencies or specialisations in supervision and leadership, case management, community or emergency response streams.

The general qualification covers competencies that reflect advanced practice and greater team leadership roles of experienced individuals.

The case management specialisation covers the competencies required by individuals responsible for case management of offenders in custodial or community settings.

The community specialisation covers the competencies required by individuals responsible for supervising offenders directly or indirectly in the community and within specified parameters of responsibility defined by work activities, or by the complexity of assessment offenders' needs and risks.

The dog handling elective group covers competencies suitable for individuals responsible for the maintenance of canine health and welfare and the utilisation of canines for detection and security purposes.

The emergency response specialisation covers the competencies required by individuals responsible for responding to and supervising serious incidents or events that occur within custodial settings.

The supervision specialisation covers the competencies required by individuals responsible for supervising staff and/or offenders in the correctional environment.

Statutory/legislative requirements apply to this qualification and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Additional qualification advice

Where a defined specialisation is completed as detailed below, the resultant testamur can be titled: Certificate IV in Correctional Practice (field of study) e.g. Certificate IV in Correctional Practice (Supervision).

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Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

12 units of competency must be completed:

- 4 core units
- 1 health and safety elective unit relevant to the job role
- 7 elective units consisting of:
  - units from either the health and safety elective units not already selected, or from any of the Groups below
  - Dog Handlers should complete at least three units from Group F and the remaining four from any of the Groups below
  - up to 2 elective units may be selected from this or imported from any other endorsed Training Package or accredited course, provided the selected units contribute to the vocational outcome of the qualification and do not duplicate content already covered. Where imported units are selected, care must be taken to ensure that any prerequisite units specified are complied with.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

Specialisation

Candidates may specialise in a specific stream by completing the core units and elective units from one of the following:

- Case Management specialisation = 4 core units, 1 health and safety elective unit, 4 Group B units plus 3 Group G units
- Community specialisation = 4 core units, 1 health and safety elective unit, 5 Group C units plus 2 Group G units
- Emergency Response specialisation = 4 core units, 1 health and safety elective unit, 6 Group D units plus 1 Group G units
- Supervision specialisation = 4 core units, 1 health and safety elective unit, 5 Group E units plus 2 Group G units

Up to 2 elective units may be selected from this or imported from any other endorsed Training Package or accredited course when selecting Group G electives.

Core units

BSBLDR413	Lead effective workplace relationships
CSCORG008	Gather and report complex information
CSCORG028	Work effectively with culturally diverse offenders and colleagues
CSCSAS020	Manage security

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Group A: Health and safety elective units

BSBWHS211	Contribute to the health and safety of self and others
BSBWHS311	Assist with maintaining workplace safety
CSCWHS002	Supervise occupational health and safety practices

Group B: Case Management specialisation

CHCCSM005	Develop, facilitate and review all aspects of case management
CSCOFM010	Support offender to maintain positive relationships
CSCOFM015	Implement planned approach to offender management
CSCOFM018	Provide guidance and counsel

Group C: Community specialisation

CHCCCS014	Provide brief interventions
CHCCSM005	Develop, facilitate and review all aspects of case management
CSCINT004	Assess offender risks and needs
CSCORG004	Prepare reports for justice agencies
CSCORG029	Conduct interviews

Group D: Emergency Response specialisation

CSCSAS015	Manage threatening behaviour
CSCSAS016	Provide emergency response to dangerous incidents
CSCSAS021	Participate in incident briefing, debriefing and analysis
PUAEMR005	Treat operational risk ∟ PUAEMR006 Assess operational risk
PUAEMR006	Assess operational risk
PUALAW001	Protect and preserve incident scene

Group E: Supervision specialisation

BSBLDR414	Lead team effectiveness
BSBOPS403	Apply business risk management processes

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BSBPEF402	Develop personal work priorities
CSCORG013	Coordinate a work team
PSPGEN037	Monitor performance and provide feedback

Group F: Dog Handling elective units

CSCDOG008	Assess dogs for custodial purposes ∟ CSCDOG010 Manage detector dogs OR ∟ CSCDOG011 Manage dogs for security purposes
CSCDOG009	Maintain the health and welfare of dogs
CSCDOG010	Manage detector dogs
CSCDOG011	Manage dogs for security purposes
CSCDOG012	Prepare stimulus aids for use with dogs
CSCDOG013	Train dog handler teams ∟ CSCDOG008 Assess dogs for custodial purposes ∟ CSCDOG010 Manage detector dogs OR ∟ CSCDOG011 Manage dogs for security purposes ∟ CSCDOG009 Maintain the health and welfare of dogs ∟ CSCDOG012 Prepare stimulus aids for use with dogs

Group G: General elective units

BSBCMM511	Communicate with influence
BSBSUS411	Implement and monitor environmentally sustainable work practices
BSBXDB301	Respond to the service needs of customers and clients with disability
CHCCCS014	Provide brief interventions
CHCCSM005	Develop, facilitate and review all aspects of case management
CHCDFV001	Recognise and respond appropriately to domestic and family violence
CHCMHS001	Work with people with mental health issues
CSCINT001	Negotiate behaviour change

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CSCINT002	Assist offenders to change behaviour
CSCINT003	Assist offenders to change drug and alcohol use
CSCINT004	Assess offender risks and needs
CSCOFM003	Maintain the health, safety and welfare of offenders
CSCOFM004	Protect the safety and welfare of vulnerable offenders
CSCOFM017	Supervise community work programs
CSCOFM019	Manage complex supervision
CSCOFM026	Protect the safety and welfare of Aboriginal and Torres Strait Islander offenders
CSCOFM028	Provide support to offenders in Aboriginal and Torres Strait Islander communities
CSCOFM030	Support offender rehabilitation and reintegration in the community
CSCORG004	Prepare reports for justice agencies
CSCORG029	Conduct interviews
CSCORG007	Contribute to work unit planning
CSCORG009	Report to a formal inquiry
CSCORG010	Organise and chair meetings
CSCORG011	Establish and maintain networks
CSCORG012	Manage activities to meet client requirements
CSCSAS011	Monitor control room operations
CSCSAS013	Manage conflict through negotiation
CSCSAS014	Monitor and review security systems
CSCSAS015	Manage threatening behaviour
CSCSAS017	Use firearms
CSCTRA004	Plan and monitor escorts
PSPGEN016	Address client needs

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PSPGEN035	Provide workplace mentoring
PUAEQU001	Prepare, maintain and test response equipment ∟ PUAFIR210 Prevent injury
PUALAW001	Protect and preserve incident scene

Qualification Mapping Information

This qualification replaces and is equivalent to CSC40115 Certificate IV in Correctional Practice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSC50115 Diploma of Correctional Administration

Modification History

Release 3. Modifications have been made to:

- Unit CSCORG021 deleted due to zero enrolment
- Unit CSCORG020 deleted due to zero enrolment
- Unit CSCOFM022 deleted due to zero enrolment

Release 2. Modifications have been made to:

- One or more units added or deleted from the general elective group

Release 1. This version was released in CSC Correctional Services Training Package release 1.0 and meets the requirements of the Standards for Training Packages.

- Supersedes and equivalent to CSC50112 Diploma of Correctional Administration.
- CSC unit codes updated.
- Imported elective units updated.

Qualification Description

This qualification reflects the role of individuals employed in administration of programs and services relating to the supervision and management of offenders and detainees. It allows for the attainment of general competencies and also specialisation in Intelligence operations.

The general qualification reflects the advanced skills required to operate across a variety of correctional sectors and services.

The Intelligence stream reflects the skills required by intelligence officers operating in a corrections environment to interact with human sources, analyse intelligence information gathered through human sources and develop standardised intelligence products.

Statutory/legislative requirements apply to this qualification and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Additional qualification advice

Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Diploma of Correctional Administration (field of study) e.g. Diploma of Correctional Administration (Intelligence).

Packaging Rules

8 units of competency must be completed:

- 2 core units
- 6 elective units consisting of:
  - units from either Group A or Group B

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- up to 2 elective units may be selected from this or imported from any other endorsed Training Package or accredited course, provided the selected units contribute to the vocational outcome of the qualification and do not duplicate content already covered. Where imported units are selected, care must be taken to ensure that any prerequisite units specified are complied with.

Specialisation

Candidates may specialise in Intelligence by completing the 2 core units, 4 Group A units and 2 Group B units.

Up to 2 elective units may be selected from this or imported from any other endorsed Training Package or accredited course when selecting Group B electives.

Core units

CSCORG014	Use information to make critical decisions
CSCORG022	Manage effective workplace relationships

Group A: Intelligence specialisation

BSBRSK401	Identify risk and apply risk management processes
CSCITL001	Manage human sources
CSCITL002	Analyse information
CSCITL003	Produce and review standard intelligence products

Group B: General elective units

BSBHRM405	Support the recruitment, selection and induction of staff
BSBINM501	Manage an information or knowledge management system
BSBLED501	Develop a workplace learning environment
BSBMGT516	Facilitate continuous improvement
BSBPMG521	Manage project integration
BSBPMG522	Undertake project work
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBWOR501	Manage personal work priorities and professional development
CHCCCS003	Increase the safety of individuals at risk of suicide
CPPCMN4007	Manage workplace safety arrangements

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CSCINT006	Use therapeutic processes in groups to address offending behaviour
CSCINT007	Use group processes to address offending behaviour
CSCOFM020	Coordinate offender management processes
CSCOFM021	Plan and review services to offenders
CSCORG010	Organise and chair meetings
CSCORG011	Establish and maintain networks
CSCORG012	Manage activities to meet client requirements
CSCORG015	Represent and promote the organisation
CSCORG016	Coordinate resource allocation and usage
CSCORG017	Coordinate the implementation of change
CSCORG018	Manage a work unit
CSCORG019	Manage teamwork through delegations
CSCSAS018	Plan responses to incidents that jeopardise safety and security
CSCSAS019	Determine response to security risks
PSPGEN047	Promote diversity
PSPGEN051	Conduct evaluations
PSPGEN054	Use complex workplace communication strategies
PSPGEN060	Manage performance
PSPPCM011	Plan to manage a contract
PSPREG020	Conduct prosecutions
PSPSEC012	Develop security risk management plans
PSPSEC013	Implement and monitor security risk management plans

Qualification Mapping Information

This qualification supersedes and is equivalent to CSC50112 Diploma of Correctional Administration.

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Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSC60120 Advanced Diploma of Correctional Management

Modification History

Release 1. This qualification was released in CSC Correctional Services Training Package release 3.0

Qualification Description

This qualification reflects the role of individuals employed in a senior management role within a correctional environment. It includes strategic planning and implementing or driving changes in justice services as well as providing high level leadership within correctional jurisdictions.

Individuals will use high level analysis to plan, develop and implement a broad range of leadership and management initiatives to achieve results in line with organisational goals and strategic directions.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

6 units of competency must be completed:

- 2 core units
- 4 elective units

3 elective units must be selected from the elective list below.

1 elective unit may be selected either from the list below or from elsewhere within this training package or imported from any other endorsed Training Package or accredited course, provided the selected units contribute to the vocational outcome of the qualification and do not duplicate content already covered. Where imported units are selected, care must be taken to ensure that any prerequisite units specified are complied with.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

Core units

CSCORG023	Provide leadership in justice services
CSCORG031	Plan and implement changes in justice services

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Elective units

BSBLDR601	Lead and manage organisational change
BSBOPS601	Develop and implement business plans
BSBWHS612	Develop and implement a strategy to support a positive WHS culture
CSCINT009	Manage intervention strategies for offenders
CSCOFM031	Establish partnership arrangements with service providers
CSCORG025	Manage the delivery of a quality correctional service
CSCORG026	Establish strategic guidance for correctional services
CSCORG030	Manage gender diversity and identity needs in a correctional facility
CSCORG032	Undertake research and report findings within the correctional services environment
PSPGEN071	Prepare high-level written communication
PSPMGT001	Manage resources
PSPPCM023	Manage strategic contracts
PSPPCY006	Develop organisation policy
PUACOM004	Manage organisational communication strategies

Qualification Mapping Information

This qualification replaces and is equivalent to CSC60115 Advanced Diploma of Correctional Management

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCDOG008 Assess dogs for custodial purposes

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to assess dogs for custodial purposes.

It includes the skills required to identify the organisational purpose for assessing dogs, recording information about dogs and assessing dogs for recruitment suitability.

This unit applies to those working in a custodial environment as a dog handler. A person undertaking this unit would usually work autonomously using support from mostly familiar resources. The role requires complex task organisation and analytical skills to assess dogs for custodial purposes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies, procedures and guidelines must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

CSCDOG010 Manage detector dogs

OR

CSCDOG011 Manage dogs for security purposes

Competency Field

Dog handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify the purpose for assessing dogs**	**1.1**	Identify the roles of dogs working within the organisation and the purposes for their use
		1.2	Identify the purpose for which dogs will be assessed and trained
2	**Record information about dogs for assessment**	**2.1**	Set up and maintain a file recording the contact details of the source of the dog candidates
		2.2	Record information about available dogs relevant to their recruitment and training
3	**Assess dogs for recruitment**	**3.1**	Plan activities for dogs to enable assessment of suitability
		3.2	Observe and assess the dog for the desired characteristics, according to the criteria set by the organisation
		3.3	Record results of dog assessments
		3.4	Use assessment results to determine suitability of dogs for the organisation's purposes
		3.5	Report assessment results to the appropriate people
4	**Assess dogs for retirement**	**4.1**	Assess and recommend the need to retire or dispose of dogs according to unit policy, specialist advice and/or animal health and welfare standards
		4.2	Keep records of decisions to retire or dispose of dogs

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to CSCDOG004 Select dogs.

Links

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Assessment Requirements for CSCDOG008 Assess dogs for custodial purposes

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- working independently and in teams to assess dogs for their suitability for particular roles within the organisation
- collecting, analysing and organising information about dog performance and characteristics to produce records and reports on the assessment of dogs for the organisation
- providing recommendations and observations to responsible personnel
- maintaining effective relationships with organisations/individuals for sourcing dogs.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and includes knowledge of:

- legislation, regulations and organisational policies, procedures and guidelines related to the assessment and use of dogs including:
  - purposes for which dogs may be used within the organisation
  - records and reports that must be established and maintained about the assessment of dogs for the organisation
  - criteria and activities for assessing suitability of dogs
  - retirement and disposal of dogs
- typical characteristics and temperaments of various breeds of dogs that are suited to working within the organisation including:
  - anatomy and signs of health and ill health of dogs
  - work environment in which dogs could be deployed and emergencies that could arise within those environments
- emergency response and evacuation procedures to maintain security
- duty of care to all involved
- limits of own authority
- Workplace/Occupational Health and Safety (WHS/OHS) relevant to the job task
- approved communication terminology, call signs and radio channels used by emergency personnel

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- how to apply the hierarchy of control and use of force to control hazards and minimise risk
- location of emergency equipment in the workplace
- procedures for communicating and collaborating with responding officers and other services
- process of dynamic risk assessment and how it is applied.

Assessment Conditions

Assessment of skills must occur in a custodial environment.

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- real dogs
- a range of relevant exercises
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCDOG009 Maintain the health and welfare of dogs

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to maintain the health and welfare of dogs.

It includes the skills required to manage the hygiene and welfare of dogs and report on their health and welfare.

This unit applies to those working in a custodial environment who are responsible for the health and welfare of working dogs. Dogs may work in security, detection, and/or response and control roles within the organisation. A person undertaking this unit would usually work autonomously using support from mostly familiar resources. The role requires complex task organisation and analytical skills to manage and maintain the health and welfare of dogs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies, procedures and guidelines must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Dog handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Manage the health of dogs	**1.1** Recognise basic symptoms of ill health in dogs
	1.2 Identify local authorities who can be consulted regarding the health of dogs
	1.3 Manage a program of health maintenance to prevent common illnesses or parasites
	1.4 Manage a treatment program for an ill or injured dog
	1.5 Undertake basic first aid for an ill or injured dog
	1.6 Maintain a basic first aid kit suitable for treating an ill or injured dog
2 Manage the hygiene and welfare of dogs	**2.1** Maintain kennels, training areas and dog transportation kennels according to animal health and welfare requirements
	2.2 Maintain the health, welfare and fitness of dogs in all operational and environmental conditions
	2.3 Maintain a healthy diet for dogs based upon individual animal's requirements
	2.4 Use humane training methods and consider operational and environmental conditions
3 Maintain records of health and welfare of dogs	**3.1** Maintain health and operation records for each dog
	3.2 Report incidents that result in injuries to dogs

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to CSCDOG002 Maintain the health and welfare of dogs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCDOG009 Maintain the health and welfare of dogs

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least five occasions and include:

- administering preventative or curative medicines and treatments to dogs
- cleaning kennels and maintaining hygiene
- maintaining safety of all persons involved when conducting medical assessments in accordance with legislation, and organisational policy, procedures and guidelines
- working independently and in teams to manage the hygiene and welfare of dogs
- monitoring diet and exercise regimes to maintain the health and welfare of dogs
- collecting, analysing and organising information to produce records and reports required by the organisation, work unit standards and animal welfare authorities
- recognising basic symptoms of ill health in dogs
- solving problems to deal with workplace safety risks to dog handler teams
- conducting preventative health checks.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- animal health and welfare requirements and regulations affecting working dogs
- organisation's policies, procedures and guidelines related to the health and welfare and hygiene of dogs
- dietary and exercise requirements of working dogs
- signs of illness/injury in dogs
- location of veterinarians and other authorities who can assist in the maintenance of the health and welfare of dogs
- common canine diseases and parasites that affect the health of dogs
- records and reports required by legislative authorities, the organisation, work unit and animal welfare authorities
- dog handling methodologies and practices
- emergency response and evacuation procedures to maintain security
- duty of care to all involved

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- limits of own authority
- Workplace/Occupational Health and Safety (WHS/OHS) relevant to the job task
- approved communication terminology, call signs and radio channels used by emergency personnel
- how to apply the hierarchy of control and use of force to control hazards and minimise risk
- location of emergency equipment in the workplace
- procedures for communicating and collaborating with responding officers and other services
- process of dynamic risk assessment and how it is applied.

Assessment Conditions

Assessment of skills must occur in a custodial environment.

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- real dogs
- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCDOG010 Manage detector dogs

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to manage detector dogs.

It includes the skills required to maintain dog proficiency, deploy dogs in an operational environment and record and report on the proficiency of detector dogs.

This unit applies to those working in a custodial environment deploying detector dogs. A person undertaking this unit would usually work autonomously using support from mostly familiar resources but may also work in small teams. The role requires complex task organisation and analytical skills to manage and deploy detector dogs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies, procedures and guidelines must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Dog handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for deployment of dogs**	**1.1** Identify the role of the detector dog in the organisation
		1.2 Assess the operational environment where the dog will be deployed and prepare for contingencies
		1.3 Consult information on detection situation and assignment details and prepare dog for deployment
		1.4 Determine positive indicators of a target odour through repetitive exposure and positive reinforcement
		1.5 Assess dogs to determine readiness to extend the range of odours they are capable of detecting
		1.6 Transport the dog to the deployment area according to the requirements of the assignment and animal welfare requirements
2	**Manage dogs at the scene of operation**	**2.1** Deploy the detector dog to detect target odours in a range of areas and situations determined by organisational need
		2.2 Consider environmental and safety factors when deploying the detector dog during a search of person
		2.3 Identify external factors that limit the capabilities of the detector dog to function efficiently and report to appropriate people
		2.4 Interpret the behaviour and responses of the detector dog and take appropriate action
		2.5 Interact with the detector dog to maintain an effective level of working behaviour
3	**Participate in post-operational activities**	**3.1** Manage detected prohibited and illegal items
		3.2 Take part in debriefing sessions to evaluate operation's activities
		3.3 Review the ways in which the dog worked and identify future training/practice sessions and methods of deployment in similar situations
		3.4 Complete accurate and comprehensive dog records and reports and lodge within stipulated timeframes

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is not equivalent to CSCDOG005 Train detector dogs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCDOG010 Manage detector dogs

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least five occasions and include:

- deploying dogs in a variety of operational environments in accordance with relevant legislation and organisational policies, procedures and guidelines that includes:
  - applying dog-handling theory and deployment practices
  - communicating effectively to achieve operational outcomes
  - planning and organising activities to prepare for the deployment of detection dogs
  - responding appropriately to unauthorised and illegal materials in ways that preserve evidence
  - transporting dogs safely
  - collecting, analysing and organising information to produce records and reports required by the organisation, work unit standards and animal welfare authorities.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant legislation and organisational policies and procedures related to working with dogs including:
  - role of detection dogs within the organisation
  - animal health and welfare requirements and regulations affecting working dogs
  - humane and positive training methods that reinforce natural behaviour and maintain the working skills and enthusiasm of detector dogs
  - records and reports required by legislative authorities, the organisation, work unit and animal welfare authorities
- organisational policies and procedures related to unauthorised and illegal materials and evidence handling
- dog-training methodologies and practices relevant to the dogs' use in the organisation including:
  - conditioning principles and appropriate methods of rewarding specific detector dogs for exhibiting required behaviour
  - items and their associated odours that a detector dog could be required to detect in its

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working role within the organisation
    - methods of assessing when dogs are ready to extend the range of odours they are able to detect
    - positive and negative indicators shown by detector dogs when detecting (or not detecting) specific odours
    - methods of transporting dogs safely and without stress
    - capabilities and limitations of dogs working within the organisation
    - work environment in which dogs could be deployed and emergencies that could arise within those environments
    - responses that dogs should give to voice commands and hand signals
- emergency response and evacuation procedures to maintain security
- duty of care to all involved
- limits of own authority
- Workplace/Occupational Health and Safety (WHS/OHS) relevant to the job task
- approved communication terminology, call signs and radio channels used by emergency personnel
- how to apply the hierarchy of control and use of force to control hazards and minimise risk
- location of emergency equipment in the workplace
- procedures for communicating and collaborating with responding officers and other services
- process of dynamic risk assessment and how it is applied.

Assessment Conditions

Assessment of skills must occur in a custodial environment.

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- real dogs
- a range of relevant exercises
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCDOG011 Manage dogs for security purposes

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to manage dogs for security purposes such as:

- detecting prohibited and illegal items
- protecting property or people
- tracking, searching and finding people
- preventing escapes
- preventing crime
- patrolling areas
- border protection
- providing a presence

It includes the skills required to prepare dogs for deployment, manage dogs at the scene of the operation and participate in post operational activities.

This unit applies to working in a custodial environment deploying dogs for security purposes. Those undertaking this unit would usually work autonomously using support from mostly familiar resources. The role requires complex task organisation and analytical skills to deploy and manage dogs for security purposes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies, procedures and guidelines must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Dog handling

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Prepare for deployment of dogs**	**1.1**	Assess the operational environment where the dog will be deployed and prepare for contingencies
		1.2	Consult information on security situation and assignment details, and prepare dog for deployment
		1.3	Transport the dog to the security situation according to the requirements of the assignment and animal welfare requirements
2	**Manage dogs at the scene of operation**	**2.1**	Locate and deploy the dog according to its capabilities and the specifications of the assignment
		2.2	Deploy the dog in a manner that results in minimal risk of injury to other persons, the dog, handler and property
		2.3	Read and interpret the body language of the dog and take appropriate action
		2.4	Assess and treat injuries to the dog at the scene of operation
3	**Participate in post-operational activities**	**3.1**	Manage detected items in accordance with organisational policy, procedures and guidelines
		3.2	Take part in debriefing sessions to evaluate operation's activities
		3.3	Review the ways in which the dog worked and identify future training/practice sessions and methods of deployment in similar situations
		3.4	Complete accurate and comprehensive dog records and reports, and lodge in a timely manner

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCDOG001 Manage dogs for security purposes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCDOG011 Manage dogs for security purposes

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least five occasions and include:

- deploying dogs in a variety of operational environments in accordance with relevant legislation and organisational instructions, policy, procedures and guidelines that includes:
  - applying dog-handling theory and deployment practices
  - applying basic first aid techniques to dogs
  - communicating effectively to achieve operational outcomes
  - planning and organising training activities to prepare for the deployment of dogs in security situations
  - demonstrating operational readiness for the deployment of dogs in security situations
  - responding appropriately to unauthorised and illegal materials in ways that preserve evidence
  - transporting dogs safely
  - collecting, analysing and organising information to produce records and reports.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant legislation and organisational policies, procedures and guidelines related to working with dogs including:
  - role of corrective services dogs within the organisation
  - animal health and welfare requirements and regulations affecting working dogs
  - humane and positive training methods that reinforce natural behaviour and maintain the working skills and enthusiasm of dogs
  - records and reports required by legislative authorities, the organisation, work unit and animal welfare authorities
- organisational policies and procedures related to unauthorised and illegal materials and evidence handling
- dog-training methodologies and practices relevant to the dogs' use in the organisation

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including:

- methods of transporting dogs safely and without stress
- capabilities and limitations of dogs working within the organisation
- work environment in which dogs could be deployed and emergencies that could arise within those environments
- responses that dogs should give to voice commands and hand signals

- emergency response and evacuation procedures to maintain security
- duty of care to all involved
- limits of own authority
- Workplace/Occupational Health and Safety (WHS/OHS) relevant to the job task
- approved communication terminology, call signs and radio channels used by emergency personnel
- how to apply the hierarchy of control and use of force to control hazards and minimise risk
- location of emergency equipment in the workplace
- procedures for communicating and collaborating with responding officers and other services
- process of dynamic risk assessment and how it is applied.

Assessment Conditions

Assessment of skills must occur in a custodial environment.

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- real dogs
- a range of relevant exercises
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCDOG012 Prepare stimulus aids for use with dogs

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to prepare stimulus aids for use with dogs.

It includes the skills required for preventing cross-contamination of stimulus aid materials and reporting on use of stimulus aids.

This unit applies to those responsible for preparing dog training aids. A person undertaking this unit would usually work autonomously using support from mostly familiar resources. The role requires complex task organisation and analytical skills to prepare stimulus aids for use with dogs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies, procedures and guidelines must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Dog handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Identify and procure appropriate materials to use for making stimulus aids**	**1.1**	Identify the types of odours that can be used for training and working dogs
		1.2	Source suitable resources to prepare stimulus aids
		1.3	Ensure that the target odour is capable of producing detectable scents
		1.4	Ensure stimulus aids are procured and stored
2	**Prepare stimulus aids**	**2.1**	Wear appropriate personal protective equipment (PPE) at all times when preparing stimulus aids
		2.2	Use methods of preparing stimulus aids that prevent cross-contamination of odours
		2.3	Vary amounts of target odour according to the capability of the dog and the situation or purpose of the training exercise
		2.4	Identify environmental and operational factors that may affect the preparation and use of stimulus aids to determine appropriate use
3	**Pack up stimulus aids**	**3.1**	Ensure all stimulus aids are accounted for and report deficiencies
		3.2	Break down all reusable materials used in the construction of stimulus aids
		3.3	Clean all materials and surfaces used for the preparation of stimulus aids
		3.4	Securely store materials for re-use away from sources of cross-contamination
		3.5	Complete records of materials used to prepare stimulus aids

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCDOG003 Prepare stimulus aids for use with dogs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCDOG012 Prepare stimulus aids for use with dogs

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least five occasions and include:

- preparing stimulus aids for safe use in training dogs in a variety of environments
- completing training documentation and logs in accordance with legislation, and organisational policy, procedures and guidelines
- following organisational requirements to request and handle restricted training aids.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislation, regulations and organisational policies, procedures and guidelines related to:
  - use of dogs within the organisation
  - acquisition and security of restricted materials
  - unauthorised and illegal materials and evidence handling
  - records and reports required by the organisation in relation to odour detection dog training
  - use of personal protective equipment (PPE)
- dog-training methodologies and practices related to odour detection
  - capabilities and limitations of the teams working within the organisation
  - work environment in which dogs could be deployed and emergencies that could arise within those environments to inform selection of odours
  - conditioning principles and appropriate methods of rewarding dogs for exhibiting required behaviour
  - items and their associated odours that a dog could be required to detect in its working role within the organisation
  - methods of assessing when dogs are ready to extend the range of odours they are able to detect
  - positive and negative indicators shown by dogs when detecting (or not detecting) specific odours
  - emergency response and evacuation procedures to maintain security

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- duty of care to all involved
- limits of own authority
- Workplace/Occupational Health and Safety (WHS/OHS) relevant to the job task
- approved communication terminology, call signs and radio channels used by emergency personnel
- how to apply the hierarchy of control and use of force to control hazards and minimise risk
- location of emergency equipment in the workplace
- procedures for communicating and collaborating with responding officers and other services
- process of dynamic risk assessment and how it is applied.

Assessment Conditions

Assessment of skills must occur in a custodial environment.

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- real dogs
- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCDOG013 Train dog handler teams

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to train dog teams to work in a custodial environment.

It includes the skills required to develop a training plan for a dog/handler team and report and record the teams progress.

This unit applies to those working in a custodial environment, training dog/handler teams. A person undertaking this unit would usually work autonomously using support from mostly familiar resources. The role requires complex task organisation and analytical skills to train dog handler teams.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies, procedures and guidelines must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

CSCDOG008 Assess dogs for custodial purposes

∟CSCDOG010 Manage detector dogs

OR

∟CSCDOG011 Manage dogs for security purposes

CSCDOG009 Maintain the health and welfare of dogs

CSCDOG012 Prepare stimulus aids for use with dogs

Competency Field

Dog handling

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Develop a plan for training	**1.1** Identify and assess the training needs of the dog/handler team
	1.2 Develop a training plan that addresses the unique needs, strengths and weaknesses of the team
	1.3 Schedule training program to meet priority needs within the organisation
2 Train dog handler teams	**2.1** Implement training program according to training plan time frames
	2.2 Develop the handler to control the dog in a way that maintains team performance and safety
	2.3 Use organisation's approved dog training methods
	2.4 Use and maintain training equipment
	2.5 Monitor the team's proficiency against organisational requirements continually
	2.6 Adapt equipment and apply appropriate remedial and developmental exercises to suit the capabilities and physical development of the team
3 Record and report on the progress of dog handler teams	**3.1** Complete training records for the team
	3.2 Report team progress to appropriate people
	3.3 Review training plan to reflect the changing needs of the team and organisation

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is not equivalent to CSCDOG006 Train dogs for response and control.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCDOG013 Train dog handler teams

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least five occasions and include:

- collecting, analysing and organising information about team performance in training and operational environments to produce records and reports required by the organisation
- writing and reviewing training plans
- managing timelines to schedule training effectively
- working independently and collaboratively to train and develop the capabilities of teams
- assessing dog and handler performance during training and operational deployments.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislation, regulations, animal health and welfare requirements affecting working dogs
- organisational policies, procedures and guidelines related to the use of dogs and appropriate training methods including:
  - planning and developing training for the dog handler team/s
  - training plans
  - recording and reporting requirements
  - appropriate people to whom to report dog progress
- underpinning theoretical principles of dog training including:
  - conditioning principles and appropriate methods of rewarding the dog for exhibiting required behaviour
  - humane and positive training methods that reinforce natural behaviour and maintain the working skills and enthusiasm of the dog
  - responses that dogs should give to voice commands and hand signals
- emergency response and evacuation procedures to maintain security
- duty of care to all involved
- limits of own authority
- Workplace/Occupational Health and Safety (WHS/OHS) relevant to the job task

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- approved communication terminology, call signs and radio channels used by emergency personnel
- how to apply the hierarchy of control and use of force to control hazards and minimise risk
- location of emergency equipment in the workplace
- procedures for communicating and collaborating with responding officers and other services
- process of dynamic risk assessment and how it is applied.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment of skills must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- real dogs
- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCIDO001 Protect the safety and welfare of people in immigration detention

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to protect and maintain the safety and welfare of people in immigration detention.

It requires the ability to recognise potential vulnerabilities and needs of people in immigration detention, encourage them to participate in activities, and report concerns about their physical and emotional condition.

The unit applies to staff working in immigration detention as Authorised Officers under the Migration Act (Cth).

The skills and knowledge described in this unit must be applied within the Commonwealth and State/Territory legislation, organisation policies and procedures and industry codes of practice. When a person is in immigration detention or is being removed from Australia, Officers must observe applicable International laws and conventions.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Immigration Detention

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Establish a safe environment for people in immigration detention	**1.1** Treat people in immigration detention ethically and humanely to ensure their personal dignity, safety, welfare and individual rights are protected
	1.2 Recognise vulnerabilities of a person in immigration detention and address in accordance with workplace policy and procedures
	1.3 Provide people in immigration detention with safety and security information and briefings prior to any activity
2 Monitor the care of people in Immigration detention	**2.1** Identify needs and welfare requirements of a person in immigration detention and accurately record details in the required format and time frame in accordance with workplace policy and procedures
	2.2 Check supervision and care provided to a person in immigration detention aligns with individual plans and security procedures
	2.3 Review, revise and update individual plans in accordance with workplace policy and procedure
	2.4 Report immediate concerns about the physical and emotional condition of a person in immigration detention in accordance with workplace policy and procedures
3 Encourage people in Immigration detention to participate in positive programs and activities	**3.1** Identify preferred activities and interests for people in immigration detention and record in the individual plans
	3.2 Promote programs that provide meaning and purpose to people in immigration detention while in detention
	3.3 Maintain relevant records in accordance with workplace policies and procedures
	3.4 Report concerns regarding change in behaviour or lack of participation in activities to appropriate personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCIDO001 Protect the safety and welfare of people in immigration detention

Modification History

Release 1.

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least three occasions and includes:

- identifying needs and welfare requirements of a person in immigration detention
- using clear communication to provide safety and security information
- following workplace policies and procedures to support welfare and minimise harm
- completing clear and accurate individual plans
- reviewing and updating individual plans
- reporting concerns in a timeframe appropriate to the nature and degree of risk

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- definition of various types of person in immigration detention including:
  - migrant
  - asylum seeker
  - refugee
- existence and role of policy and legislation relevant to immigration detention operations including:
  - relevant provisions of the Migration Act 1958
  - relevant policies and procedures of commonwealth government departments responsible for immigration detention
  - international treaties to which Australia is a signatory including:
    - Convention relating to the Status of Refugees
    - Convention relating to the Status of Stateless Persons
    - International Covenant on Civil and Political Rights
    - International Covenant on Economic, Social and Cultural Rights
    - Convention on the Rights of the Child
    - Convention against Torture and other forms of Cruel, Inhuman and Degrading

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Treatment of Punishment (including its Optional Protocol, which relates to monitoring of places of detention)
    - Convention on the Rights of Persons with Disabilities
  - privacy, confidentiality, and disclosure
  - conflict of interest and maintaining professional boundaries
  - workplace policies, procedures, guidelines and protocols
- supporting individual plans relating to a person in immigration detention
- ethical and humane treatment including:
  - relevant human rights principles
  - workplace code of conduct
- protective factors that contribute to the health, safety and welfare of people in immigration detention including:
  - understanding of the effects of:
    - experience of grief, loss, stress, and trauma on people in immigration detention
    - impact of migration
    - forced migration
    - transition of people preparing for discharge, transfer or removal
- indicators of needs or vulnerabilities including:
  - age
  - gender identification, sexual orientation and marital status
  - people with disabilities medical and psychological conditions
  - pregnancy
  - history of trauma or abuse
  - addiction or substance dependency
  - history of self-harm
- concerning behaviour including:
  - withdrawal and other indicators of distress
  - intimidating, abusive and threatening behaviour
  - physical harm to self or others
- positive programs and activities including:
  - recreational
  - religious and cultural
  - educational
  - maintaining social and family connections
  - maintaining self-agency

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

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Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual working with people in immigration detention, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including legislation, workplace policy, procedures and protocols, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered in immigration detention

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCIDO002 Supervise people in immigration detention

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0

Application

This unit describes the skills and knowledge required to supervise people in immigration detention.

It requires the ability to develop a healthy, professional rapport with people in immigration detention, monitor and assess behaviour.

The unit applies to staff working in immigration detention as Authorised Officers under the Migration Act (Cth).

The skills and knowledge described in this unit must be applied within the Commonwealth and State/Territory legislation, organisation policies and procedures and industry codes of practice. When a person is in immigration detention or is being removed from Australia, officers must observe International laws and conventions.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Immigration Detention

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Develop a professional rapport with people in immigration detention**	**1.1** Use inclusive and positive communication to engage people in immigration detention
		1.2 Conduct interactions in a manner that demonstrates respect of individual differences
		1.3 Establish and maintain professional working relationships with people in immigration detention
2	**Maintain professional boundaries**	**2.1** Model professional behaviour in all interactions with colleagues, visitors and people in immigration detention
		2.2 Establish clear boundaries when establishing rapport with people in immigration and avoid sharing inappropriate details about personal life in accordance with workplace protocols
		2.3 Provide information to people in immigration detention and service providers in accordance with workplace policies and protocols
3	**Monitor people in immigration detention**	**3.1** Observe interactions between individuals or groups of people in immigration detention routinely, and record and report observations in accordance with workplace policy and procedures
		3.2 Identify and communicate concerning behaviour in accordance with workplace policy and procedures
		3.3 Monitor movement to ensure people in immigration detention do not access unauthorised areas and respond appropriately to any breaches
		3.4 Inspect environment to identify potential safety and security concerns

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCIDO002 Supervise people in immigration detention

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least three occasions and includes:

- using appropriate and positive language and professional behaviour to establish and maintain a supportive professional relationship with people in immigration detention
- applying workplace policies and procedures to monitor and record behaviour of people in immigration detention
- using correct processes to identify and report concerns about people in detention

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislative and regulatory requirements relevant to supervising people in immigration detention
- workplace policies, procedures, guidelines and protocols relevant to supervising people in immigration detention
- appropriate professional relationships and behaviour including:
  - strategies for building rapport and maintaining trust
  - professional boundaries and grooming avoidance
  - respect of cultural and individual differences
  - avoidance of biased and discriminatory language and actions
- basic understanding of work practices when dealing with minors, relevant to immigration detention including:
  - age appropriate communication and engagement methods
  - ethical versus legal concerns
  - negotiation and persuasion techniques
  - impact of family relationships and guardianship situations
  - indicators of abuse or neglect of a child or young person
  - characteristics of distress in a child or young person in immigration detention

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  - relevant child protection governance
- concerning behaviours of people in immigration detention including:
  - withdrawal and other indicators of distress
  - intimidating, abusive and threatening behaviour
  - physical harm to self or others
- environmental safety and security concerns in an immigration detention environment

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual working with people in immigration detention, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including legislation, workplace policy, procedures and protocols, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered in the immigration detention

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCINT009 Manage intervention strategies for offenders

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit describes the skills and knowledge required to manage intervention strategies for offenders. It includes developing intervention programs, matching offenders to programs, encouraging involvement and evaluating the effectiveness of programs.

This unit applies to staff working in offender management roles within correctional services. This role may be carried out in a custodial environment or community setting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders and offender services.

A person working in this role is autonomous and draws upon support from a range of established and new resources. The role is complex, involving application of high level organisational, communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intervention

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS PERFORMANCE CRITERIA

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Review suitability of intervention programs	**1.1**	Review offender programs and check the suitability of existing programs with available information and through consultation with stakeholders
	1.2	Provide support to existing community networks and agencies and encourage them to develop programs to meet offender needs
	1.3	Explore the availability of resources and develop strategies to acquire adequate and relevant resources
	1.4	Establish collaborative networks with community agencies to ensure offenders' interests are reflected in the design and delivery of programs
	1.5	Review the effectiveness of programs with key stakeholders and make adjustments to ensure outcomes are achieved
	1.6	Report on program suitability in accordance with organisational requirements
2 Match offenders to existing programs	**2.1**	Identify and assess offender needs against the services and criteria of existing programs
	2.2	Consult community or specialist agencies about available programs and advocate for the interests of offenders
	2.3	Gather information about a range of suitable community services and check for currency, accuracy and relevance
	2.4	Clarify protocol and guidelines for access to programs and involve offenders in determining suitability and preferences
3 Encourage responsibility and participation	**3.1**	Confirm that the objectives of programs meet specific offender requirements
	3.2	Acknowledge the responsibilities of offenders in determining and achieving their personal goals and reinforce this throughout implementation strategies and procedures
	3.3	Identify and assess offender obstacles and potential

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		resistance to cooperating with service provision to determine appropriate strategies
	3.4	Encourage and support offenders through appropriate allocation of resources and services and routine review of progress
	3.5	Support and maintain the active involvement of offenders in the implementation and review of program goals and strategies
4 Evaluate and report on program effectiveness	**4.1**	Ensure offenders who are participating in programs are supported through minimal disruption to attendance
	4.2	Investigate issues preventing program participation or completion and recommend appropriate response
	4.3	Organise structured opportunities for offender feedback and provide reports on progress
	4.4	Encourage constructive, honest, relevant and comprehensive offender participation in meetings
	4.5	Provide accurate reports in required timeframe that contain honest, complete and substantiated information and recommendations
	4.6	Monitor program objectives and outcomes against agreed plan, objectives and key performance indicators (KPI's)
	4.7	Actively seek feedback from offenders and others involved and use this to inform the design of the program
	4.8	Identify and assess proposed changes, discuss with relevant stakeholders and implement where determined suitable
	4.9	Provide program reporting requirements within specified timeframes in accordance with organisational policy and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCINT008 Coordinate intervention strategies for offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT009 Manage intervention strategies for offenders

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include.

- using a range of network and consultation strategies with internal and external stakeholders
- coordinating the organisation's offender or case management model
- liaising with a wide range of professional and specialist service providers
- using the organisation's information management system
- using communication strategies for counselling and negotiation
- using relevant review and evaluation techniques to determine the effectiveness of programs.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisation's strategic plans and objectives that relate to the use of programs and services for offenders to achieve the outcomes required
- range of agencies within and outside the organisation providing programs for offenders and criteria and conditions for service
- organisation's offender risk management system
- organisation's offender or case management model
- programs and resources relevant to offender development
- principles and models of community development and their role in offender support and rehabilitation
- how empirical research supports offender participation in programs
- legislation, regulations and organisational policies, procedures and objectives related to court orders, relationship with community and other service agencies
- key people in the local community and community agencies and services including the parole board
- networks and liaison protocol
- effective communication strategies, including cross-cultural
- program considerations/objectives including:
    - statutory requirements (courts or parole board)

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- sentence plans
- post-release plans including reintegration to community
- personal goals of offenders
- strategies to seek feedback and evaluate program effectiveness.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment, facilities and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM024 Establish and maintain relationships with community agencies and offenders

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to establish and maintain relationships with community agencies and offenders for the safety and security of offenders and the public.

This unit applies to individuals who work with agencies in supervising offenders in the community.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to offender interaction, offender supervision in the community and liaison with community agencies.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Establish contact parameters between offender and community agencies**	**1.1** Consult offender information to confirm requirements and conditions of offenders' contact with community agencies
		1.2 Provide information to offenders about the requirements and conditions of contact with community agencies
		1.3 Identify appropriate communication strategies for use including interpreters/translators, where language barriers exist between offender and agency representatives
		1.4 Use a range of strategies to identify dynamic risks or concerns prior to a contact visit
		1.5 Coordinate contact arrangements between the offender and agency support services in accordance with agency protocol and requirements of supervision
		1.6 Record service and agency contact information and accurately complete all forms in accordance with policies and procedures
2	**Maintain safety and security of offenders and the public**	**2.1** Allocate supervision, support and resources to offenders according to needs, risks and available resources
		2.2 Supervise offenders' movements in accordance with regulations and community agency protocol
		2.3 Explain behavioural requirements and consequences to the offender and confirm their understanding of those conditions
		2.4 Monitor offender behaviour using observation, technology or communication techniques
		2.5 Respond to disruptive or risk behaviour promptly to minimise adverse or harmful consequences and according to the degree of risk and agency protocol
3	**Liaise with community agencies**	**3.1** Establish rapport with key people in the agency system in accordance with agency protocol, offender special needs and conditions

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3.2 Provide confidential information to key people and officials in the agency system only, in accordance with privacy and disclosure legislation

3.3 Document information clearly and accurately according to the requirements of the offender information system

3.4 Check and confirm information about problems, inconsistencies and actions of all parties and report outcomes to key people

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCOFM009 Supervise offenders in the community.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM024 Establish and maintain relationships with community agencies and offenders

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- confirming contact arrangements between offender and relevant agencies
- maintaining duty of care of offender and those involved
- completing relevant records and reports in accordance with workplace policies and procedures and agency protocol

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- sources of offender information including:
  - offender information systems
  - case file
  - direct communication and questioning
- potential risks and hazards associated with community settings including:
  - access to drugs and alcohol
  - injury to self or others
  - damage to property
- supervision protocols and requirements including:
  - agency protocols, policies and procedures
  - supervising offenders in the community
  - reporting and recording requirements
  - liaising with external agencies
  - monitoring techniques
  - support and resources available to the offender
- workplace policy and procedures including:
  - incident recording and reporting requirements
  - privacy, confidentiality and disclosure

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  - safety and security procedures applied to the nature of the duties involved in supervising offenders in external community agencies
  - code of conduct
  - duty of care
  - emergency response
- strategies for building rapport and maintaining trust with community agencies and offenders
- referral pathways for special needs including:
  - reporting concerning observations or behaviours
  - assessing level of risk and urgency
  - identifying intervention options
  - forms and approvals

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that replicates the range of conditions likely to be encountered by an individual supervising offender in the community effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM025 Promote cooperative behaviour

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to monitor offender behaviour, prevent and manage conflict and respond to unacceptable behaviour.

This unit applies to individuals working in a custodial setting or those who supervise offenders in community programs and agencies. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Monitor behaviour	**1.1** Use formal and informal methods to observe, monitor and gather information about individual and group

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		behaviour
	1.2	Investigate behaviour and interactions between offenders in a fair, objective and consistent manner to identify potential conflict
	1.3	Check information received from other sources that indicates possible conflict prior to determining a response that is consistent with the gravity of the issue
	1.4	Make assessment of behaviour based on available evidence and in accordance with workplace policies and procedures
2 Prevent and manage conflict	**2.1**	Seek specialist advice and make referrals where required
	2.2	Conduct interactions with offenders in an appropriate location and in a positive manner
	2.3	Use communication strategies with individuals to promote effective interaction and problem solving
	2.4	Adapt communication techniques, style and language as required and take in account different needs
	2.5	Use a range of appropriate and effective preventative strategies to defuse causes of potential conflict
	2.6	Challenge unacceptable behaviour and encourage offenders to take responsibility and accountability for the outcomes of their behaviour
	2.7	Examine the cause and effect of unacceptable behaviour and use negotiation techniques to encourage offenders to change their behaviour
3 Respond to unacceptable behaviour	**3.1**	Select strategies and responses for their potential to model positive behaviour to offenders
	3.2	Use negotiation techniques to divert and minimise aggressive behaviour.
	3.3	Confirm implications of continuing unacceptable behaviour in a clear, calm and objective manner
	3.4	Intervene using strategies determined by the situation and workplace policies and procedures
	3.5	Report offender behaviour in accordance with

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workplace policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCOFM011 Promote cooperative behaviour.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM025 Promote cooperative behaviour

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and includes:

- preventing conflict and responding to unacceptable behaviour of an offender, including:
  - identifying causes of conflict
  - assessing the likelihood and gravity of conflict
  - reporting concerning offender behaviour
  - using a range of conflict management techniques
  - maintaining safety of all involved
  - writing an accurate record of actions taken
- encouraging positive behaviour of an offender by:
  - modelling positive behaviour by interacting with people in a respectful manner
  - responding to issues consistently

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- workplace policies and procedures relating to offender management and safety and security including:
  - duty of care
  - reporting procedures
  - observation and monitoring methods
  - unacceptable behaviour and behaviour support frameworks that implement proactive or preventative strategies that are trauma informed and promote positive and pro-social behaviours
- indicators of conflict:
  - withdrawal
  - change in behaviour
  - intimidating or abusive language

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  - threatening behaviour
  - physical harm
  - external stressors
  - non-verbal cues
- effective communication:
  - techniques
  - style
  - clear and simple language
  - cultural barriers
  - positive and non-threatening body language
  - active listening
  - reflective feedback
- conflict management and de-escalation techniques used for offender management
- support and referral services and specialists
- standards of professional boundaries

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions likely to be encountered by an individual promoting cooperative behaviour, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

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Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM026 Protect the safety and welfare of Aboriginal and Torres Strait Islander offenders

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to protect and monitor the welfare and safety of Aboriginal and/or Torres Strait Islander offenders by responding to identified risks.

This unit applies to individuals working in custodial and non-custodial settings where they are responsible for the supervision of Aboriginal and/or Torres Strait Islander offenders. They work as part of a coordinated team of correctional and specialist staff to work with offenders, their family and community.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with Aboriginal and/or Torres Strait Islander offenders.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Establish a safe environment for Aboriginal and/or Torres Strait Islander offenders	**1.1** Treat offenders ethically and humanely using culturally safe work practices
	1.2 Acknowledge the rights and responsibilities of offenders and their cultural identity
	1.3 Use unbiased and non-discriminatory behaviour when interacting with colleagues, offenders, their family and visitors
	1.4 Use a range of different interpersonal strategies to build rapport with offenders and establish mutual trust
	1.5 Check offender's background in the case file and through oral questioning for indicators of special needs and likely risks
	1.6 Seek advice and support where special needs or risks are identified using cultural safe work practices
	1.7 Confirm with offender their understanding of conditions such as court orders, placements and access to offender services using culturally safe work practices
	1.8 Check the offender's environment is safe and healthy using culturally safe work practices
2 Monitor Aboriginal and/or Torres Strait Islander offenders	**2.1** Monitor offender’s routine for changes in mood, attitude and behaviour that indicate potential risks
	2.2 Assess, record and report observed changes that cause concern to relevant support services in accordance with workplace policies and procedures, the degree and nature of risk and the circumstances of the offender
	2.3 Identify offenders with special needs or who might be vulnerable to risk through a range of offender information and monitor them closely in accordance with workplace policies and procedures
	2.4 Communicate clear and accurate information with team members to support collaborative investigation and assessment of risk

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3	**Respond to identified risks to Aboriginal and/or Torres Strait Islander offenders**	**3.1** Refer offenders to appropriate specialist services or programs that are suitable for the needs of Aboriginal and/or Torres Strait Islander people
		3.2 Respond to incidents immediately in accordance with workplace policies and procedures and in a manner designed to protect the safety and welfare of all people involved
		3.3 Communicate accurate and reassuring information to the offender to address anxiety and distress, and use culturally safe practices to maintain the offender's understanding of what is happening
		3.4 Use interpreter or translation services and specialist staff effectively to communicate directions and information to offenders where communication barriers exist
		3.5 Document and report all actions and decisions in accordance with workplace policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is not equivalent to CSCOFM005 Protect the safety and welfare of Aboriginal and Torres Strait offenders.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM026 Protect the safety and welfare of Aboriginal and Torres Strait Islander offenders

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and includes:

- checking information and questioning offenders to assess risks and special needs of Aboriginal and/or Torres Strait Islander offenders
- liaising with Aboriginal and/or Torres Strait Islander staff and advisers to refer offenders to culturally appropriate services and programs
- adapting communication style to ensure information exchanged is accurately understood
- using translators or interpreters to address cultural communication barriers
- clearly and accurately recording, and communicating observations in accordance with workplace policies and procedures
- responding to incidents safely in an appropriate timeframe according to the situation and workplace policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- ethical and humane treatment including:
  - basic human rights principles including:
    - right to life
    - freedom from torture and inhuman or degrading treatment
    - right to security
    - legal factors that limit and restrict offenders right to liberty
  - right to culture:
    - Australian Government support to the United Nations Declaration on the Rights of Indigenous Peoples
    - workplace policies and procedures related to Aboriginal and/or Torres Strait Islander offenders
- culturally safe practices including:
  - definition of cultural safety

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- establishing and maintaining a supportive professional relationship
- understanding of the effects of:
  - separation from country, family/clan/language groups and social support
  - cultural responsibilities
  - historical and cultural context in which contact with the justice system will affect Aboriginal and/or Torres Strait Islander offenders
  - causes of cultural conflict and alienation
  - influence of offenders' culture and experience on their behaviour
- effective use of specialist services, mediation and traditional healers
- referring to appropriate support services and programs available to Aboriginal and/or Torres Strait Islander offenders
- linking support services within the community
- reflection and self-evaluation to review own practices and identify ways to improve

- protection from discrimination in Australia:
  - existence and role of racial, sex, disability and age anti-discrimination acts
  - discriminative behaviour and attitudes
  - words, phrases and gestures to avoid
- interpersonal strategies:
  - communication styles
  - active listening
  - non-verbal communication cues
  - broad understanding of conflict resolution
- indicators of special needs:
  - age
  - gender identification
  - sexual orientation
  - medical and psychological conditions
  - people with disabilities including:
    - physical
    - intellectual
- culturally safe environment:
  - avoidance relationships
  - kinship structures
- indicators of risk, including:
  - trauma of imprisonment or impact of the justice system
  - experience or exposure to justice system
  - institutionalisation
  - stress
  - mental illness
  - addiction or drug use

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  - withdrawal
  - self-harm
  - history of trauma or abuse
  - relocation from country
- workplace policies and procedures including:
  - workplace code of conduct
  - offender information systems
  - recording and reporting requirements
  - operational procedures
  - specialist referral procedures
  - death in custody

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual working with offenders from an Aboriginal or Torres Strait Islander background effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM027 Protect the safety and welfare of young people who have offended

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0

Application

This unit describes the skills and knowledge required to protect the safety and welfare of young offenders in custody.

It requires the ability to assess the needs and organise the care and protection of young offenders at risk.

This unit applies to individuals working in custodial settings where they are responsible for the supervision of young offenders.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with young offenders and allocation of offenders to programs.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Identify the needs of young offenders in custody	**1.1** Check and confirm the needs, risks, cultural background and circumstances of young offenders with relevant sources including responsible adults and agencies
	1.2 Identify and document immediate concerns and risk factors and report to the relevant person/s in accordance with workplace procedures
	1.3 Assess and prioritise concerns, risk factors and resources, and refer offenders to specialist support
	1.4 Document issues relating to the welfare of young offenders and ensure notes are clear and accurate
2 Organise the care and protection of young offenders at risk	**2.1** Check the personal needs of young offenders are provided for according to resources and priorities
	2.2 Check needs and additional support are included in the design of support
	2.3 Refer young offenders with needs to specialist support in accordance with referral protocols and workplace policies and procedures
	2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed risk
	2.5 Assess the implications for the use of a range of care options and incorporate in planning and negotiating with young offenders and their supporters
	2.6 Identify a range of programs for young offenders and provide information and support to access recommended programs to relevant person/s
	2.7 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young offenders to key people and agencies
	2.8 Comply with processes for monitoring and evaluating participation by young offenders in programs and support provided by specialist services

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCOFM007 Protect the safety and welfare of young offenders.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM027 Protect the safety and welfare of young people who have offended

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- providing supervision and care to address the needs of a young offende byr:
  - communicating effectively with the young offender to identify risks and establish needs
  - assessing risks, needs and developmental levels for the young offender
  - checking and confirming the accuracy and relevance of information with reliable sources inside and outside the organisation
  - establishing clear expectations and boundaries with the young offender
- preserving the safety and welfare of a young offender at risk by:
  - using a range of communication strategies to discover risk factors and consult with family members and specialists
  - providing supervision and care, based on assessed risk and justifiable degree of care and concern
  - responding to the immediate needs of a young person by ensuring appropriate monitoring and placements have been considered
  - referring young offender to appropriate specialist services
  - taking responsibility for duty of care outcomes based on the degree of risk and the needs of young offenders, including personal contact
  - preserving the rights and responsibilities of the young offender and their safety and welfare
  - making conclusions that are clearly based on available information
  - documenting information about the young offender's welfare in reports that are clear, accurate and in the format required by the organisation

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- categories, levels and prioritisation of risk identified in the organisation’s risk management plans and relevant to the young offender

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- workplace policies, procedures and requirements for documenting and reporting risks and incidents
- workplace policies, procedures and requirements for monitoring participation in programs by young offenders
- legislation relevant to work role and responsibilities and service guidelines
- potential needs and risk factors of young offenders including:
  - age
  - cultural background
  - gender identity
  - sexual orientation
  - diagnosed medical conditions
  - disabilities including:
    - physical
    - intellectual
  - trauma and the impact of trauma on that young person
  - stress
  - mental illness
  - addiction or drug use
  - withdrawal
  - self-harm
  - history of abuse or neglect
- organisation's code of conduct, code of ethics and duty of care
    - workplace policies and procedures following death in custody
    - range of specialist support services and programs available to young offenders and the implications associated with each
- referral protocols and processes for getting advice and assistance when there are problems
- cultural practices that will have an impact on decisions made about what allowances are made and permission given
- resources available for young offenders
- limitations on family involvement in young offender's assessment of need
- special protective strategies
- statutory mandates and consequences of options for the safety and protection of young offenders
- existence of contemporary issues in youth justice including:
- royal commissions
- jurisdictional and state inquiries and recommendations
- key jurisdiction stakeholder reports

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training

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Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions likely to be encountered by an individual when working with young offenders.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM028 Provide support to offenders in Aboriginal and Torres Strait Islander communities

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to support the community, respect cultural requirements and support offenders within Aboriginal and Torres Strait Islander communities.

This unit applies to individuals working within Aboriginal and Torres Strait Islander communities to provide support to both offenders and members of the community to achieve agreed objectives. Communities:

- will include those belonging to a specific location, language or social relationship
- may be traditional, mission-based or may exist within a wider general community and be rural, remote or urban
- will vary in size significantly and may be no bigger than a family or a group sharing a common culture within an institution
- will have varied structures and management, from self-contained and autonomous to an association of interests within the total community

Those undertaking this role normally work autonomously using support from a range of established resources. It involves complex task organisation and analysis involving extrapolating, inferring, reflecting and abstracting processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to working with Aboriginal and/or Torres Strait Islander offenders and communities.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Support the community	**1.1** Establish and maintain relationships with key people and organisations in the community to promote the respect, trust and credibility of correctional services
	1.2 Acknowledge and encourage community as a social support mechanism for its members and offenders
	1.3 Advocate the role and benefits of community programs in reducing offending
	1.4 Use effective communication and engagement strategies to establish and build community networks and resources
	1.5 Recognise and consider different interpretations and expectations of the community throughout the engagement
2 Respect cultural requirements	**2.1** Identify and comply with cultural protocols of communicating and relating to different members of the community at all times
	2.2 Consider the impact of cultural requirements and traditional relationships when determining contact and processes
	2.3 Consider cultural obligations and responsibilities when scheduling meetings and activities to ensure availability of key people
3 Support offenders	**3.1** Involve offender's community networks to enable a holistic and comprehensive approach to determining the needs and outcomes of the offender
	3.2 Use strategies and programs that meet statutory and cultural requirements to enable achievement of offender's objectives

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3.3 Refer offenders to other support agencies or specialists according to the priorities of need

3.4 Provide information and support to offenders and their family in their progress through the legal systems

3.5 Provide information and advice to encourage a co-operative and positive approach to changing offending behaviour

3.6 Provide reports to authorised agencies only

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCOFM016 Provide support to offenders in Aboriginal and Torres Strait communities.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM028 Provide support to offenders in Aboriginal and Torres Strait Islander communities

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasion and includes:

- communicating effectively with a range of people from diverse cultural backgrounds including the language groups in Aboriginal and Torres Strait Islander communities
- using effective consultation and communication strategies appropriate to the audience to reach a balance between the needs of the offender, traditional practice and statutory requirements when determining objectives of offenders
- writing reports for internal and external use

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- workplace policies, procedures and protocols related to working with Aboriginal and/or Torres Strait Islander offenders including:
  - duty of care
  - visits
  - death in custody
- relevant Aboriginal and Torres Strait Islander cultures to underpin effective relationships with the community:
  - how cultural perspectives influence offender behaviour
  - adapting engagement strategies to take cultural views into account
  - cultural perspectives on responsibilities, obligations and punishments
- community and departmental services and staff relevant to the needs of offenders and their families
- strategies for community engagement, including community education and knowledge of Aboriginal and Torres Strait Islander community programs and services
- Aboriginal and Torres Strait Islander perspective of history, community, law, environment, social structures and relationships, obligations and accountability
- key people who have an impact on the community and the delivery of service to offenders and the protocols for consultation and decision making:

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- principles of case management
- language and communication relevant to working with the community
- relevant recommendations of the Royal Commission into Aboriginal Deaths in Custody

Assessment Conditions

Assessors must hold credentials specified within Standard 1 of the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within Standard 1 of the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual providing support to offenders in Aboriginal and Torres Strait Islander communities effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM029 Respond to offenders influenced by drugs or alcohol

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to provide an immediate response to offenders affected by alcohol and other drugs (AOD) and reduce the possibility of harm to the offender or others.

This unit applies to individuals working in a coordinated team to supervise offenders.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders, use of force and medical testing for AOD.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Assess offender's	**1.1** Assess offender's current condition through observation of external signs, behaviour and responses consistent

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	condition and needs	with AOD use
		1.2 Check offender's background in the case file and through oral questioning to determine patterns of use and level of AOD dependence
		1.3 Record signs or behaviour that are inconsistent with AOD use and report in accordance with workplace procedures
		1.4 Request relevant support for substance testing and AOD risk assessment
		1.5 Record changes in offender's behaviour and condition and report according to the urgency of the situation and workplace procedures
2	**Provide an immediate response to offender's condition**	**2.1** Request emergency assistance where offender's condition suggests the need for immediate medical attention based on emergency response criteria
		2.2 Provide immediate care to offender until specialist support arrives
		2.3 Document and communicate details accurately to ensure all necessary information is conveyed during handover
3	**Reduce the possibility of harm**	**3.1** Determine offender management according to risk assessment and organisational guidelines
		3.2 Interact with offenders affected by AOD in a calm and confident manner
		3.3 Protect the safety of self and others by following organisational infection control guidelines and correct use of personal protective equipment
		3.4 Respond to incidents appropriate to the degree of urgency in accordance with workplace emergency policies and procedures
		3.5 Complete accurate incident reports in accordance with workplace policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCOFM006 Respond to offenders influenced by drugs or alcohol.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM029 Respond to offenders influenced by drugs or alcohol

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- working with an offender affected by alcohol and other drugs (AOD) in a manner that ensures their safety and that of others by:
  - applying workplace policies and procedures for prevention of harm, including emergency procedures and infection control
  - assessing offender's behaviour for indicators of AOD use
  - monitoring behaviour and condition for change in status
  - seeking specialist support when required
  - completing accurate written reports in the required format
- following workplace policies and procedures to respond to incidents by:
  - assessing physical signs for indications of potential risk
  - addressing risks in an appropriate time frame
  - seeking emergency assistance when required
  - providing succinct information during handover

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- workplace policies and procedures related to dealing with offenders affected by AOD including:
  - substance testing
  - searches
  - monitoring at risk offenders
  - emergency response
  - requirements for reports
- basic understanding of AOD use, including:
  - obvious indicators of AOD use and overdose including:

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    - behavioural and physical signs
    - changes in behaviour and physical condition that indicate an escalation of risk
  - AOD issues in the local community, prison and correctional environment
  - recent and relevant workplace information and policies on AOD use
  - harm minimisation of affected offenders
  - strategies for interacting and engaging with offenders affected by AOD
- workplace policies and procedures relating to emergency response, including:
  - restraint guidelines
  - isolation guidelines
  - risk assessment and degree of urgency
  - use of response specialists
  - basic principles of infection control including:
    - correct use of Personal Protective Equipment (PPE)
    - modes of transmission
    - hand hygiene
    - managing a blood or body fluid spill
  - sharps handling and disposal techniques
- requirements for reports

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions likely to be encountered by an individual responsible for dealing with offenders influenced by alcohol and other drugs effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

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Links

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CSCOFM030 Support offender rehabilitation and reintegration in the community

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to identify specific needs of offenders and support rehabilitation and reintegration in the community through casework.

This unit applies to individuals working in custodial and non-custodial environments who contribute to offender case management activities as part of their role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Assist in identifying	**1.1** Identify specific needs and protective factors of the

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	individual needs of offender		offender by referring to relevant sources, and confirm with the offender through oral questioning
		1.2	Identify family, community, cultural and social considerations of the offender during assessment
		1.3	Identify indicators of behavioural concern, and confirm assessed risks to the offender and others with case manager
		1.4	Negotiate individual goals and objectives with the offender ensuring they are specific, measurable, attainable, relevant and timely
		1.5	Identify and explore short- and long-term learning and development activities with the offender to encourage self-determination
2	**Contribute to a case management plan**	**2.1**	Identify a range of interventions to address needs of the offender, and consult support services to confirm they appropriately address the needs of the offender
		2.2	Define and confirm roles, rights, responsibilities and accountabilities in the plan, and explain to the offender
		2.3	Negotiate ongoing processes to review and monitor achievement of goals in the plan with the offender to promote positive behavioural changes
		2.4	Explain issues and consequences that may arise from involuntary participation or resistance to the negotiable and non-negotiable aspects of the plan to the offender
		2.5	Obtain agreement on the finalised plan, timeframes and resourcing from all relevant people
3	**Support implementation, monitoring and review activities of a case management plan**	**3.1**	Implement practical arrangements to remove possible barriers to success to support offender participation
		3.2	Monitor offender's progress and involvement regularly, and document and report to all relevant parties
		3.3	Provide feedback, encouragement and positive reinforcement to the offender regarding their progress against agreed goals
		3.4	Review suitability and effectiveness of the plan on a continual basis, and re-negotiate any changes with all

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relevant people

3.5 Document and report outcomes in accordance with workplace policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM030 Support offender rehabilitation and reintegration in the community

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- using appropriate communication techniques including interpreters/translators to:
  - confirm needs of offenders
  - collaborate with all relevant parties to contribute to a case plan to address offender's needs
  - confirm that the offender understands all aspects of the process
- facilitating case management plan activities including:
  - assessing available information
  - documenting plans
  - observing and collecting feedback about behaviour, actions and progress
  - responding to changes as required

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant workplace policies and procedures, and legislation and statutory requirements related to case management
- educational and vocational skills training programs available to support rehabilitation and reintegration
- strategies for reducing re-offending and rehabilitation in line with agency policies and procedures
- basic understanding of casework principles and procedures including:
  - client focussed approach
  - inclusiveness and acceptance
  - self-determination
  - SMART goal setting
  - barriers to success
  - measures of success
  - information collection techniques

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  - cultural considerations
  - local services and resources available for casework activities
  - monitoring, review and revision methods
- factors affecting offender individual needs, including:
  - cultural
  - age
  - gender identity
  - sexual orientation
  - diagnosed medical conditions
  - disabilities including:
    - physical
    - intellectual
- protective factors for offenders including:
  - family and community support
  - housing and accommodation
  - cultural identity
  - income sources
  - access to support services
- indicators of risk for offenders including:
  - impact of experience with the justice system
  - mental illness
  - addiction or drug use
  - withdrawal
  - self-harm
  - history of trauma or abuse
- communication strategies used to work with offenders in case management plans including:
  - verbal
  - written
  - other non-verbal
  - language
  - styles
  - active listening
  - receiving and providing feedback
  - correct use of interpreters/translators

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory

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requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual supervising offender's as part of a coordinated team, including coping with difficulties, irregularities and changes to routine. Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including legislation, workplace policy, procedures and protocols, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM031 Establish partnership arrangements with service providers

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit describes the skills and knowledge required to establish partnership arrangements with service providers.

It includes consulting with and developing partnerships with service providers, establishing criteria for service delivery and monitoring and reviewing service agreements.

This unit applies to those working in a management role within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to liaison with service providers, service agreements and contracts.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Assess organisational need for service provision	**1.1**	Analyse current needs of individuals and groups to identify gaps and scale of services required
	1.2	Prioritise areas of service based on service provider availability, resources and the specific needs of offenders
	1.3	Determine objectives of service provision and timeframes
	1.4	Establish service provision requirements according to offender and organisational needs and strategic directions
2 Consult with service providers and establish criteria for service delivery	**2.1**	Develop connections and maintain relationships with service providers
	2.2	Research providers to identify opportunities and limitations of available service options to contribute to offender reintegration
	2.3	Review legislative and regulatory requirements to determine parameters, constraints and opportunities for service provision with partners
	2.4	Establish appropriate model of service and delivery options to suit organisational, budgetary and offender requirements
3 Develop a partnership with service providers	**3.1**	Liaise with key stakeholders to develop a draft service agreement
	3.2	Negotiate Terms of Agreement and roles and responsibilities with service provider
	3.3	Ensure negotiations with service providers and Terms of Agreement consider costings and budget limitations in line with organisational parameters
	3.4	Agree on standards, milestones and strategies for measuring performance with service provider
	3.5	Document service agreement in accordance with organisational policy and procedures
	3.6	Seek legal advice and approval for service agreement in accordance with organisational policy and procedures

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4 Monitor and review service agreement	**4.1** Monitor service reports to identify effectiveness of services provided
	4.2 Monitor, review and manage variations between actual and forecasted budget expenditure in accordance with organisational requirement
	4.3 Negotiate and document variations to service agreement to improve effectiveness
	4.4 Manage non-compliance or underperformance in agreed standard of service provision

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This is a new unit. No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM031 Establish partnership arrangements with service providers

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and include:

- applying legislation, regulations and organisational policies, procedures and practices relating to the protocol and guidelines that determine contact with service providers
- analysing needs of individuals and groups to determine services required
- assessing and prioritising organisational need for service provision
- consulting with and maintaining relationships with service providers
- researching providers to identify opportunities and limitations of available service options
- establishing criteria for service delivery
- selecting most suitable model of service and delivery option
- negotiating and documenting Terms of Agreement
- documenting, monitoring and negotiating variations to service agreement
- managing noncompliance or underperformance of services provided
- obtaining approval for service agreement
- monitoring and reviewing budgets and expenditure
- evaluating service delivery against agreed outcomes.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislation, regulations, policies and procedures relating to the protocols and guidelines that determine contact and partnership arrangements with service providers
- Terms of Agreement and roles and responsibilities of service providers including:
  - key performance indicators (KPI's)
  - procurement
  - budgets and financial implications
- service agreements and approval channels for new service agreements
- local providers and available service options
- parameters, constraints and opportunities of service providers

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- organisational and service provider communication channels and liaison protocols
- effective communication and negotiation strategies for coordinating service providers
- key people and agencies in the community related to services and support for offenders
- organisational policies and procedures related to:
  - offender interaction in the community
  - liaison with service providers
  - contract negotiation
  - service agreements
- organisational needs and strategic direction
- organisational budget and expenditure processes
- strategies for building rapport and maintaining trust with service providers
- standards, milestones and strategies for measuring service provider performance
- specific needs of offenders in relation to support requirements including:
  - accommodation
  - residential rehabilitation
  - medical support
  - counselling
  - transport
  - reintegration.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG028 Work effectively with culturally diverse offenders and colleagues

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to work effectively with culturally diverse offenders, their visitors and colleagues. It requires the ability to demonstrate cultural awareness in the workplace, communicate effectively with culturally diverse people and resolve inter-cultural misunderstandings.

This unit applies to individuals working in prisons, secure custodial centres, within the community and other contexts where working with detained persons is part of the work role. These individuals require effective communication skills and cognitive skills for simple reflection and abstract thinking.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to equal opportunity.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Reflect cultural awareness in work practice	**1.1** Use culturally appropriate work practices to demonstrate awareness of culture as a factor in all human behaviour
	1.2 Create a comfortable environment for all persons by adapting own work practices to be culturally inclusive
	1.3 Reflect and evaluate own attitudes and bias to identify possible effect on workplace relationships, and ways to improve own practices
2 Accept cultural diversity as a basis for effective workplace and professional relationships	**2.1** Address bias and discrimination in the workplace by advocating diversity and encouraging acceptance
	2.2 Develop positive and effective workplace and professional relationships with culturally diverse people
3 Communicate effectively with culturally diverse persons	**3.1** Check communication and interactions with colleagues, visitors and offenders is constructive and considerate of cultural diversity
	3.2 Use a range of communication strategies, including assistance from translators or interpreters where language barriers exist
4 Resolve inter-cultural misunderstandings	**4.1** Identify issues that may cause conflict between individuals or groups
	4.2 Consider cultural differences in communication styles when interacting with colleagues, visitors and offenders
	4.3 Use resolution strategies to address cultural differences that may cause misunderstandings or conflict

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is non-equivalent to CSCORG006 Work effectively with culturally diverse offenders and colleagues.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG028 Work effectively with culturally diverse offenders and colleagues

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- applying culturally appropriate work practices by:
  - ensuring activities are inclusive of culturally diverse people represented
  - communicating effectively with persons of diverse backgrounds and cultures to ensure message and instructions are clearly understood
  - participating in identifying and implementing change to create a culturally inclusive environment
  - addressing discrimination and bias in the workplace

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic understanding of cultural dynamics as a factor in behaviour including:
  - definition of culture as ways of knowing, being, doing and relating
  - the unique way individuals may experience a culture and respond to past experiences including:
    - own culture and influences and how these may have changed
    - own perceptions of other cultures in Australian society and related bias
    - how cultural influences effect own behaviour and relationships and the behaviours and relationships of others
  - social, family and kinship
  - religious and spiritual beliefs
  - race and ethnicity
  - historical, political and economic influences
  - values and norms
  - dialects, idioms, colloquialisms, gestures and forms of address
  - taboos

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  - social determinants
- practices that are culturally appropriate including:
  - definition of culturally appropriate
  - establishing and maintaining supportive professional relationships
  - adjusting communication style to suit the audience
  - active listening
  - non-discriminatory behaviour, attitudes and language
  - being aware of causes of cultural conflict and alienation
- workplace diversity including:
  - the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications of work and social practices
- availability of resources and assistance internal and external to the organisation in relation to cultural diversity issues including:
  - the role and use of language and cultural translators and interpreters
- communication strategies used for persons of diverse backgrounds and cultures including:
  - verbal
  - written
  - other non-verbal
  - language
  - styles
  - age and generational differences
  - cognitive, visual or hearing disabilities
  - active listening
  - receiving and providing feedback
- broad understanding of resolution strategies including:
  - workplace policies and procedures
  - conflict resolution
  - de-escalation and defusing techniques
  - negotiation

Assessment Conditions

Assessors must hold credentials specified within Standard 1 of the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within Standard 1 of the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual when working with

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colleagues and offenders.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG029 Conduct interviews

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit involves the skills and knowledge required to conduct interviews in a corrections environment.

It includes the skills required to plan and conduct an interview and implement interview outcomes within scope of own role.

This unit applies to those working in both generalist and specialist roles from the range of occupational areas employed in correctional services. For this reason, the unit may be significantly customised, particularly in the assessment of knowledge, based on different organisational, sector and locational requirements. Those undertaking this unit generally work independently, drawing upon support from familiar resources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Organisational administration and management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan an interview	**1.1** Identify relevant parties to be involved in the interview

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	1.2	Negotiate and confirm purpose and objectives of interview with involved parties
	1.3	Check and confirm all relevant information from different information sources
	1.4	Select an appropriate interview location that provides privacy and the confidence to speak freely
	1.5	Notify the necessary participants of the venue, time and objectives of the interview
2 Conduct an interview	**2.1**	Use interview techniques appropriately and document outcomes in required format
	2.2	Use communication methods that encourage cooperation and exchange of information relevant to the purpose of the interview
	2.3	Deal constructively with negative responses and manage conflict
	2.4	Adapt communication methods to suit individual needs
	2.5	Observe behaviour and responses and use questioning to determine emotions and areas of concern
	2.6	Take appropriate action according to observed behaviour and responses
	2.7	Provide support to people being interviewed to encourage them to manage their own issues
	2.8	Promote free speech by encouraging individuals to express their opinions
3 Implement interview outcomes	**3.1**	Determine key issues, concerns and actions to be taken
	3.2	Deliver responses which are consistent with the nature of the issues
	3.3	Refer individuals to relevant services, support people or agencies
	3.4	Implement responses and provide feedback to relevant parties to support achievement of the interview objectives

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3.5 Observe reactions and responses and document in accordance with workplace policies and procedures

3.6 Provide suitable encouragement or direction to reinforce options for support and positive progress

3.7 Assess outcome of interview and determine further actions

3.8 Document, report and record the outcomes in accordance with legislative requirements and organisational procedures

Foundation Skills

Foundation skills essential to performance are not explicitly stated in this unit

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCORG005 Conduct interviews.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG029 Conduct interviews

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and include:

- using effective communication strategies to conduct an interview with two different individuals
- questioning relevant parties to confirm understanding and elicit information
- remaining calm in difficult and uncertain situations
- assessing key issues
- making relevant referrals and responses
- accurately completing all relevant documentation
- building trust and positive relationships with relevant individuals.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisational policies and procedures related to conducting and documenting interviews
- principles and methods of effective interviewing
- principles of responding to conflict
- contingencies for unexpected behaviour and responses
- non-discriminatory language
- barriers to effective communication.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations and interviews must be conducted with real people. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions, notwithstanding; interviews must be

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conducted with real people.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations and/or role playing
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG030 Manage gender diversity and identity needs in a correctional facility

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit describes the skills and knowledge required to manage gender diversity and identity needs within a correctional facility.

It includes fostering the workforce culture to value equitable inclusiveness, supporting the organisational strategic direction on gender diversity and identity needs, and providing a safe environment for gender diverse individuals.

This unit applies to those working in a management role within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to offenders, offender services, equity and diversity.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Foster the workforce culture to value equitable inclusiveness	**1.1** Identify opportunities for diversity training and awareness programs to support staff understanding of gender identity issues
	1.2 Use appropriate language and terminology when engaging with or referring to gender diverse groups and individuals
	1.3 Develop initiatives to facilitate links with key stakeholders or agencies for support
	1.4 Encourage a harmonious and supportive work environment by valuing a diverse workforce
2 Support strategic direction	**2.1** Identify needs of gender diverse individuals and groups against organisational resources and develop and document strategies to address gaps
	2.2 Review equitable strategic policy in consultation with stakeholders, including key advocacy groups and support agencies
	2.3 Ensure legislative and regulatory requirements regarding equity and diversity are supported and maintained in the workplace
	2.4 Monitor effectiveness of strategic policy with key stakeholders and provide feedback in accordance with organisational procedures
	2.5 Respond to and manage behaviours that do not align with organisational strategic direction and policy
3 Provide a safe environment for gender diverse individuals	**3.1** Identify the demographic profile of the prison population to determine security and safety risks
	3.2 Consult with key individuals to identify others to support integration of gender diverse individuals in the population
	3.3 Identify services to meet the needs of the individual in line with recognised security and risk protocols, and legislative requirements
	3.4 Manage allegations of harassments and complaints appropriately and in a timely manner in accordance with

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organisational policy and procedures

3.5 Facilitate flexible management strategies to enable psychological and physical safe access to shared facilities

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This is a new unit. No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG030 Manage gender diversity and identity needs in a correctional facility

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying legislation, regulations and organisational policies, procedures and practices relating to offenders, offender services, equity and diversity
- identifying opportunities for diversity training and awareness programs for staff
- using suitable and appropriate language and terminology
- identifying needs of gender diverse individuals and groups
- identifying people to support integration of gender diverse individuals in the population
- developing and documenting strategies and policies to address the needs of gender diverse individuals and groups
- facilitating flexible management strategies to enable psychological and physical safe access to shared facilities
- consulting with key stakeholders including key advocacy groups and support agencies
- ensuring accommodation and additional services appropriate to the needs of the individual are selected
- determining and monitoring security and safety risks of offenders with gender diversity and identity needs
- establishing and managing a complaint/reporting procedure
- managing incidents that don't align with organisational strategic direction and policy
- reviewing and evaluating gender diversity strategies and policies to determine their effectiveness.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislation, regulations and organisational policies, procedures and practices relating to offenders, offender services, equity and diversity including:
  - complaint reporting
  - codes of conduct
  - organisational values

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    - organisational strategic direction
- diversity training and awareness programs
- suitable and appropriate language and terminology
- key advocacy groups and support agencies
- group and individual needs of gender diverse offenders
- nature of harassments and complaints relating to gender diversity and identity
- networks and liaison protocols
- effective communication strategies
- security and safety risks including:
    - accommodation
    - psychological and physical safe access to shared facilities
- support services including:
    - welfare officers
    - pre-release
    - external providers.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG031 Plan and implement changes in justice services

Modification History

Release 1. This unit was released in CSC Correctional Services Training Package release 3.0

Application

This unit describes the skills and knowledge required to identify opportunities for improvement, evaluate the costs and benefits of change, plan the implementation of change, promote agreement on the implementation of change and implement and monitor changes in justice services.

This unit applies to those working in a management role within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, proactively accessing and evaluating support from a broad range of sources. The role requires comprehensive analysis, organisation, numeracy and high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Organisational administration and management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify opportunities for	**1.1** Monitor trends in the community and in human services and evaluate them for their implications for justice

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	improvements		services
		1.2	Ensure information gathered through a wide range of media is relevant, reliable and balanced to allow valid analysis and judgements to be made
		1.3	Consult key stakeholders with an interest in the services of the justice system and give opportunities for them to contribute to the evaluation of services and areas needing change
		1.4	Confirm improvements identified are realistic and consistent with the organisation's strategic plans, objectives and policy and with the political and social environment of justice services
		1.5	Consult key stakeholders inside and allied to the justice system, providing them with relevant, clear and accurate information about the context and proposal for change
2	**Evaluate the costs and benefits of change**	**2.1**	Use complete and accurate information to evaluate current and proposed justice services, outcomes and processes in order to identify relative benefits and disadvantages
		2.2	Utilise the organisations project and risk management frameworks to support change
		2.3	Determine resource implications of options for change and assess them according to priorities and benefits
		2.4	Ensure analysis of the implications of change are consistent with the information and identified objectives relevant to services in the justice system
		2.5	Include the advice of key stakeholders in the analysis
		2.6	Evaluate the proposed changes, including using information drawn from past experience and likely future circumstances
		2.7	Check identified benefits and disadvantages of proposed changes and confirm these with key people likely to be effected
3	**Plan the implementation of change**	**3.1**	Provide clear and accurate information on proposed change to relevant people at the appropriate time
		3.2	Identify obstacles to change and develop constructive

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		strategies to overcome them
	3.3	Actively promote proposed changes with key stakeholders
	3.4	Acknowledge objections to change and respond with clear and accurate evidence
	3.5	Identify stakeholders and resources involved in the implementation of change and ensure roles, responsibilities and outcomes are clearly defined
	3.6	Design feedback and monitoring mechanisms to ensure implementation of change meets strategic plans and objectives
4 Promote agreement on the implementation of change	**4.1**	Present plans for the implementation of change positively and comprehensively to key stakeholders with an interest in the changes
	4.2	Explain purpose, process and outcomes of change in a clear and accurate manner
	4.3	Assess the understanding and responses of key stakeholders and their level of commitment
	4.4	Check that compromises made during negotiations remain consistent with the purposes and objectives of change
	4.5	Consult in a manner that maintains positive and productive working relationships with those involved
	4.6	Report failure to reach agreements objectively and in a manner that maintains morale, motivation and positive professional relationships
5 Implement and monitor changes	**5.1**	Introduce implementation activities at a time, level and pace that can be accommodated by those involved
	5.2	Allocate resources needed for implementation according to priorities and the stages of the plan
	5.3	Monitor and evaluate the impact of change according to evaluation mechanisms, using methods that minimise disruption
	5.4	Deal with problems arising from implementation promptly and effectively

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5.5 Identify key people to be involved in change process and ensure their involvement is consistent with their roles, responsibilities, skills and levels of commitment

5.6 Ensure results are consistent with objectives and expectations

5.7 Check the changes reflect the quality standards agreed to and endorsed by the organisation

5.8 Provide feedback on the impact of change to senior staff as input to planning and policy development and reporting

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCORG024 Plan and implement changes in justice services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG031 Plan and implement changes in justice services

Modification History

Release 1. This Assessment Requirements were released in CSC Correctional Services Training Package release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and include:

- managing impact of political and community values on services and outcomes of the justice system
- managing the impact and effects of change on individuals and organisations
- managing change in services operating in a public policy environment
- maintaining supportive and effective teamwork and leadership
- promoting and maintaining the organisation's philosophies, policies, guidelines and practice standards
- establishing and developing management practice, policies and systems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislation, regulations and organisational policies, procedures and practices relating to justice services
- justice systems and its services and context and environment in which change is occurring
- models for organisational and system-wide change
- consultative mechanisms and protocols of the justice system
- organisational structures
- accountability and reporting systems of the justice system
- political and industrial context of the justice system
- organisational and departmental objectives and strategic plans
- key influences and decision makers in the justice system
- key political and community interests that have an impact on the justice system
- methods for evaluating costs, risks, benefits and disadvantages of changes in justice services
- strategies to research, consult and gain feedback for implementing changes.

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment, facilities and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG032 Undertake research and report findings within the correctional services environment

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Application

This unit describes the skills and knowledge required to undertake research and report findings within the correctional services environment. It includes selecting appropriate research strategies, gathering information, consulting with key people, organising and analysing information and reporting findings of research.

This unit applies to those working in a management role within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, intuitively accessing and evaluating support from a broad range of sources. The role requires critical analysis, research, communication and written reporting skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Organisational administration and management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes	demonstrate achievement of the element.
1 Select appropriate research strategies	**1.1** Select research strategies suitable for the scope of the research and the available resources
	1.2 Use a combination of research methods that contribute to the validity and reliability of the outcomes
	1.3 Select research strategies with consideration to consultation, timeframes, resources and support from key stakeholders
2 Gather information	**2.1** Identify all relevant information sources and use effective methods to collect information
	2.2 Select materials and aids needed to conduct research appropriate to the selected methodology
	2.3 Collect and maintain information confidentially in accordance with organisational and legislative requirements
	2.4 Collate information ensuring it complies with timeframes, organisational and legislative requirements
3 Consult with key stakeholders	**3.1** Identify and consult a range of stakeholders and groups with an interest in the issues
	3.2 Check information for accuracy and address the need for further information with effective follow up
	3.3 Ensure the consultation purpose, methods and activities comply with agreed practices and protocol of the organisation and other interested agencies
	3.4 Consider and incorporate the comments and views of stakeholders where relevant and justified by the research
4 Organise and analyse information	**4.1** Organise information in a format that lends itself to analysis and is suitable for the purpose of the research
	4.2 Verify data and information in conjunction with other available research for relevance, accuracy and currency
	4.3 Analyse data and information to develop findings including identifying patterns, trends, observations and explanations
	4.4 Ensure the conceptual framework of the analysis and the assumptions are clear to those being consulted

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5 Report the findings of the research	**5.1**	Prepare reports that include complete and accurate details of the research methodology, information and analysis
	5.2	Document the research findings in an accessible and useable style and format
	5.3	Ensure research results are reported and made available to key stakeholders with an interest in the issues researched

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCORG027 Research issues of concern in correctional services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG032 Undertake research and report findings within the correctional services environment

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying a range of research strategies relevant to the nature of the research
- analysing complex data
- managing time and priorities using a wide range of methods
- using sophisticated written and verbal communication to:
  - present formal written reports
  - negotiate with a wide range of known and unknown stakeholders
  - negotiate with senior management and specialist professionals
- interpreting data and information
- solving complex problems
- using information technology for research and reporting
- networking inside and outside the workplace.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- agency, organisation and legislative requirements, policies, procedures and practice
- organisation's consultation, reporting and accountability systems and processes
- code of ethics
- suitable research methodologies
- methods to analyse qualitative and quantitative data
- consultation models, protocol and practice
- manual and electronic information systems
- cultural implications of research methods and the cultural analysis of information
- information confidentiality.

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment, facilities and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS001 Maintain security

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS201A Maintain security.

- PC 1.2 and 2.4 removed
- PC1.3 revised

Application

This unit describes the skills required to follow security procedures and maintain security of information.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections officers, justice administration offices and on work sites where detainees or offenders are under statutory supervision. With contextualisation this unit may apply to those working in other work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit work with moderate support at all times and undertake tasks with a limited number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Follow security procedures	**1.1** Identify all security and emergency procedures relevant to own work role.
	1.2 Implement relevant security procedures according to the level of risk.
	1.3 Alert work group members and relevant personnel using appropriate equipment and terminology for emergency warnings.
	1.4 Report potential breaches of security and/or faults to appropriate authority.
	1.5 Participate in the routine review of security procedures and responses according to own level of responsibility.
2 Maintain security of information	**2.1** Maintain up-to-date and accurate records in a form accessible to authorised personnel.
	2.2 Relay relevant information to authorised personnel on the movement and circumstances of offenders.
	2.3 Respond to requests for information promptly and according to agreed procedures, ensuring information is accurate, relevant and complete.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

Supersedes and is equivalent to CSCSAS201A Maintain security.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS001 Maintain security

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using equipment for the purpose and in the manner intended and authorised
- operating and checking routine activities and equipment for security factors
- using information systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's values, objectives, policies and procedures related to security
- risks factors related to security
- duty of care responsibilities and requirements

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS022 Conduct searches

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to search the environment, property and people to detect breaches of security, orders and safety.

This unit applies to individuals working in detention centres, correctional centres and prisons and on work sites or in accommodation or activities where offenders are under statutory supervision requiring the prohibition of specific substances and objects.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to searches.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Safety and security

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Search environment and	**1.1** Define the search operation and task information and

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property		communicate this to relevant people
	1.2	Use communication strategies to effectively convey search orders and procedures to ensure cooperation between search team members
	1.3	Establish the security of the environment and property in accordance with search procedures and safety considerations
	1.4	Identify and use the appropriate search equipment for the operation
	1.5	Conduct search in accordance with standard operating procedures
	1.6	Seize, record and secure unauthorised items in accordance with workplace policies and procedures and concern for the safety and welfare of all involved
	1.7	Return authorised items in the condition found
	1.8	Complete reports promptly, accurately and in the required format
2 Search people	**2.1**	Monitor offenders and their contacts to detect unauthorised concealment
	2.2	Inform relevant people of the purpose and procedures to be used in searches
	2.3	Ensure searching of people complies with workplace policies and procedures and principles of humane care
	2.4	Seize, record and secure unauthorised items in accordance with workplace policies and procedures and concern for the safety and welfare of all involved
	2.5	Provide clear, accurate and comprehensive information to relevant people

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCSAS010 Conduct searches.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS022 Conduct searches

Modification History

Release 1.0.

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and includes:

- searching environment or property
  - using safe, thorough and systematic search techniques and required search equipment
  - removing, recording and securing unauthorised items safely
  - accurately documenting and reporting outcomes of search procedures
  - defining and providing clear and respectful communication about search purpose and process to all people involved
- searching people
  - using safe, thorough and systematic search techniques and required search equipment
  - removing, recording and securing unauthorised items safely
  - accurately documenting and reporting outcomes of search procedures
  - defining and providing clear and respectful communication about search purpose and process to all people involved

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- workplace policies and procedures and legal requirements related to conducting searches of environment, property and people including:
  - task information including:
    - powers to search
    - purpose and objectives
    - areas and type of search
    - authorised people who can be searched
    - cultural and gender considerations
    - health and safety considerations
    - reporting requirements
    - awareness of trauma responses and relevant offender information including:

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    - age
    - cognitive impairment
    - religious, gender identity and sexual orientation considerations
  - correct use of search equipment including:
    - machinery and appliances
    - personal protective equipment
    - seizure containers
    - cameras and video
    - handheld metal detector wands and mirrors
- workplace policies, procedures and legal requirements related to identification and confiscation of unauthorised and illegal objects and substances including:
  - prohibited, restricted and unauthorised material
  - handling, security, storage and recording of unauthorised material
- effective search techniques including:
  - systematic approach
  - methods and areas of concealment
  - environment
  - vehicle
  - property
  - people
- workplace work health and safety policies and procedures related to hazards associated with searches including:
  - personal protective equipment
  - hazard identification and reporting
  - safe manual handling
  - sharps disposal
  - infection control
- communication principles relevant to promoting cooperation, cultural considerations related to conducting searches
- evidence protection, chain of evidence and secure handling
- conduct for individuals conducting searches, including duty of care and principles of humane care

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not

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appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS023 Support a response to medical emergencies

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Application

This unit describes the skills and knowledge required to support a response to medical emergencies. It does not include administering first aid or providing emergency life support.

This unit applies to individuals working in custodial and non-custodial environments who may be required to support the immediate response to a medical emergency within the limits of own skills and abilities to prevent further harm until specialist or senior staff take charge. If First Aid or Basic Life Support is required in the workplace, it must be undertaken by a qualified, competent or authorised person.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to emergency response and medical emergencies.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Safety and security

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Provide an immediate response to urgent conditions	**1.1** Control any hazards and consider the safety of self, the casualty and others in all action taken
	1.2 Assess the severity of the situation in line with established emergency response procedures and the casualty's condition
	1.3 Call for medical support according to the casualty's condition, using appropriate alarm codes and responses
	1.4 Monitor the casualty and situation continually for indications of risk to safety and security
	1.5 Provide immediate care to casualty until specialist support arrives
	1.6 Record and report incidents and own response in accordance with workplace policies and procedures
	1.7 Communicate clear and concise situational reports as required to keep all relevant individuals informed of the situation
	1.8 Participate in incident briefing and debriefing as required
2 Monitor an incident site	**2.1** Apply emergency procedures according to the assessed degree of risk, and consider the safety of self and others in all actions taken
	2.2 Maintain a calm and confident manner in all communication and actions
	2.3 Comply precisely with organisation's work health and safety (WHS) and infection control guidelines
	2.4 Call for specialist help according to the urgency of the situation
	2.5 Report all aspects of the incident and response accurately and in accordance with workplace policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit supersedes and is equivalent to CSCSAS006 Respond to medical emergencies.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS023 Support a response to medical emergencies

Modification History

Release 1.0

This unit was released in CSC Correctional Services Training Package release 2.0.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and includes:

- rapidly assessing a medical emergency to ensure duty of care by:
  - maintaining security
  - adhering to infection control precautions and other WHS guidelines
  - responding appropriately to the urgency of situation and in accordance with workplace policies and procedures
- communicating effectively and assertively in a medical emergency including:
  - providing a sufficient handover to specialist medical support
  - accurately recording and reporting information in a timely manner

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- workplace policies and procedures related to responding to medical emergencies
  - emergency response procedures
  - responsibilities of first responding officer
  - alarm codes and responses for medical emergencies
  - priorities of casualty management when dealing with medical emergencies
- duty of care related to medical emergency situations including:
  - basic principles of, and concepts underlying the practice of first aid and life support
  - organisational Work Health and Safety (WHS) guidelines
  - basic understanding of infection control and transmission
  - workplace support services including counselling

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training

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Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and replicates the range of conditions likely to be encountered when responding to medical emergencies, including coping with difficulties, irregularities and breakdowns in routine. Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations or practice drills.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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BSBCMM511 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to present and negotiate persuasively, lead and participate in meetings and make presentations to customers, clients and other key stakeholders.

The unit applies to individuals who are managers and leaders required to identify, analyse, synthesise and act on information from a range of sources, and who deal with unpredictable problems as part of their job role. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Verbal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify communication requirements	1.1 Confirm authority to present material on behalf of an organisation or work area, according to organisational policies and procedures 1.2 Identify information that may be subject to confidentiality and manage appropriately 1.3 Identify information needs of audience and prepare a position in line with purpose of communication
2. Negotiate to achieve agreed outcome	2.1 Identify objectives of negotiation, and needs and requirements of stakeholders

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify and document potential issues and problems 2.3 Prepare positions and supporting arguments according to objectives 2.4 Communicate with stakeholders, and establish areas of common ground and potential compromise 2.5 Confirm and document outcomes of negotiation
3. Participate in and lead meetings	3.1 Identify the need for meeting and schedule according to stakeholder availability 3.2 Prepare meeting materials and distribute to stakeholders 3.3 Conduct meeting and contribute to discussions 3.4 Seek consensus on meeting objectives 3.5 Summarise outcomes of meetings and distribute to stakeholders
4. Make presentations	4.1 Identify forums to present according to organisational objectives 4.2 Determine tone, structure, style of communication and presentation according to target audience 4.3 Prepare presentation according to desired outcomes 4.4 Provide an opportunity for audience to ask questions 4.5 Follow up with stakeholders following presentation 4.6 Evaluate presentation and identify areas for improvement

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Writing	• Prepares documentation that summarises key findings and outcomes • Prepares presentations appropriate to audience needs, context and purpose
Oral Communication	• Uses active listening and questioning to seek information and confirm understanding
Teamwork	• Selects and uses relevant conventions and protocols when communicating with team members
Self-management	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals
Problem solving	• Uses analytical processes to evaluate options, and aid in problem-solving and decision-making

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	• Plays a lead role in situations requiring negotiation and collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Initiative and enterprise	• Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions and values of others • Understands the implications of legal and ethical responsibilities to maintain confidentiality • Selects relevant vocabulary adjusting language and presentation features to maintain effectiveness of interaction
Planning and organising	• Plans, organises and implements tasks required to achieve required outcomes

Unit Mapping Information

Supersedes and is equivalent to BSBLDR513 Communicate with influence.

Supersedes but is not equivalent to:

- BSBCMM402 Implement effective communication strategies
- BSBGOV404 Communicate with community stakeholders.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM511 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in and lead at least two meetings
- prepare and make a presentation to two different groups.

In the course of the above, the candidate must:

- communicate with key stakeholders to position the business to best effect including:
  - listening actively
  - understanding information needs of others
  - adapting communication to suit the audience
  - identifying suitable platform for presentations
  - presenting reliable information
  - designing the presentation to meet the needs of the audience
  - answering questions clearly and concisely.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- industry, media and government organisations, events and communication channels that are relevant to the organisation
- cross-cultural communication
- techniques for negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures
- organisational policies and procedures relevant to:
  - presenting and negotiating
  - leading and participating in meetings
  - making presentations

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- communication tone, structure, style and impact on others
- relevant organisational policies and procedures on confidentiality of information.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to performance evidence
- organisation information, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and

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ELEMENT	PERFORMANCE CRITERIA
	workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement 3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate's agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies

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- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM501 Manage an information or knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise training for others for an information or knowledge management system and to manage the use of the system.

It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.

The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Organise learning to use information or knowledge management system	1.1 Identify learning needs of relevant personnel and stakeholders for input into and use of an information or knowledge management system 1.2 Identify and secure human, financial and physical resources

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ELEMENT	PERFORMANCE CRITERIA
	required for learning activities to use an information or knowledge management system 1.3 Organise and facilitate learning activities 1.4 Promote and support use of the system throughout the organisation 1.5 Monitor and document effectiveness of learning activities
2 Manage use of information or knowledge management system	2.1 Ensure implementation of policies and procedures for the information or knowledge management system are monitored for compliance, effectiveness and efficiency 2.2 Address implementation issues and problems as they arise 2.3 Monitor integration and alignment with data and information systems 2.4 Collect information on achievement of performance measures 2.5 Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3 Review use of information or knowledge management system	3.1 Analyse effectiveness of system and report on strengths and limitations of the system 3.2 Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3 Make recommendations for improvement to system, policy or work practices

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.1-3.3	• Researches and critically analyses documentation from a variety of sources to determine requirements
Writing	1.1-1.5, 2.1-2.4, 3.2, 3.3	• Prepares and produces documentation for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations

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Oral Communication	1.1, 1.2, 1.3, 1.4, 2.2, 2.5, 3.3	• Presents information using structure and language to suit the audience • Uses active listening and questioning and reading of verbal and non-verbal signals to clarify information and to confirm understanding
Navigate the world of work	2.1, 3.3	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals
Interact with others	1.1-1.4, 2.5, 3.3	• Implements strategies for a diverse range of colleagues and clients in order to build rapport and foster strong relationships • Collaborates with others sharing information to build strong work groups and avoid behaviours that are not conducive to a productive environment • Elicits feedback and provides feedback to others in order to improve self or workgroup behaviours
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Applies systematic and analytical processes to address problems and make decisions in complex situations • Investigates new and innovative ideas as a means to continuously improve, work practices and processes • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM501 Manage an information or knowledge	BSBINM501A Manage an information or knowledge	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
management system	management system		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM501 Manage an information or knowledge management system

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify learning needs and plan and implement learning activities to enable personnel to use information or knowledge management system including
  - providing human, financial and physical resources as required
  - use of coaching, mentoring, information sessions, workshops, training programs and e-learning as appropriate
- monitor performance and address issues and contingencies as they arise including
  - accessing technical specialists as required
  - correct application of policies and procedures for the information or knowledge management system
  - alignment and effectiveness of the policies and procedures
  - effectiveness of information or knowledge management system for intended outcomes
- recommend improvements to systems, policies and practices as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislation, codes of practice and national standards relevant to privacy, freedom of information and knowledge management
- explain organisational policies and procedures including:
  - records management
  - information management
  - customer service
  - commercial confidentiality

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- describe the organisational operations and existing data and information systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- relevant legislation, regulation, standards and codes
- relevant workplace systems, documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

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ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

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- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR413 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

The unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context. At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to lead workplace relationships	1.1 Identify work team objectives according to organisational strategy 1.2 Collect and analyse information for the achievement of work task 1.3 Share ideas and information with relevant internal and external stakeholders according to work task 1.4 Develop strategy for completion of work task in collaboration with work team

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ELEMENT	PERFORMANCE CRITERIA
2. Lead workplace relationships	2.1 Identify and implement methods to facilitate collaboration to complete work task 2.2 Support colleagues experiencing difficulties fulfilling work requirements 2.3 Manage conflict constructively within the organisation's processes and parameters of own role 2.4 Communicate work progress to relevant internal and external stakeholders
3. Review leadership	3.1 Seek feedback on relationship management for work task from relevant stakeholders 3.2 Analyse feedback on relationship management 3.3 Evaluate personal performance in leading workplace relationships 3.4 Identify areas of improvement for leading workplace relationships future work tasks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies
Oral Communication	• Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements
Initiative and enterprise	• Identifies and follows legislative and organisational requirements relevant to own role
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Planning and	• Plans and implements activities and processes to manage and review work performance

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organising	• Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties

Unit Mapping Information

Supersedes and is equivalent to BSBLDR402 Lead effective workplace relationships.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR413 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead effective workplace relationships on at least four occasions with different individuals or groups.

In the course of the above, the candidate must:

- access and analyse information required to achieve planned outcomes
- collaborate with work team to develop and implement a work task strategy
- apply techniques for resolving problems and conflicts, and dealing with poor performance according to organisational and legislative requirements
- monitor and communicate work progress to relevant internal and external stakeholders
- seek and review feedback to improve workplace leadership.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- considerations for communicating information including audience cultural and social diversity
- consultation processes including internal and external sources of consultees
- impacts of relationships, cultural and social environment, in supporting or hindering the achievement of planned outcomes
- techniques for developing positive work relationships and building trust and confidence in a team, including:
  - interpersonal styles
  - communications
  - consultation
  - cultural and social sensitivity
  - networking

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- impact of legislation and organisational policies on workplace relationships
- techniques for communicating information and ideas to a range of stakeholders
- common methods to resolve workplace conflict
- common methods to manage poor work performance
- common methods to monitor, analyse and improve work relationships.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to performance evidence
- workplace documentation and resources
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR414 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills, knowledge and outcomes required to lead the performance of a team and to develop team cohesion.

The unit applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams. Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan team outcomes	1.1 Lead team to identify and establish team objectives and work processes 1.2 Support team to document identified objectives and work processes according to organisational processes 1.3 Encourage team members to incorporate innovation and productivity measures in work plans 1.4 Lead and support team members to meet expected outcomes
2. Promote team cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members on their efforts and contributions 2.4 Address or refer issues, concerns and problems identified by team members 2.5 Model expected behaviours and approaches
3. Supervise team performance	3.1 Encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Support team to identify and resolve problems which impede performance 3.3 Ensure own contribution to work team serves as a role model for others
4. Liaise with management	4.1 Establish open communication with line management 4.2 Communicate information from line management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team to line management to action 4.4 Communicate issues raised by management to the team to action

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Writing	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others

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Planning and organising	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others, as required

Unit Mapping Information

Supersedes and is equivalent to BSBLDR403 Lead team effectiveness.

Supersedes but is not equivalent to BSBSMB407 Manage a small team.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR414 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a team development plan, that addresses:
  - innovation and productivity measures
  - team cohesion
  - issues management and actions.

In the course of the above, the candidate must:

- apply knowledge of organisational goals, objectives and plans to work tasks
- communicate with team members and management to identify and establish team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work processes, including team purpose, roles, responsibilities, goals and plans
- organisational escalation policies and procedures
- behaviours which enhance organisational image for work team, clients and customers
- processes for setting goals that contribute to team effectiveness
- effects of individual behaviour on team effectiveness
- innovation and productivity measures in work plans
- key features of common leadership styles.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information about the organisation, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR601 Lead and manage organisational change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead and manage organisational change.

The unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, workforce development, or work in a strategic policy or planning area.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Social Competence – Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop change management strategy	1.1 Identify major operational change requirements according to organisational objectives, performance gaps, business opportunities or threats, and management decisions 1.2 Assess risks and opportunities presented by operational change requirements 1.3 Consult stakeholders, specialists and experts to confirm the change management opportunities and process
2. Implement change management strategy	2.1 Assign resources to the project and confirm reporting protocols with relevant stakeholders 2.2 Develop communication or education plan, in consultation with relevant personnel

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Arrange and manage activities for delivery of communication or education plans
3. Evaluate change management strategy	3.1 Assess performance of communication or education plan against objectives 3.2 Identify and respond to barriers to the change according to risk management plans and organisational objectives 3.3 Modify communication or education plan according to change program objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	DESCRIPTION
Reading	• Interprets detailed information that may deal with complex ideas related to issues both within and outside the workplace context
Writing	• Uses clear and precise language to develop information about objectives, requirements, activities and recommendations • Develops complex plans and strategies in appropriate format for the audience and purpose
Oral Communication	• Discusses and seeks information using appropriate structure and language for the audience • Uses questioning and active listening to clarify or confirm understanding
Numeracy	• Interprets, analyses and presents numeric information in complex documents
Initiative and enterprise	• Takes a lead role in the execution of organisational strategic goals and associated roles and responsibilities • Develops new and innovative ideas through exploration and lateral thinking
Teamwork	• Uses a variety of communication tools and strategies to build and maintain effective working relationships • Uses inclusive and collaborative techniques to seek feedback, negotiate and consult with a range of stakeholders
Planning and organising	• Plans, organises and implements activities required to achieve strategic priorities and outcomes, including consulting with others and sequencing events to minimise uncertainty for staff • Uses problem-solving skills to identify and analyse issues or barriers, and develop responses

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Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBINN601 Lead and manage organisational change
- BSBLDR805 Lead and influence change
- BSBMGT615 Contribute to organisation development.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR601 Lead and manage organisational change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a change management plan to lead and manage organisational change.

In the course of the above, the candidate must:

- analyse and interpret information about the organisation's internal and external environment and consult with stakeholders to identify requirements and opportunities for changes that support organisational objectives
- prioritise opportunities for changes with input from relevant stakeholders
- develop a change management project plan for the priority changes incorporating resource requirements, risk management and timelines
- develop strategies to communicate or educate the changes and embed them
- obtain approvals and agree reporting protocols with relevant managers and implement the plan including addressing barriers to change
- review and evaluate the change management project plan and modify as needed to achieve objectives.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- events or trends that may impact on the achievement of organisational objectives
- existing policies and practices to guide organisational change
- methods for conducting cost-benefit analysis for high priority change requirements and opportunities
- methods for conducting risk analysis, including barriers to change and relevant mitigation strategies
- content of communication and education plans, including:

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  - promotion of benefits of organisational change
- change management processes or cycles and strategies for communicating and embedding change
- organisational behaviour and how the external environment can impact on change strategies
- components of a change management project plan.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources relevant to organisational change management.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and

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ELEMENT	PERFORMANCE CRITERIA
	implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401 Develop teams and individuals Release 2	BSBLED401 Develop teams and individuals Release 1	Updated to clarify assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Create learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning needs of individuals in relation to the needs of

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ELEMENT	PERFORMANCE CRITERIA
	the team and/or enterprise and available learning opportunities 1.3 Develop and implement learning plans as an integral part of individual and team performance plans 1.4 Develop strategies to ensure that learning plans reflect the diversity of needs 1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1 Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team 2.2 Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3 Implement policies and procedures to encourage team members to assess their own competencies and to identify their own learning and development needs 2.4 Share the benefits of learning with others in the team and organisation 2.5 Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required and any Work Health and Safety (WHS) issues 3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3 Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4 Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	• Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints • Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	• Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	• Present information and opinions using language and features appropriate to the audience and context • Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements • Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	• Uses logical processes to plan, implement and monitor learning in the workplace • Systematically gathers and analyses relevant

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		information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods

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- structured learning
- work-based learning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as

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ELEMENT	PERFORMANCE CRITERIA
	appropriate 1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders 1.3 Ensure that change and improvement processes meet sustainability requirements 1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems
2. Monitor and adjust performance strategies	2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved 2.2 Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement 3.3 Consider areas identified for further improvement when undertaking future planning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	• Identifies and extracts relevant information from a range of complex texts • Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	• Develops complex texts related to continuous improvement processes according to organisational requirements

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		• Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.4, 2.2	• Presents information to a range of audiences using appropriate structure and language • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Navigate the world of work	1.1-1.3, 2.1, 2.2	• Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals • Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 1.4, 2.2	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes • Uses analytical and lateral thinking to review current practices and develop ideas for improvement • Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBOPS403 Apply business risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to identify business risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the work role.

The unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or delegate aspects of these tasks to others. Risks applicable to own work responsibilities and area of operation may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify context for risk management 1.2 Undertake required steps to identify risks 1.3 Document identified risks according to relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes

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ELEMENT	PERFORMANCE CRITERIA
3. Treat risks	3.1 Identify control measures for risks 3.2 Assess strengths and weaknesses of control measures 3.3 Refer risks to relevant personnel, where required, according to policies and procedures 3.4 Select and implement control measures for personal area of operation and responsibilities
4. Monitor and review effectiveness of risk treatments	4.1 Review implemented treatments against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Monitor and review management of risk in personal area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Learning	• Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions
Reading	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes
Oral communication	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	• Uses numerical tools to assess risk and uses numerical data to review plans
Enterprise and initiative	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Teamwork	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Planning and organising	• Determines job sequence and works logically and systematically to undertake defined tasks

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Skill	Description
Technology	• Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Supersedes and is equivalent to BSBRSK401 Identify risk and apply risk management processes.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBOPS403 Apply business risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to apply organisational policies, procedures and processes to:

- treat at least three risks by:
  - identifying different types of organisational risks
  - consulting with stakeholders to analyse and evaluate risks
  - implementing control measures
  - referring risks that are beyond own area of responsibility to others
  - maintaining risk management documentation.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- techniques for identifying and evaluating risks
- organisational policies and procedures for risk management
- areas where risks are commonly identified in an organisation
- risks beyond scope of individual responsibility to be referred to relevant organisational personnel
- purpose and key elements of current risk management standards.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business risk

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- workplace documentation on selected organisational risks.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBOPS601 Develop and implement business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to lead a business operation that covers the steps required to develop and implement business plans.

The unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. These individuals may oversee the work of a number of teams and other managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Business Operations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish business plan	1.1 Identify organisational and legislative frameworks relevant to development of a business plan 1.2 Review market requirements for the organisation's products and service 1.3 Identify and assess business requirements, objectives, competitors and established plans 1.4 Develop performance objectives and measures for business plan, in consultation with relevant stakeholders 1.5 Identify financial, human and physical resource requirements for the business 1.6 Develop business plan

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ELEMENT	PERFORMANCE CRITERIA
2. Implement business plan	2.1 Communicate business plan to all relevant stakeholders 2.2 Confirm skilled labour is available to implement plan 2.3 Test performance measurement systems and refine, where required 2.4 Prepare reports on key aspects of the business 2.5 Report system failures, product and service failures and variances to the business plan as they occur
3. Respond to performance data	3.1 Analyse performance reports against planned objectives 3.2 Review performance indicators and refine, where required 3.3 Identify and coach under-performing staff 3.4 Establish ongoing review processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance
Writing	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares business plan for relevant stakeholders
Oral communication	• Presents information and seeks advice using language and features appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	• Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
Enterprise and initiative	• Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation
Teamwork	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Provides support in field of expertise to colleagues, as required
Planning and organising	• Sequences and schedules complex activities, monitors implementation and manages relevant communication

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Skill	Description
	• Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement

Unit Mapping Information

Supersedes and is equivalent to BSBMGT617 Develop and implement a business plan.

Supersedes but is not equivalent to:

- BSBCUE604 Develop and maintain a service level strategy
- BSBCUE606 Forecast and plan using customer engagement traffic information analysis
- BSBMGT618 Develop an engagement centre business plan.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBOPS601 Develop and implement business plans

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement at least one business plan.

In the course of the above, the candidate must:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements and marketing approaches
- write a business plan, including:
  - description of the business
  - products and services
  - financial, physical and human resource requirements
  - regulatory requirements
  - marketing strategy
  - financial indicators
  - productivity and performance targets for key result areas
- monitor and respond to business performance including evaluation of performance against key results indicators
- consult, communicate with and report to relevant stakeholders
- provide analysis of the strengths and weaknesses of a business plan.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks required for the development of business plans, including:
  - pre-existing strategic, business and operational plans
  - business vision, mission, values and objectives

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- permits or licences that may be required for new activity
- processes for developing and monitoring business plans
- customer needs and budgeting information
- performance objectives and measures, including key results indicators
- stakeholders involved in the development of business plans.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business information and data relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPEF402 Develop personal work priorities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to plan and prioritise own work tasks. It also addresses the skills and knowledge to monitor and obtain feedback on personal work performance.

The unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan personal work schedule	1.1 Identify task requirements 1.2 Identify own accountabilities in line with task requirements 1.3 Assess barriers for performance of personal accountabilities 1.4 Develop a personal work schedule
2. Implement personal work schedule	2.1 Communicate personal work schedule to relevant personnel 2.2 Monitor own performance according to personal work schedule 2.3 Document variations between expected and actual work performance according to task requirements and communicate to relevant personnel

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ELEMENT	PERFORMANCE CRITERIA
3. Review personal work priorities	3.1 Seek and evaluate feedback from relevant stakeholders on own work performance 3.2 Analyse variations between expected and actual work performance 3.3 Update personal work schedule according to internal and external feedback and changes in circumstances

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	• Develops strategies to reflect on own performance and obtain feedback
Reading	• Identifies and applies textual information from relevant sources to understand organisation's policies and practices
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Numeracy	• Analyses numerical information related work accountabilities
Enterprise and initiative	• Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Planning and organising	• Plans, organises and implements tasks to meet organisational requirements • Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Unit Mapping Information

Supersedes and is equivalent to BSBWOR404 Develop work priorities.

Supersedes but is not equivalent to:

- BSBSMB408 Manage personal, family, cultural and business obligations
- BSBWOR424 Develop a time management plan.

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Links

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Assessment Requirements for BSBPEF402 Develop personal work priorities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop, implement and review one personal work schedule.

In the course of the above, the candidate must:

- identify personal responsibilities and barriers to their fulfilment according to task requirements
- prepare a personal work schedule
- communicate work schedule to relevant personnel
- monitor personal work performance to identify variations between expected and actual work performance
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from internal and external stakeholders.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- content of work plans including:
  - resource requirements
  - stakeholder needs
  - workgroup targets
- business technology applications to schedule tasks and plan work
- methods of personal work performance review including:
  - self-assessment
  - feedback from others
- techniques to prepare personal plans and establish priorities
- methods to elicit, analyse and interpret feedback.

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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG521 Manage project integration

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to integrate and balance overall project management functions of scope, time, cost, quality, human resources, communications, risk and procurement across the project life cycle; and to align and track project objectives to comply with organisational goals, strategies and objectives.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish project	1.1 Identify, clarify and prepare project initiation documentation 1.2 Identify relationship between the project and broader organisational strategies and goals 1.3 Negotiate and document project objectives, outcomes and benefits 1.4 Negotiate project governance structure with relevant

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ELEMENT	PERFORMANCE CRITERIA
	authorities and stakeholders 1.5 Prepare and submit project charter for approval by relevant authorities
2. Undertake project planning and design processes	2.1 Establish and implement a methodology to disaggregate project objectives into achievable project deliverables 2.2 Identify project stages and key requirements for stage completion against client requirements and project objectives 2.3 Analyse project management functions to identify interdependencies and impacts of constraints 2.4 Develop a project management plan that integrates all project-management functions with associated plans and baselines 2.5 Establish designated mechanisms to monitor and control planned activity 2.6 Negotiate approval of project plan with relevant stakeholders and project authority
3. Execute project in work environment	3.1 Manage the project in an established internal work environment to ensure work is conducted effectively throughout the project 3.2 Maintain established links to align project objectives with organisational objectives throughout the project 3.3 Within authority levels, resolve conflicts negatively affecting attainment of project objectives
4. Manage project control	4.1 Ensure project records are updated against project deliverables and plans at required intervals 4.2 Analyse and submit status reports on project progress and identified issues with stakeholders and relevant authorities 4.3 Analyse and submit impact analysis of change requests for approval, where required 4.4 Maintain relevant project logs and registers accurately and regularly to assist with project audit 4.5 Ensure associated plans are updated to reflect project progress against baselines and approved changes
5. Manage project finalisation	5.1 Identify and allocate project finalisation activities 5.2 Ensure project products and associated documentation are prepared for handover to client in a timely manner 5.3 Finalise financial, legal and contractual obligations

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Undertake project review assessments as input to future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.4, 4.1, 4.2, 4.3	• Applies appropriate strategies to construct meaning from complex texts
Writing	1.1, 1.3, 1.5, 2.2, 2.4, 4.1, 4.4, 4.5	• Develops and maintains project documentation using formats and language appropriate to context
Oral Communication	1.3, 1.4, 2.6	• Participates in verbal exchanges using clear and detailed language to provide and seek information • Uses active listening and questioning to confirm understanding
Numeracy	1.1, 2.1-2.4, 4.2, 4.3, 5.3	• Uses a wide range of mainly formal and some informal, oral and written mathematical language and representation to communicate mathematically
Navigate the world of work	1.2, 1.5, 5.3	• Adheres to organisational and legislative requirements
Interact with others	1.3,1.4, 2.6, 3.3	• Selects and uses appropriate communication practices to seek or share information with stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and negotiating outcomes
Get the work done	1.1, 1.2, 1.5, 2.1-2.5, 3.1, 3.2, 4.1-4.5, 5.1-5.4	• Organises time and effort around priorities and results, focusing beyond immediate tasks to consider work performance of the group • Sequences and schedules complex activities, monitors implementation and manages relevant communication • Reflects on outcomes to contribute to future projects

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG521 Manage project integration	BSBPMG521A Manage project integration	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG521 Manage project integration

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work closely with others to integrate all project management functions across a project life cycle according to organisational objectives
- negotiate with internal and external stakeholders
- create accurate project management documentation
- make suggestions for improvements to managing project integration in the future.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise project governance models
- describe range of methodologies to break project objectives into achievable project deliverables
- outline role of project life cycle stages, phases and structures relevant to industry and project context
- identify and describe appropriate organisational documentation for recording strategies and goals for integration processes.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

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ELEMENT	PERFORMANCE CRITERIA
	project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy 4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify

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		opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - recordkeeping
  - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

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ELEMENT	PERFORMANCE CRITERIA
	been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

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Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

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ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	• Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	• Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	• Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	• Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	• Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

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done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS211 Participate in sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to measure, support and find opportunities to improve the sustainability of work practices.

The unit applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions. These individuals work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Measure sustainable work practices	1.1 Identify sustainable work practices in own work role 1.2 Measure current usage of resources in own work role 1.3 Record and file resource usage documents 1.4 Identify resource inefficiencies from gathered information
2. Support sustainable work practices	2.1 Identify and comply with workplace sustainability procedures 2.2 Identify workplace environmental hazards according to environmental regulations and standards 2.3 Report any breaches and potential breaches to organisational personnel
3. Seek opportunities to	3.1 Identify areas of improvement to work practices in own work

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ELEMENT	PERFORMANCE CRITERIA
improve sustainable work practices	area 3.2 Consult with colleagues and management to assess potential to improve sustainability of identified work practices 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	• Calculates basic metric measurements to determine resource usage
Reading	• Recognises and interprets textual information to establish job requirements
Writing	• Completes documents using required formats
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Initiative and enterprise	• Implements actions according to requirements, taking some responsibility for sequencing and timing of tasks • Analyses current practices to identify opportunities for improvement
Self-management	• Understands and adheres to legal and regulatory responsibilities related to own work
Technology	• Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Supersedes and is equivalent to BSBSUS201 Participate in environmentally sustainable work practices.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS211 Participate in sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least three sustainable work practices.

In the course of the above, the candidate must:

- identify benefits of sustainable work practices and areas of improvement for sustainable practices in the workplace
- identify and apply sustainability legislation and organisational sustainability policies and procedures
- participate in and support discussions for improved resource efficiency processes
- identify, measure and document usage of resources
- collaborate with team members to develop suggestions for improving workplace sustainability practices.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- environmental and resource hazards and risks
- Australian and international standards for corporate social sustainability
- sustainability regulations and codes of practice applicable to own role
- organisational sustainability policies and procedures
- reporting channels and procedures to report breaches and potential issues
- advantages of sustainable practices in the workplace.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

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This includes access to:

- documentation, information and resources on workplace environmental and resource efficiency
- sustainability legislation, regulations and standards.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS411 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to analyse and implement improvements to the environmental sustainability of work practices and monitor their effectiveness.

The unit applies to individuals with responsibility for the practices of a specific work area or who lead a work group or team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Competence – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish sustainable work contexts	1.1 Identify and assess organisational compliance against environmental legislation, regulations and standards 1.2 Collect data on environmental efficiency in organisational systems and processes 1.3 Analyse data on environmental efficiency and current purchasing strategies and identify areas for improvement 1.4 Consult stakeholders and external data sources on sustainability best practice 1.5 Develop efficiency targets and methods to monitor outcomes
2. Implement sustainable	2.1 Identify and source tools to set efficiency targets

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ELEMENT	PERFORMANCE CRITERIA
work practices	2.2 Implement and integrate efficiency targets with other operational activities 2.3 Support team members to identify possible areas for improved resource efficiency in work areas 2.4 Seek and act on feedback from stakeholders on implementation
3. Monitor performance of sustainable work practices	3.1 Assess outcomes using monitoring method developed 3.2 Document and communicate outcomes to key personnel and stakeholders 3.3 Identify changes required to targets and tools from strategies and improvement plans 3.4 Promote successful strategies in development of new efficiency targets

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	• Analyses numerical information to measure usage and calculates metric measurements, quantities and ratios and financial data using appropriate tools
Oral communication	• Presents information and seeks advice using structure and language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Reading	• Identifies and analyses texts to determine legislative and regulatory requirements relevant to work area • Reviews reported information to evaluate workplace strategies and improvement practices
Writing	• Documents findings of investigations from written and oral sources according to organisational requirements • Provides updates about progress using formats and language appropriate to the audience and context
Initiative and Enterprise	• Identifies and follows legislative requirements and organisational policies and procedures associated with own role
Teamwork	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information

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Skill	Description
	• Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Planning and organising	• Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation • Uses systematic, analytical processes to set environmental targets, gather relevant information, identify and evaluate alternative approaches • Evaluates outcomes of decisions to identify opportunities for improvement
Technology	• Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Supersedes and is equivalent to BSBSUS401 Implement and monitor environmentally sustainable work practices.

Supersedes but is not equivalent to:

- BSBSUS402 Implement an environmental management plan
- BSBSUS403 Measure, monitor and reduce carbon emissions
- BSBSUS404 Assess, implement, monitor and report on waste management
- BSBSUS405 Assess, monitor and reduce water use
- BSBSUS406 Identify and apply sustainability rating tools.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS411 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement and monitor at least three environmentally sustainable work practices.

In the course of the above, the candidate must:

- identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability in the workplace
- engage and consult with relevant stakeholders to develop and implement sustainability improvements, encourage feedback and to report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - evaluate alternative solutions to workplace environmental issues
  - resolve workplace sustainability issues and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - comply with environmental requirements
- apply continuous improvement approaches to enhance organisation's sustainability performance
- apply change management techniques to support sustainability performance.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and sustainability issues
- relevant internal and external sources of information for the development of efficiency targets
- benchmarks for environmental and resource sustainability relevant to organisation

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- Australian and international standards for corporate social sustainability
- continuous improvement approaches for workplace practices
- resources for monitoring sustainable work practices including:
  - questionnaires and surveys
  - visual calculations
  - supply records and invoices
  - previous internal and external audit documents
- organisational systems and procedures that relate to environmental and resource sustainability improvements, including:
  - supply chain, procurement and costing strategies
  - quality assurance
  - recommendation development and seeking approvals
  - sales strategies and operations.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- environmental sustainability legislation, regulations, standards and codes
- workplace reference materials for environmental sustainability and practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy 1.2 Gather information from a range of sources to plan and develop policy 1.3 Identify and consult stakeholders as a key component of the policy development process 1.4 Include appropriate strategies in policy at all stages of work for

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ELEMENT	PERFORMANCE CRITERIA
	minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches 1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders 2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy 3.2 Implement strategies for continuous improvement in resource efficiency 3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders 4.2 Investigate successes or otherwise of policy 4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4 Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 4.2, 4.3	• Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	• Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	• Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS501 Develop workplace policy and	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
  - minimising resource use
  - resource efficiency
  - reducing toxic material and hazardous chemical use
  - employing life cycle management approaches
  - continuous improvement
- plan and implement sustainability policy and procedures including:
  - agreed outcomes
  - performance indicators
  - activities to be undertaken
  - assigned responsibilities
  - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

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- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS211 Contribute to the health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others, and to assist in responding to incidents. It covers following work health and safety (WHS) policies, procedures, instructions and requirements; and participating in WHS consultative processes.

The unit applies to those who require a basic knowledge of WHS to carry out own work in a defined context, under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.

NOTES

1. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

2. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Operate safely in own work environment	1.1 Identify organisational WHS policies and procedures that apply to own work setting 1.2 Carry out work tasks according to WHS instructions 1.3 Carry out pre-start systems and equipment checks under supervision and according to organisational policies and procedures 1.4 Participate in responding to incidents according to organisational policies and procedures
2. Operate safely within requirements of own role	2.1 Identify individuals and/or parties to whom queries and concerns about safety in the workplace should be directed 2.2 Identify existing and potential hazards relating to own role, and record and report them according to organisational policies and procedures 2.3 Identify and contribute to implementing WHS instructions and organisational policies and procedures specific to own work area 2.4 Identify and report incidents and injuries to required personnel according to organisational policies and procedures
3. Participate in WHS consultative processes	3.1 Contribute to workplace meetings, inspections, and other WHS consultative activities 3.2 Identify existing and potential WHS hazards and report them to designated persons according to organisational policies and procedures 3.3 Participate in actions to minimise or eliminate workplace hazards and to reduce risks

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies and interprets short and simple information in relation to WHS and incidents
Writing	• Uses structure and language appropriate to audience and context when giving factual information

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Skill	Description
Oral Communication	• Uses language and non-verbal communication appropriate to audience and context in descriptions, opinions and explanations • Extracts meaning and main ideas from verbal descriptions, opinions and explanations
Navigate the world of work	• Follows WHS legislative requirements under supervision and with assistance • Follows protocols and procedures relating to own role • Seeks assistance from others when WHS issues are beyond scope of immediate responsibilities
Get the work done	• Plans, organises and implements routine tasks in order to optimise health and safety • Selects and implements actions from predetermined procedures

Unit Mapping Information

Supersedes and is equivalent to BSBWHS201 Contribute to health and safety of self and others.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS211 Contribute to the health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- actively participate in two different work activities that contribute to the health and safety of self and others
- identify and report at least one hazard to designated personnel.

During the above, the candidate must follow required procedures and instructions relating to work health and safety (WHS) and incidents.

Knowledge Evidence

The candidate must demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- organisational safety policies, procedures, instructions and requirements relating to own work role in relation to:
  - checking systems and equipment
  - conducting routine work operations
  - personal protective equipment (PPE)
  - recording existing and potential WHS issues
  - responding to and reporting incidents and injuries
  - responding to fires and incidents
- meaning of commonly used hazard signs and safety symbols
- duty holder responsibilities, as specified in WHS laws, including:
  - self and co-workers
  - persons conducting a business or undertaking (PCBUs)
  - officers
  - others in the workplace

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- distinction between hazards and risks
- WHS hazards that may be present in the workplace, including the harm they can cause and how this harm occurs
- process of hazard identification and risk control.

Assessment Conditions

Assessment must comply with WHS laws, and WHS legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and must include access to:

- organisational policies, standard operating procedures, and work instructions covered in the knowledge evidence
- WHS laws relevant to performance evidence requirements
- opportunities for interaction with others
- workplace equipment and resources required for the performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS311 Assist with maintaining workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to assist with implementing and monitoring an organisation's work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have roles in assisting with maintaining workplace safety in an organisation. Individuals closely monitor aspects of work associated with the safe delivery of products and services, and they contribute to influencing safety in the workplace.

NOTES

1. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

2. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	**PERFORMANCE CRITERIA**
essential outcomes.	*demonstrate achievement of the element.*
1. Assist with incorporating WHS policies and procedures into work team processes	1.1 Identify health and safety requirements of work team according to applicable WHS laws 1.2 Assist with explaining organisational WHS policies, procedures, programs and legislative requirements to required personnel 1.3 Assist with explaining hazard identification and risk assessment outcomes to required personnel
2. Contribute to consultative arrangements for managing WHS	2.1 Assist with implementing consultative processes designed to engage work team in managing WHS 2.2 Respond to WHS issues in a timely manner and according to organisational policies and procedures for issue resolution 2.3 Encourage others to participate in arrangements for managing WHS 2.4 Assist in engaging with required personnel to identify and implement improvements in response to WHS feedback
3. Contribute to organisational procedures for providing WHS training	3.1 Identify WHS training needs of the work team and report to relevant stakeholders 3.2 Identify strategies and opportunities for developing work team's WHS competence and report to relevant stakeholders 3.3 Provide assistance to work team members to support the effective development of their WHS competence
4. Participate in identifying hazards, and assessing and controlling risks for the work area	4.1 Identify hazards in the work area and report to relevant stakeholders according to organisational policies and procedures, and WHS legislative requirements 4.2 Assist with implementing processes designed to control risks using the hierarchy of control measures according to organisational procedures and WHS legislative requirements 4.3 Identify and document inadequacies in existing risk control measures according to organisational policies and procedures, the hierarchy of control measures and WHS legislative requirements 4.4 Report inadequacies in existing risk control measures to relevant stakeholders 4.5 Complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Reading	• Interprets WHS legislative and organisational documentation • Applies appropriate strategies to construct meaning from WHS legislative and organisational documentation
Writing	• Documents WHS information using required format and industry specific vocabulary
Oral communication	• Presents information using language and non-verbal communication appropriate to audience and context • Uses questioning and active listening to confirm understanding
Navigate the world of work	• Follows WHS policies, procedures and legislative requirements relevant to own role • Keeps up to date with changes to WHS laws relevant to own role
Interact with others	• Selects appropriate communication protocols and conventions to provide information to others • Collaborates with others to achieve joint outcomes • Plays an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Provides feedback to others in forms with which they can engage and respond
Get the work done	• Sequences and schedules activities, monitors implementation and manages relevant communication • Initiates standard procedures when responding to issues raised through consultation • Uses feedback to participate in the identification and implementation of opportunities to improve arrangements for managing WHS issues

Unit Mapping Information

Supersedes and is equivalent to BSBWHS301 Maintain workplace safety.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS311 Assist with maintaining workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- assist with implementing and monitoring at least three different organisational work health and safety (WHS) policies or procedures into a work team's processes.

During the above, the candidate must:

- assist with implementing and monitoring consultation about each policy or procedure according to legislative and organisational requirements
- identify opportunities to encourage work team to contribute to implementing improvements to each policy or procedure based on feedback received through consultation
- complete WHS documentation.

Knowledge Evidence

The candidate must demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- characteristics and composition of the work team
- procedures related to the following:
  - identifying hazards
  - assessing and controlling risks to health and safety, including the hierarchy of control measures
- organisational WHS policies and procedures, including those relating to:
  - risk management
  - fire
  - emergencies
  - evacuation
  - incident investigation

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  - reporting
- relevant legislation, regulations and codes of practice from all levels of government that impact on business operations, including those relating to:
  - WHS and environmental issues
  - equal opportunity
  - industrial relations
  - anti-discrimination
- WHS aspects of other organisational systems and procedures.

Assessment Conditions

Assessment must comply with WHS laws, and WHS legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- standards, WHS laws and licensing requirements
- opportunities for interaction with others
- workplace equipment and resources required for the performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS612 Develop and implement a strategy to support a positive WHS culture

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 5.0.

Application

This unit describes the skills and knowledge required to support the development of a strategy that embeds and promotes a just work health and safety (WHS) culture in a workplace. It includes facilitating workforce commitment to implementation and continuous improvement of the strategy, specifically from those in leadership positions. It also involves supporting organisational learning and development to strengthen the WHS culture in the workplace.

The unit applies to those responsible for directly supporting the development of workplace WHS culture.

NOTES

1. For the purposes of this unit of competency 'WHS culture' is defined as the shared values, attitudes, perceptions, competencies and patterns of behaviour that determine the commitment to, and the style and proficiency of, an organisation's health and safety management. Organisations with a just WHS culture are characterised by communications founded on mutual trust, by shared perceptions of the importance of safety, and by confidence in the efficacy of preventive measures.

2. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

3. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess current state of organisation's WHS culture	1.1 Analyse current good practice theories, programs and policies about organisational WHS culture 1.2 Assess current organisational WHS-related compliance with identified good practice according to organisational policies and procedures 1.3 Document assessment outcomes according to organisational policies and procedures 1.4 Communicate desired WHS culture to required personnel
2. Develop a strategy for creating a positive WHS culture	2.1 Identify current and future organisational priorities and objectives for WHS culture 2.2 Determine resourcing required to implement a leadership-driven WHS culture 2.3 Develop policies and procedures to support identified priorities and objectives in consultation with required personnel 2.4 Develop key performance indicators (KPIs) for measuring WHS culture according to organisational policies and procedures 2.5 Document strategy for creating a positive WHS culture and communicate it to required personnel
3. Implement developed strategy	3.1 Establish roles and responsibilities relating to strategy implementation 3.2 Consult with required personnel to confirm their roles and responsibilities in relation to leadership and strategy implementation 3.3 Lead implementation of strategy for creating a positive WHS culture 3.4 Disseminate information and data that promote WHS culture to required personnel, according to organisational policies and procedures

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ELEMENTS	PERFORMANCE CRITERIA
	3.5 Identify and address learning and development needs of workforce in adopting policies and procedures relating to WHS culture
4. Monitor and evaluate strategy that supports WHS culture	4.1 Establish processes and procedures for evaluating effectiveness of implemented strategy against established KPIs 4.2 Seek feedback on implemented strategy from internal stakeholders, and external stakeholders as required 4.3 Apply established evaluation processes and procedures 4.4 Document evaluation outcomes and communicate them to required personnel according to organisational policies and procedures 4.5 Adjust strategy components in response to evaluation outcomes and feedback received 4.6 Establish and implement future review mechanisms to ensure continuous improvement of WHS culture that reflects desired culture

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Interprets detailed information and theories relating to workplace WHS culture • Interprets evaluation feedback
Writing	• Uses clear and precise language to develop policies, procedures, strategies and objectives • Develops strategy documentation in required format
Oral communication	• Discusses and seeks information using appropriate structure and language for the particular audience • Uses questioning and active listening to clarify or confirm understanding
Numeracy	• Interprets, analyses and presents data relating to strategy, including KPIs
Navigate the world of work	• Takes a lead role in the support and development of a WHS strategy

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Skill	Description
Interact with others	• Uses a variety of communication tools and techniques to promote objectives and awareness of a positive WHS culture • Uses inclusive and collaborative techniques to seek feedback and consults with a range of stakeholders • Works with leadership team to support their active involvement in strategy implementation
Get the work done	• Plans, organises and implements activities required to achieve strategic priorities and outcomes, including consulting with others and sequencing initiatives to ensure strategy awareness

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS612 Develop and implement a strategy to support a positive WHS culture

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 5.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- develop and implement a strategy that embeds a positive work health and safety (WHS) culture in an organisation
- evaluate implemented strategy.

During the above, the candidate must:

- identify theories and information relevant to developing this strategy
- report effectiveness of WHS culture to required personnel
- communicate effectively with leadership team and other required personnel
- review implemented strategy and identify opportunities for its continuous improvement.
-

Knowledge Evidence

The candidate must demonstrate the knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- legislative requirements relating to WHS culture, including privacy and confidentiality considerations of WHS records and information
- internal and external sources of information relating to theories, programs and policies about WHS culture
- organisational policies and procedures for:
  - assessing information about the current WHS culture in the organisation
  - developing key performance indicators relating to WHS culture
  - evaluating implementation of strategy and documenting outcomes of evaluation
  - using feedback tools and obtaining feedback
  - establishing and supporting workforce learning and development needs

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- key features of a positive WHS culture
- key features of good-practice strategies for creating a positive WHS culture
- communication and consultation processes relating to creating a positive WHS culture and strategy implementation
- workforce factors impacting on WHS culture, including:
  - workforce language, literacy and cultural profiles
  - organisational behaviour
  - leadership attitudes and behaviour
- roles and responsibilities of personnel involved in developing, implementing and promoting a strategy for WHS culture.
-

Assessment Conditions

Assessment must comply with WHS laws, legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and must include access to:

- WHS laws relating to WHS culture
- organisational documentation, information and data relating to strategy developed for the performance evidence
- real situations and, where possible, case studies
- opportunities for interaction with others.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are available from VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

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ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	• Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	• Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	• Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	• Understands how own role contributes to broader organisational goals • Considers organisational protocols when planning own career development

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Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation's policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBXDB301 Respond to the service needs of customers and clients with disability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

Application

This unit describes the skills and knowledge required to appropriately respond to the individual needs of customers or clients with disability, to maximise equal access to provided products or services.

This unit applies to front line personnel in service providers who interact with customers or clients with disabilities. Those undertaking this unit would work autonomously in a range of contexts whilst performing specific tasks, with supervisors available as an escalation point, if required.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Cross Sector Skill

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine service requirements for customer or client with disability	1.1 Confirm that communication method and form of interaction meet the capabilities, needs and preferences of individual customers or clients 1.2 Communicate with customer or client to determine the reason for the service interaction

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	1.3 Consult customers or clients to confirm if they have a requirement or preference for additional personal support within the service context
2. Confirm whether customer or client needs can be met through service provided	2.1 Determine whether customer or clients' service and support needs are within the scope of own role and responsibilities, and confirm with supervisor 2.2 Identify where reference to other service providers is required where customer or client support needs or preferences are beyond the scope of own role
3. Provide service to customers or clients with disability	3.1 Inform customers or clients about the products, services or supports that are accessible to them, and how they can be used or navigated 3.2 Identify and access available supports, facilities or resources within scope of own role and according to organisational procedures, as required to service individual customers or clients 3.3 Seek feedback on whether customers or clients are satisfied with the service received and that their service needs have been addressed

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	**Description**
Reading	• Accesses, reads and interprets information related to resources and supports available
Communication	• Discusses and seeks information using appropriate structure and language for the particular audience • Exchanges information through questions and responses to clarify or confirm understanding • Engages with others clearly, using appropriate language and pace suitable to audience and environment
Navigate the world of work	• Complies with organisational protocols, policies and procedures relevant to own role • Understands nature and purpose of own role and associated responsibilities and how it contributed to organisational goals and outcomes

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Skill	Description
Interact with others	• Selects and uses appropriate communication techniques in response to differences in customer or client profile • Establishes connections and shares information with others who can contribute to effective work outcomes
Get the work done	• Uses problem-solving skills to identify and analyse issues or barriers, consider options and develop responses and opportunities for improvement

Unit Mapping Information

No equivalent unit. New unit.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBXDB301 Respond to the service needs of customers and clients with disability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 4.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria, and foundation skills of this unit, including evidence of the ability to:

- interact with a minimum of three different individual customers or clients with disability in compliance with organisational diversity and inclusion objectives and policies, codes of practice and behavioural guidelines and:
  - adjust communication styles within the service context, using verbal and nonverbal techniques to accommodate the individual capabilities, needs and preferences of customers or clients
  - interact through the use of assistive communication devices as directed by individual customers, support persons or specialist support providers
  - implement a person-centred service approach that focuses on individual customer or clients' expressions of their needs and preferences
  - provide support and access resources and services to address the needs of customers or clients within scope of own role and escalate to supervisor where required
  - refer to additional service providers to meet more complex individual customer or client needs
  - seek feedback on customer/client satisfaction with service.

Throughout this process, interaction with an individual's support person should only be undertaken as required.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- organisational policies, codes of practice and/or behavioural guidelines for:
  - interacting with customers or clients with disability
  - maintaining confidentiality, privacy and dignity for customers and clients

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  - responding to customers and clients disclosing and/or sharing information about disability
- persons covered by the Disability Discrimination Act
- features of the social model of disability as compared to the medical model
- where barriers to access and communication within service contexts exist
- different communication methods and techniques that can be employed when interacting with customers or clients, including:
  - use of plain English in spoken and written communication
  - at least one other verbal and one other nonverbal communication method
  - at least two augmentative and alternative communication techniques appropriate to the service context and purpose of interaction
- inclusive language and person-first expressions to use when communicating with, or about, customers or clients with disability
- supports, services, resources, facilities and aids that can be accessed and utilised to meet individual customer or client needs
- principles and strategies of a person centred support approach
- additional disability support and service providers that can be referred to, to meet more complex individual customer or client needs.

Assessment Conditions

The following conditions must be met for this unit:

Use of facilities, equipment and resources, including:

- a customer or client base or a simulated setting (where a workplace situation would be impractical, inappropriate or not possible), consisting of contact with a minimum of three individuals with differing disabilities
- workplace diversity and service policies and codes of practice
- organisational guidelines and codes of practice for provision of service to customers or clients with disability
- organisational products, services and/or supports

Industry operating conditions, including:

- challenges typical in work to support customers or clients with disability
- a minimum of three opportunities for real service interactions with customers or clients, either face to face or through other formats for service interaction, such as telephone and email.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards to AC.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to identify and manage immediate suicide risk and work with the individual to achieve safe outcomes. It includes the requirements for developing a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further support.

This unit applies to people in formal helping roles in any community service context. Suicide safety may involve face-to-face, telephone or remote contact with the person involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and assess the person's current suicide risk	1.1 Recognise and respond to signs indicating that a person may be considering suicide 1.2 Explore any indications, direct or indirect, that the person may be considering suicide 1.3 Ask specifically about thoughts of suicide whenever

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ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	there are grounds for concern
	1.4 Inform and facilitate the intervention by seeking understanding of why the person is considering suicide and what links them to life
2. Collaborate to increase immediate safety	2.1 Build a collaborative empathic helping relationship that acknowledges how thoughts of suicide and the pain behind them may affect their safety
	2.2 Listen to what lies behind any thoughts of suicide while affirming and strengthening life connections and safety support
	2.3 Work with the person to develop and implement a safety plan that reduces immediate danger to the person and others
	2.4 Mobilise access to emergency services when needed
	2.5 Comply with all laws, relevant ethical guidelines and policy requirements that affect duty of care and seek any advice from workplace supervisor
3. Facilitate links to further support	3.1 Empower the person at risk to make informed choices about further help
	3.2 Maintain rapport to encourage discussion of on-going concerns
	3.3 Help the person identify coping strategies to manage recurrence of suicidal thoughts
	3.4 Determine whether underlying mental health concerns or personal circumstances are present and facilitate access to appropriate help
	3.5 Explore possible barriers to seeking or accepting help and develop responses
	3.6 Explore what has helped the person survive any previous suicide attempts
	3.7 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.8 Refer to appropriate professionals as required
4. Review and report on support provided	4.1 Document suicide safety plan and follow up action according to evidence informed standards of care and relevant organisation requirements
	4.2 Communicate relevant information to work colleagues and other people working with the person
	4.3 Reflect on own role in providing support and use learning to enhance future practice
	4.4 Identify and respond to the need for own supervision and debriefing

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- responded to at least 3 different situations where there is risk of suicide

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- indicators of potential suicide risk, including risk of any type of self-harm
- principles and practices of suicide intervention, including:
  - assessment
  - suicide safety
  - facilitating emergency interventions
  - identifying safe actions to implement safety plans
  - facilitation of on-going support
- referral options and procedures for accessing services
- procedures for facilitating emergency interventions
- personal values, beliefs and attitudes that facilitate or impede suicide intervention:
  - assumptions about who may be at risk
  - common notions about suicide
  - assumptions about what might keep someone safe or unsafe

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- consideration of how the presence of mental health concerns might influence the helper's intervention role and inform referral options
- principles and practices of self-care and supervision
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources including organisation policies and procedures
- modelling typical workplace conditions, including:
  - typical workplace reporting processes
  - scenarios and simulations of crisis situations appropriate to the industry sector
  - scenarios and simulations that reflect real working conditions by modelling industry operating conditions and contingencies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS014 Provide brief interventions

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to assess intervention needs, and then to implement and monitor brief intervention strategies for people at various stages of the change process.

This unit applies to workers in a range of community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess the person's needs	1.1 Discuss and determine issues of concern and the person's stage in the decision to change 1.2 Identify resources required to support the brief intervention 1.3 Identify and plan appropriate brief intervention strategies to match the person's needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Use brief intervention strategies	2.1 Raise awareness of the health issue with a person who is not contemplating change
	2.2 Conduct brief motivational interview with a person who is contemplating change and match approach to stage of change
	2.3 Support the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies
	2.4 Take opportunities to support and encourage a person who has made a change
	2.5 Identify current needs and sources of assistance, and give support as appropriate for a person who has lapsed or relapsed into prior behaviour
3. Monitor brief intervention activities	3.1 Keep notes in the person's file in accordance with organisation policies and procedures, recording the person's stage of decision-making on each occasion
	3.2 Maintain confidentiality and security of information
	3.3 Regularly review the person's progress or outcomes, adjust approaches or make referrals according to their needs
	3.4 Discuss outcomes with the person in an appropriate manner

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS014 Provide brief interventions

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken the brief intervention process for at least 2 people presenting with different issues at different stages of the change process
- used each of the following at least once to support the intervention process:
  - active listening
  - non-judgmental language
  - supportive approach
  - facilitation and negotiation that assists the person's decision-making

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- brief intervention scope and process:
  - features of brief interventions:
    - one-to-one approach, private
    - takes short period of time
    - may be done by a health team member
    - client led process
    - opportunistic

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    - role as public health strategy
    - reasons for using brief interventions:
        - to raise awareness
        - to share knowledge
        - to help the person to think about making changes to improve health
    - step by step process
    - record-keeping requirements
- stages of behaviour change model:
    - elements of pre-contemplation
    - contemplation
    - action
    - maintenance
- options and approaches to support behaviour change:
    - raising awareness
    - sharing information and resources
    - exploring concerns and strategies
    - helping the person express their feelings, make decisions and set goals
    - highlighting benefits of change
    - giving positive feedback and encouragement
    - offering time and support
    - referring to other sources of assistance
- health and well-being considerations:
    - environmental health
    - nutrition
    - alcohol
    - other drugs
- broader contexts for the person's current behaviour:
    - cultural
    - family context
    - community context
- barriers and challenges for positive intervention outcomes and how to address these
- legal and ethical considerations for interventions, including:
    - privacy, confidentiality and disclosure
    - codes of practice

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:

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  - the person's information on which to design intervention
  - organisation policies and procedures for interventions
- modelling typical workplace conditions, including interactions with people with a range of needs

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCCS016 Respond to client needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to respond holistically to client needs. Clients may have a range of issues outside and in addition to the area of immediate focus or expertise of the worker and their organisation.

The unit applies to workers in a range of community services contexts who provide person-centred support to clients.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish an interpersonal relationship with the client	1.1 Define boundaries and use communication skills to establish trust and respect 1.2 Assist the client to identify areas of concern and to determine options for action 1.3 Share information with client about options and services available to enable them to make informed decisions

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Identify the range of issues impacting on the client	2.1 Identify indicators of harm, neglect, abuse or risk of harm 2.2 Seek information from a range of appropriate sources to identify possible presenting issues 2.3 Apply organisation procedures for collecting and analysing client information
3. Analyse information to determine course of action	3.1 Identify and prioritise client's current needs and available sources of assistance 3.2 Identify organisation's capacity to meet range of client needs to be addressed 3.3 Follow relevant legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm 3.4 Recognise when client needs exceed limitations of service and/or role and respond and refer within organisation policies and procedures
4. Refer client to other services to provide additional support	4.1 Identify need for additional support 4.2 Work with client to motivate, support and encourage the client 4.3 Identify sources of assistance and refer as appropriate 4.4 Follow organisation policies and procedures for transitioning or exiting from service as per organisation and legislative requirements

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS016 Respond to client needs

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- responded holistically to the needs of at least 5 clients

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for working with clients and how these are applied in an organisation and individual practice, including:
  - duty of care
  - dignity of risk
  - human rights
  - discrimination
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation policies and procedures for:
  - responding to indicators of actual or potential risk of abuse, neglect or harm
  - collecting and analysing client information
  - transitioning or exiting a client from the service
- identification of the impact of, and interrelationships between issues relating to:

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  - physical health
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - financial
  - alcohol and other drugs (AOD)
  - trauma
  - culture and religion
- organisation requirements and referral options for working with people experiencing issues related to:
  - physical health
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - AOD
  - trauma

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, the following conditions must be met for this unit:

- use of suitable facilities and resources including organisation policies and procedures
- modelling typical workplace conditions, including interactions with clients and co-workers from a range of diverse backgrounds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Application

This unit describes the skills and knowledge required to undertake case management meetings to plan, monitor and review service provision.

Workers at this level work autonomously and are responsible for own outputs within organisation guidelines.

This unit applies to work in a range of health and community services contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1.Determine appropriate response to case management in accordance with organisation	1.1 Develop and utilise case management processes in accordance with statutory requirements

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
and legislative requirements	1.2 Implement appropriate processes to enable the client to set goals and participate in case management processes
	1.3 Integrate appropriate cultural considerations into all aspects of case management planning
	1.4 Provide information on rights of appeal and avenues of complaint so the client understands rights and responsibilities
2. Conduct case management meetings	2.1 Facilitate information sharing with the client and establish an appropriate rapport
	2.2 Identify and agree client and worker roles, responsibilities, boundaries and processes of service delivery
	2.3 Determine and agree organisation, family and community needs, responsibilities and rights
3. Develop an appropriate case management plan	3.1 Collaborate with the client to identify strengths, abilities and goals and develop an agreed approach to case management
	3.2 Develop a case management plan to reflect initial assessment of needs
	3.3 Work with the client to identify the full range of immediate, short and long term needs of the client and other relevant parties
	3.4 Establish and agree on processes to monitor and change case plan
	3.5 Identify strategies to deal with complex or high risk situations
	3.6 Match requirements of case plan to experience, workload and geographical location of worker or service provider
	3.7 Assist clients to set and achieve realistic targets for change or action and to take personal responsibility

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Monitor and review case work activities and processes	4.1 Implement strategies to regularly monitor the effectiveness of case management processes against agreed goals, service provision and client and stakeholder satisfaction
	4.2 Assess the need for changes in case plan and develop strategies for appropriate alternatives and/or ongoing interventions
	4.3 Negotiate with relevant parties any proposed changes arising from case review
	4.4 Document all case work interventions in compliance with evidence based practice and confidentiality requirements
	4.5 Implement case closure in accordance with organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed, facilitated and reviewed all aspects of case management for 3 clients

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- evidence based practice requirements
- approaches to service delivery, including:
  - strength-based
  - rights-based
  - person-centred
  - needs-based
- contemporary behaviour change models, practices and interventions
- privacy and confidentiality
- formal meeting processes
- relevant organisation and regulatory standards, policy, procedures, legislation and statutory mandates
- risks and responsibilities relating to duty of care for:
  - child protection

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  - domestic violence
  - suicide
  - elder abuse
  - disabilities
- considerations, protocols, history and special needs of diverse client populations, including:
  - culturally and linguistically diverse (CALD)
  - Aboriginal and/or Torres Strait Islander people
  - people with disability
  - lesbian, gay, bi-sexual, transgender, intersex (LGBTI)
  - people experiencing or at risk of homelessness
  - older people
  - children and young people
- family structure, dynamics, communication and decision-making
- relevant documentation protocols
- monitoring and review processes
- range of available services
- rights, roles and responsibilities of people within the decision making process
- the impact of values systems of worker, client and key stakeholder on outcomes
- ways of addressing experience, skills values and development of participants

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised case plans
- modelling of industry operating conditions, including:
  - scenarios that reflect standard operating conditions and contingencies
  - links to other local service agencies or organisations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV301A/CHCDFV403C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the knowledge and skills required to identify and respond to the needs of clients who may be experiencing domestic and family violence, including responding to immediate intervention and support needs.

This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Adopt work practices that support interactions with those affected by domestic and family violence	1.1 Adopt work practices that reflect the values and philosophies of domestic violence work 1.2 Plan work practices and access environments that support client and worker safety

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify and participate in support processes for workers exposed to domestic and family violence
	1.4 Apply organisation standards and procedures and comply with legislative and statutory requirements
2. Identify client needs	2.1 Explain rights and responsibilities of client and worker and promote throughout client contact
	2.2 Use interpersonal skills that develop rapport and promote confidence, and full, accurate and relevant exchange of information
	2.3 Show sensitivity to client's specific needs and any cultural, family and individual differences
	2.4 Assess information for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified
	2.5 Identify and respond to any indications of risk or threats to safety
3. Respond to client needs	3.1 Identify worker and workplace limitations in addressing and assessing client needs and make referrals or seek assistance from appropriate persons
	3.2 Prioritise the physical and emotional safety of clients, their family and workers in developing responses
	3.3 Negotiate and agree strategies for intervention with the client before commencing work
	3.4 Provide client with information about available services for meeting their needs
	3.5 Complete accurate and comprehensive records, reports and referral information according to organisation requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCDFV301A/CHCDFV403C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- identified and responded to the needs of at least 3 clients affected by domestic and family violence, according to legal and ethical requirements
- used the following interpersonal skills with clients:
  - questioning
  - active listening
  - rapport building.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (national and state/territory) for workers interacting with clients affected by domestic and family violence , and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of conduct
  - discrimination
  - duty of care

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- human rights
- mandatory reporting
- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of:
  - workers and employers
  - individuals, families, the community and society to minimise or prevent domestic violence
- work role boundaries – responsibilities and limitations
- work health and safety

- domestic violence and its context, including:
  - social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
  - prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- underpinning values and philosophies in responding to domestic and family violence, including:
  - safety and well-being of those subjected to domestic violence must be the first priority of any response
  - all individuals have the right to be free from violence
  - community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
  - all forms of domestic violence are unacceptable in any group, culture or creed
  - those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
  - commitment to meeting the needs and upholding the rights of clients
  - commitment to empowering those affected by domestic violence
  - domestic violence is widespread and complex
  - domestic violence impacts on the physical, emotional, social, and financial well-being and safety of individuals in families
  - domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- the differences between responding to clients in a crisis situation and those requiring long term support
- immediate needs for assessment, including:
  - safety and physical and emotional security
  - safety plans
  - legal or medical information and support
  - accommodation/transportation
  - safety and welfare of any children whether with client or not

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- organisation procedures, practices and standards for:
  - client assessment
  - allocation of services
  - case management
  - interviewing
  - use of resources
  - programmed intervention
  - referral
- groups represented within the local community (cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- referral sources and associated protocols
- own values and attitudes and their potential impact on clients.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - client information
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve interactions with other people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP403D

Application

This unit describes the knowledge and skills required to establish, lead and participate in a groups using a collaborative, strengths-based approach.

This unit applies to any individual involved in planning and leading group activities. Groups may be formal or informal.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan group activities and resources	1.1 Review available information and identify the needs of the group 1.2 Generate ideas for activities that respond to identified needs 1.3 Identify, calculate and document the resources required for group activities 1.4 Identify and follow up on the need to make

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ELEMENT	PERFORMANCE CRITERIA
	submissions for potential sources of assistance and resources within scope of own job role
	1.5 Organise resources according to organisation procedures
2. Coordinate group planning processes	2.1 Seek opportunities actively for collaborative planning and shared ownership with clients
	2.2 Solicit, analyse and prioritise information about group's needs and expectations
	2.3 Negotiate the purpose of group activities with the group allowing time and opportunity for individuals to articulate their ideas and wishes
	2.4 Translate purpose of proposed group activity into a set of documented aims and objectives based on input
	2.5 Analyse potential impact on group operation of the values and beliefs of both worker and client
	2.6 Design group strategies that promote effective group operation and take into account specific characteristics of participating clients
3. Manage group processes and conflict	3.1 Promote opportunities for open dialogue and active listening between group members
	3.2 Encourage and model sensitivity to diverse participants
	3.3 Use strategies to prevent conflict within own role, power and capacity
	3.4 Identify and reinforce the outcomes of positive conflict
	3.5 Clarify and confirm principles and practices of conflict resolution in a group and seek agreement to implement them
	3.6 Encourage acknowledgement of rights and responsibilities and perceptions of all participants in the conflict situation
	3.7 Offer opportunity to all participants for debriefing, support, mediation, consultation and facilitation

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate group activities	4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback
	4.2 Seek feedback from group participants on leadership style, group process, achievement of objectives, other achievements and areas for development
	4.3 Document evaluation information according to organisation procedures and distribute to relevant people

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCGRP002 Plan and conduct group activities

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP403D

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- planned and conducted at least 3 different group activities for groups with diverse participant profiles, including:
  - identified the following resource requirements:
    - financial
    - human
    - physical
  - worked collaboratively with groups to plan activities
- facilitated at least 3 different group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
  - listening
  - questioning
  - effective non-verbal communication
  - empathetic responding
  - paraphrasing
  - summarising
  - negotiation
  - techniques for maintaining group cohesion
  - conflict resolution.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations
  - work health and safety
- principles and processes of strengths-based practice
- types and purposes of groups in the community services context
- types of resources required for group activities, including:
  - venues
  - equipment
  - information materials
  - administrative support
  - specialist expertise
- dynamics of groups and group behaviour
- processes and techniques for engaging in, and managing group planning processes
- communication techniques and how these are applied in working with groups, including:
  - collaboration
  - conflict resolution
  - different styles of group leadership
  - effective non-verbal communication
  - empathetic responding
  - listening
  - negotiation
  - paraphrasing
  - questioning
  - summarising
  - techniques for maintaining group cohesion
- relevant models including stages of group development and stages of change
- types of additional support that may be provided to groups, including:
  - information and resources (internal or external)
  - individualised services

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- referrals to further support.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - information about group needs
  - organisation policies and procedures
- modelling of industry operating conditions, including:
  - scenarios that involve groups comprising at least 5 people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish respectful relationships with people with mental health issues	1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction 1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery 1.3 Recognise and respect the person's social, cultural and spiritual differences 1.4 Support the person to understand and exercise their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	rights
	1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols
2. Determine the needs of people with mental health issues	2.1 Gather and interpret information about the person's needs from the person and other agreed sources
	2.2 Identify and discuss with the person services and strategies that support empowerment and recovery
	2.3 Support the person to express their own identity and preferences and avoid imposing own values and attitudes
	2.4 Identify duty of care and dignity of risk considerations in collaboration with the person
3. Work with people with mental health issues to meet aspirations and needs	3.1 Provide support that facilitates progress towards the person's goals in collaboration with the person and their care network
	3.2 Work in ways that uphold the person's rights
	3.3 Adapt service delivery within organisation policies and procedures to meet the person's specific needs and requirements
	3.4 Document interactions and services according to organisation policy and procedures
	3.5 Respond promptly and supportively to people experiencing distress or crisis
	3.6 Work within the limits of own knowledge, abilities and work role and make referrals to other services as indicated by the person's needs

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language,

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literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked with at least 3 people with mental health issues in ways that support individual empowerment and recovery through:
  - use of communication techniques
  - provision and adaptation of services to meet particular needs

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) when working with people with mental health issues, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights

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  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals
  - specific mental health legislation – impact on individual workers and consequences of breaches
  - work role boundaries – responsibilities and limitations
  - work health and safety
- values and principles of the mental health sector, including:
  - recovery
  - recovery oriented practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment
  - access and equity
  - early intervention
  - rights
  - social justice and inclusion
  - citizenship
- different contexts of mental health work, including:
  - historical context, changing attitudes to mental health and approaches to working with people with mental health issues
  - social context. changing societal views of mental health and approaches to working with people
  - political context, government policies and initiatives affecting the mental health sector
  - economic context, the current economic situation as it relates to and affects the mental health sector and the subsequent impact on people
- impact of own attitudes on working with people with mental health issues
- key issues facing people with mental health illnesses, including impact of prejudice and discrimination
- myths and facts about mental illness
- types of mental illness
- existing services to address a person's needs and rights
- appropriate responses to changes in mental health, mental distress and crisis
- circumstances in which referral to a health or other professional is appropriate

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMHS007 Work effectively in trauma informed care

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to practice and contribute to the continuous improvement of trauma informed care within a service.

This unit applies to individuals working in the community services and health sectors where services are informed by the knowledge and understanding of central trauma, particularly the impact of interpersonal violence.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work from a trauma informed care perspective	1.1 Apply the key principles and practices of trauma informed care 1.2 Promote safe environments and relationships with those affected by trauma, including preventing traumatisation and re-traumatisation in the context of service use 1.3 Respond to disclosures of past and current trauma or

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	abuse using principles of trauma informed care
	1.4 Respond to behaviours and distress related to trauma using principles of trauma informed care
	1.5 Assist individuals affected by trauma to identify personal resources and strengths
	1.6 Recognise the coping strategies and adaptations of individuals who have experienced trauma
	1.7 Identify resources and strengths within individuals who have experienced trauma
2. Utilise self-care strategies	2.1. Apply self-care strategies in managing re-traumatisation
	2.2 Apply self-care strategies in managing vicarious trauma
3. Contribute to the continuous improvement of trauma informed care in services	3.1 Reflect upon own practice and work environment and identify opportunities to embed trauma informed care and practice in service delivery
	3.2 Identify barriers to implementing trauma informed care and practice and refer to appropriate/senior personnel
	3.3 Participate in organisation policy development on trauma informed care according to job role
	3.4 Identify and participate in strategies to enhance service delivery of trauma informed care
	3.5 Invite and respond to consumer feedback on trauma informed practices and service delivery

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMHS007 Work effectively in trauma informed care

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked from a trauma informed care perspective with at least 3 people with mental illness

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) for trauma related practice, and how these are applied in organisations and individual practice:
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - informed consent
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management

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  - rights and responsibilities of workers, employers and individuals accessing the service
  - specific legislative requirements related to trauma
  - work role boundaries – responsibilities and limitations
  - work health and safety
- trauma, including:
  - prevalence of trauma in the general population and with service users
  - definitions of trauma and complex trauma and its impacts
  - how trauma impacts development of those affected
  - the dynamics of interpersonal violence and the relationship to trauma
  - the way individuals cope and manage the impact of trauma
  - the potential for and causes of re-traumatisation, in particular in accessing or receiving services
- gender differences in the application of trauma informed care
- common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services
- values and core principles and features of trauma informed care and practice, including:
  - understanding trauma and its impact
  - promoting safety in environments and relationships
  - ensuring cultural competence
  - supporting control, choice and autonomy
  - fostering healthy, supportive relationships
  - promoting the belief that recovery is possible
  - promoting strengths based, collaborative practices
- impacts of traumatic events that occur when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint)
- role of triggers and 'flashback' (re-experiencing), re-victimisation and re-traumatisation
- referral options and resources available to support self-advocacy
- links between suicidality, self-harm and interpersonal trauma
- self-care strategies for workers

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

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CHCPRT015 Respond to needs of youth justice clients

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to respond to the range of complex needs of youth justice clients.

This unit applies to work in both a community and custodial youth justice service environment.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Assist the young person to identify and assess issues that affect their health and wellbeing	1.1 Communicate with the young person in an open and conducive manner to exchange views about their particular health and wellbeing issues 1.2 Consult with the young person about factors that impact on their health and wellbeing 1.3 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues
2. Assist the young person to select options for addressing health and wellbeing issues	2.1 Support the young person to reflect upon their own concerns for their health and wellbeing and encourage them to realise their potential for change 2.2 Provide information to assist the young person to explore and select options that can be implemented to address health and wellbeing issues 2.3 Discuss with the young person the implications of choices and clarify their understanding of impact and risks
3. Support the young person to act upon their choice of support/intervention	3.1 Assist the young person to be clear about the choices they have made and the reasons for seeking the support/interventions 3.2 Explore with the young person the choice of methods available to assist them to act upon the support/intervention 3.3 Facilitate the young person's access to their identified choice of support or intervention 3.4 Maintain contact to a level required to support the young person to action changes to improve health and wellbeing 3.5 Encourage young people to access further supports if required
4. Evaluate with the young person the effectiveness of interventions/supports	4.1 Provide regular opportunities for the young person to review their own progress 4.2 Review the young person's original health and wellbeing concerns and the effectiveness of choice of actions in an appropriate manner

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.3 Seek opinions and inputs from others involved in the interventions to suggest ways the intervention/support process may be improved
	4.4 Encourage the young person to identify and discuss their own perceptions of changes to their health and wellbeing as a result of taking action
	4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCPRT015 Respond to needs of youth justice clients

Modification History

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Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least three youth justice clients, including:
  - encouraging young people to discuss issues openly and honestly
  - supporting the young person through verbal and non-verbal methods
  - employing strategies to encourage the young person to recognise their capacity to make changes
  - acknowledging and respecting the young person's rights to choose appropriate supports
  - helping the young person to maintain their commitment to change
  - referring young person to specialist services when necessary
- undertaken at least one risk assessment of different choices made by the young person
- recorded outcomes of interventions and supports accurately and completely on at least two occasions.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- adolescent mental health and social and emotional wellbeing concerns
- motivational interviewing techniques
- issues and contemporary approaches to illegal and legal drug use, treatment and response
- relevant legislation, policy and procedures related to working in the youth justice context where young people present with complex and/or multiple issues relating to health and wellbeing
- range of support and intervention types available for young people experiencing a variety of health and behavioural concerns in the youth justice environment including:
  - misuse of alcohol and/or other drugs , including addiction
  - mental health issues (depression and suicide)
  - disabilities
  - behavioural difficulties
- local internal and external organisations and specialist support services available to young people
- importance of peer support in achieving change
- impact of culture, beliefs and preferences on individual's willingness to discuss areas of concern
- theories of how family of origin, intergenerational and environmental health impacts contribute to health and wellbeing of young people in the youth justice system
- relationship between lifestyle choices, nature of adolescent risk-taking and offending behaviour
- early warning signs of young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance-use related or otherwise

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.

This unit applies to work undertaken in work roles where the young person is the primary client.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively	1.1 Listen to the young person to gain understanding

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
with young people	of their experiences
	1.2 Foster communication exchanges that support the development of trust and rapport
	1.3 Process information about the young person's situation from their perspective
	1.4 Use a range of appropriate communication strategies to engage with young people
	1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
	1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder
2. Reflect understanding of youth cultures and subcultures and young person's own development	2.1 Consider youth culture and subcultures of the young person in all actions and decisions
	2.2 Consider the young person's individual development in all actions and decisions
	2.3 Evaluate issues in relation to young person's culture and modify approaches appropriately
	2.4 Select activities and resources to promote awareness, respect the young person and value diversity
	2.5 Establish guidelines that are relevant to the culture and background of the young person
	2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work
3. Work with the young person as the focus	3.1 Apply youth-centred practices when working with young people
	3.2 Respect the rights, needs and responsibilities of the young person
	3.3 Explain worker rights and responsibilities to the young person as necessary
	3.4 Establish a professional relationship and boundary expectations with the client

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.5 Identify and manage power inequities in the professional relationship
	3.6 Apply principles of ethical decision-making in working with young people
4. Reflect on own practice and values	4.1 Identify opportunities to reflect on own interactions and practices with young people
	4.2 Recognise areas where own biases, background and opinions may have impacted on work with the young person
	4.3 Seek opportunities to address any concerns or areas for development

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to engage and establish collaborative, professional relationships with young people.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Context for youth work	• centre-based work

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must include one or more of the following:	• drop-in centres, recreational facilities • housing and residential services • outreach and home visits, street, parks • schools • online youth work, web-based, emails, discussion rooms • telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied youth-centred practices when working with young people, including:
  - using interpersonal skills to engage with at least three young people
  - applying engagement skills with young people with diverse range of presenting issues and experiences
  - applying principles of ethical decision-making to ethical dilemmas when the young person is the primary client
  - establishing and maintaining a professional relationship with at least one group of young people.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the

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task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society, culture and the young person
- diversity in all forms – across cultural, sexuality, ability, socioeconomic and geographic spheres, and the experiences of migrants, refugees and asylum seekers
- own cultural values, cultural lens and ethnocentrism
- own work role within the context of the youth sector
- access and equity principles
- principles of ethical decision-making
- statutory frameworks in which the work role functions
- the impact of judgement-making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, social, political and economic and professional frameworks.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to cooperate in mutual agreement on the activities, outcomes and processes of young people's family members/nominated carers, for the purpose of achieving goals identified in consultation with the young person to address their concerns and/or risks.

This unit applies to community services work in a range of contexts where the young person is considered the primary client.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Establish relationship with the young person's nominated carer/family members	1.1 Gather necessary information about the background and circumstances of young person and their family/carers with respect for privacy and confidentiality 1.2 Provide information to young person and their family/carers in a factual, clear and ethical manner to promote positive responses 1.3 Identify issues and changes needed to behaviour and relationships of young people and their families/carers 1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their family/carers as secondary clients 1.5 Encourage family members to reflect on their relationships, expectations and personal responsibilities 1.6 Identify obstacles to professional relationships with families/carers 1.7 Record concerns according to the code of conduct and ethics
2. Exchange information with family/carers about young person's needs and/or risks	2.1 Use effective communication and model positive behaviour techniques to encourage active participation and appropriate responses 2.2 Monitor and anticipate behaviour and mood of clients and respond appropriately 2.3 Provide clients with clear and relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy 2.4 Analyse own values for impact on attitudes and interactions and to detect and avoid personalising issues, discrimination or stereotyping
3. Determine a mutual approach to addressing the young person's needs	3.1 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes 3.2 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person 3.3 Plan a structured sequence of activities and timetable to

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	achieve client objective within available resources
	3.4 Consult team members for feedback on the planned program
	3.5 Identify resources needed for continuing work with clients and allocate according to priorities and availability
4. Respond to families'/nominated carers concerns about young person	4.1 Develop trust and address family members'/carers' concerns, including limitations on confidentiality and power differentials between individuals
	4.2 Identify and prioritise short- and long-term implications of family/ carer concerns
	4.3 Validate family/ carer concerns using a range of checking sources including consultation with the young person as primary client
	4.4 Provide information to family members/ carers on a need-to-know basis with respect for young person's privacy
	4.5 Negotiate conditions and confirm agreement with families/ carers to encourage commitment, cooperation and mutual action
	4.6 Identify indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and consider this information in the approach taken
	4.7 Encourage family members/ carers to take responsibility for agreement on objectives, targets and outcomes
	4.8 Ensure location of client meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients
	4.9 Guide clients to maintain positive direction, cooperation, achievements and respect

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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- Oral communication – in order to engage in collaborative discussions with young people and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- used a range of strategies to empower at least two young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes, including:
  - facilitating the young person's individual expression of needs to families/carers and others
  - using varied communication strategies with young people and families/carers to ensure that opportunities for exploring issues are fair, confidential,and appropriate to the needs of individuals
  - advocating for the needs of young people
- assessed at least two clients' background and behaviour to determine family intervention and youth support processes
- planned family intervention-based support strategically to achieve service outcomes and priorities for at least one young person.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- principles of communication for specified outcomes, including:
  - empathetic listening
  - meaning and impact of body language
  - eye contact
  - interpreting hidden and complex messages
  - feedback
  - use of reflection, review and debriefing
  - facilitation of interaction and participation
- principles of group dynamics and interaction including:
  - differentials in power
  - empathy/identification
  - trust-building
  - challenging
- rights of children and young people
- ethics and codes of conduct where the young person is the primary client
- privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- understanding of own values and attitudes and their impact on work and relationships.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs)

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2015/AQTF mandatory competency requirements for assessors.

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CPPCMN4007 Manage workplace safety arrangements

Modification History

Release 1.

Revised unit of competency replacing superseded equivalent CPPCMN4007A Manage workplace safety arrangements.

This version first released with CPP Property Services Training Package Version 4.

Application

This unit of competency specifies the outcomes required to implement and monitor the company's health and safety policies, procedures and programs to achieve and maintain health and safety standards and ensure the effective implementation of workplace safety arrangements. It includes managing the provision of information and the implementation, supervision and review of health and safety policies and programs that contribute to a safe work environment.

The unit supports employees with supervisory responsibilities who carry out work within company guidelines. It applies in a range of work sites.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-requisite Unit

Nil

Unit Sector

Common

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.

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1.	Provide information about company's health and safety policies, procedures and programs.	1.1.	Relevant provisions of health and safety legislation as they relate to workplace procedures are explained clearly and accurately to work group according to company requirements.
		1.2.	Company ***health and safety requirements***, policies, procedures and programs are explained clearly and accurately to work group according to company requirements.
		1.3.	***Information about health and safety policies, procedures and programs*** is provided to work group in a readily accessible manner according to company requirements.
		1.4.	***Information about identifying hazards and assessing risks*** and the process and outcomes of risk assessment and risk control procedures is provided and explained regularly, clearly and accurately to work group according to company requirements.
2.	Implement and monitor participative arrangements for managing health and safety.	2.1.	Processes enabling participation in health and safety issues are implemented and monitored.
		2.2.	Issues arising from participative arrangements are promptly assessed and resolved, or referred for resolution according to workplace procedures.
		2.3.	Outcomes of participative arrangements pertaining to health and safety issues are documented and promptly communicated to work group according to company requirements.
3.	Implement and monitor company procedures for identifying hazards and assessing risks.	3.1.	Existing and potential ***hazards*** in the work area are identified and reported according to health and safety legislation, workplace procedures, and company requirements.
		3.2.	***Risk analysis*** using ***risk analysis protocols*** is conducted and action to ***control risks*** is taken according to health and safety legislation, workplace procedures, and company requirements.
		3.3.	Work area is monitored continuously to identify new hazards according to health and safety legislation, workplace procedures, and company requirements.
4.	Implement and monitor company	4.1.	Work procedures for controlling risks are developed and implemented according to health and safety legislation

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	procedures for controlling risks.		and company requirements.
		4.2.	Adherence to work procedures by work group is monitored according to company requirements.
		4.3.	Effectiveness of work procedures is monitored using hierarchy of control, and results are reported regularly according to company requirements.
		4.4.	Resource allocation requirements for implementing work procedures to control risks are identified, and inadequacies are reported according to company requirements.
5.	Implement company procedures for dealing with hazardous events.	5.1.	Incidents are investigated to establish cause according to health and safety legislation and company requirements.
		5.2.	***Hazardous event control procedures*** for dealing with hazardous events and emergencies are implemented according to health and safety and environmental legislation, and company requirements.
		5.3.	Control measures based on hierarchy of control are implemented within scope of responsibilities or referred to ***appropriate personnel*** for implementation according to company requirements.
6.	Implement and monitor company procedures for providing health and safety training.	6.1.	Health and safety training needs are identified and documented according to company requirements.
		6.2.	Training, coaching and mentoring to meet identified needs of work group are arranged through consultation with involved parties according to company requirements.
7	Implement and monitor company procedures for maintaining health and safety records.	7.1.	Company's incident or accident reporting and recording process is provided and explained to work group according to company requirements.
		7.2.	***Health and safety records*** of occupational injury and disease are completed according to legal requirements, workplace procedures, and company requirements.
		7.3.	Hazard analysis data and information from health and safety records are used to identify hazards and monitor risk control procedures within scope of responsibilities and competencies and according to company requirements.

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Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Learning skills to:	• identify and use reliable sources of information to confirm details of work health and safety (WHS) requirements • apply prior knowledge of assessing risks and evaluating risk control measures, including applying hierarchy of control to new work hazards.
Numeracy skills to:	• interpret numerical information from manufacturer specifications and safety data sheets (SDS).
Oral communication skills to:	• negotiate work group training, coaching and mentoring • explain accident and reporting and recording process to work group using suitable language.
Reading skills to:	• locate and interpret WHS compliance requirements in complex texts.
Writing skills to:	• prepare clear and sequential procedural documentation in language suitable for work group.
Initiative and enterprise skills to:	• develop rapport with team members to facilitate coaching and mentoring.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Health and safety requirements must include:

- access to communication devices when working alone
- compliance with Safe Work Australia regulations and guidelines
- electrical equipment test and tag compliance
- emergency response procedures
- environmental controls
- hazard signs and barricades
- health and safety induction and refresher training
- manual handling techniques
- processes for safely dispensing chemicals

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- risk assessment procedures, including:
  - hierarchy of control
  - job safety analyses (JSA) for low-risk situations
  - safe work method statements (SWMS) for high-risk situations
  - incident reporting
- SDS
- selection and use of required personal protective equipment (PPE)
- storage and maintenance of equipment according to manufacturer specifications
- use of first aid according to SDS information.

Information about health and safety policies, procedures and programs must include:

- hazards and risk management procedures
- information on the safety aspects of work, tasks and procedures
- procedures for providing direct supervision, such as to inexperienced workers
- information in industry association journals or workers' compensation literature
- details of health and safety representatives and health and safety committees.

Information about identifying hazards and assessing risks must include:

- accessing manufacturer guidance information and manuals
- applying SWMS procedures
- assessing job and work systems
- assessing severity of identified hazards, and ranking according to severity
- briefing workplace safety inspectors or contracted health and safety advisers
- checking work area and equipment before and during work
- conducting pre- and post-operational equipment checks
- conducting workplace inspections
- consulting with employees, health and safety representatives and health and safety committee
- housekeeping
- performing routine job hazard analysis
- purchasing supplies and equipment
- reviewing SDS
- manufacturer or supplier information
- referencing government or industry hazard or safety alerts, including via industry association contacts and networks
- regularly maintaining plant and equipment
- reviewing health and safety records, including:
  - registers of hazardous substances and dangerous goods
  - undertaking safety audits.

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Risk analysis must include:	• hazard identification • risk assessment • risk treatment and/or control • risk monitoring and evaluation.
Risk analysis protocols must be selected based on at least one of the following criteria:	• Australian standards, company standards and client standards • combination of quantitative and qualitative assessment tools, specific to risks being assessed • operational, technical, financial, legal, social, humanitarian or other criteria • scope of risk management project being undertaken.
Controlling risks must include at least one of the following:	• applying hierarchy of control • consulting with manufacturers, suppliers, employers and their representatives • consulting with workers and their representatives • developing reliable systematic approach to risk control • ensuring adequate training of staff • measuring risk likelihood and consequence • implementing measures to remove cause of risk at its source • monitoring and regularly reviewing work systems and procedures • rewarding good health and safety practice.
Hazardous event control procedures must include:	• following instructions from authorised and delegated personnel during hazardous events • chemical containment and clean-up • emergency management plan • evacuations • provision of first aid • accident and incident reporting • injury and dangerous occurrence reporting.

Appropriate personnel must include at least one of the following:	• managers
	• health and safety personnel
	• other persons, including emergency service personnel, authorised or nominated by the company or industry to:
	  • approve specified work
	  • direct specified work or functions
	  • inspect specified work
	  • perform specified work or functions.

Hazards that must be identified and reported include:	• biological hazards • chemical hazards, including unlabelled chemicals and substances • environmental hazards, such as: • noise

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- radiation
- untidy work areas
- vibration

- ergonomic or mechanical hazards, such as those associated with electrical and mechanical faults of plant and equipment, including mobile plants
- physical hazards, such as:
  - electrical
  - obstructions or blocked exits
  - slippery or uneven floors
- psychological hazards.

Health and safety records must include documented:

- first aid and medical post records
- hazardous substances registers
- health surveillance and workplace environmental monitoring records
- maintenance and testing reports
- manufacturer and supplier information, including SDS and dangerous goods storage lists
- health and safety audits and inspection reports
- records of instruction and training
- safety bulletins or notices
- workers' compensation and rehabilitation records.

Unit Mapping Information

CPPCMN4007A Manage workplace safety arrangements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPCMN4007 Manage workplace safety arrangements

Modification History

Release 1.

Revised unit of competency replacing superseded equivalent CPPCMN4007A Manage workplace safety arrangements.

This version first released with CPP Property Services Training Package Version 4.

Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills and range of conditions of this unit.

The person must also provide clear information and instruction to one work group on workplace procedures pertaining to health and safety in a readily accessible manner, and:

- apply company processes and procedures for health and safety
- demonstrate leadership skills in working with teams to identify hazards within work group, ensuring unresolved issues are referred and actioned
- apply risk management procedures, including undertaking hazard identification, risk assessment and risk control according to hierarchy of control
- identify and facilitate health and safety training needs and reporting requirements of work group
- identify characteristics of workforce that affect the management of health and safety
- identify health and safety compliance requirements relating to specific work tasks
- integrate health and safety into company systems
- apply key requirements of health and safety legislation, regulations and codes of practice applicable to work tasks
- provide clear information and instructions to work group on workplace procedures relating to health and safety in plain English and catering for individual language and literacy levels
- apply obligations for duty of care.

In doing the above work, the person must also demonstrate strategies in place to manage five of the following hazardous events that may occur in the workplace:

- accidents, including motor vehicle accidents
- bomb threats

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- chemical spills
- electrocution
- fires and explosions
- inhalation of dangerous substances
- manual handling
- natural disasters
- slips, trips and falls
- violent incidents, such as:
  - armed robberies
  - workplace bullying.

Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- characteristics of the company's workforce, including type of work undertaken and impacts on health and safety management
- company processes and procedures, including those relating to:
  - accident and incident investigation
  - assessing and controlling risks
  - consultation and participation arrangements for employees and third parties
  - emergency planning and response
  - housekeeping and work environment
  - identifying hazards
  - health and safety management
  - health and safety procedures, including:
    - developing and communicating company health and safety policy
    - providing health and safety information, instruction, supervision and training
    - health and safety record keeping
    - reporting and resolving health and safety issues
    - training and assessment
  - risk management
- principles of:
  - access and equity
  - hazard management
  - leadership as it applies to managing workplace safety
  - health and safety management systems
- risk management procedures, including risk assessment and risk control procedures reflecting the following order of the process:
  - hazard identification
  - risk assessment
  - hazard control

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    - evaluation
- safe operating procedures or instructions that cover:
    - awareness of electrical hazards
    - chemical storage, handling and disposal
    - confined space procedures
    - dust
    - first aid and injury management
    - manual handling
    - noise
    - requirements for maintaining safety when working alone
    - safe use of tools and equipment
    - security
    - specific hazards
    - storage of dangerous goods
    - toxic, infectious and sharps waste
    - use of personal protective equipment (PPE)
    - use of safety data sheets (SDS)
    - vehicles and mobile equipment
    - working safely around electrical hazards, including wiring, cables and overhead powerlines
- processes and practices for training staff in workplace safety requirements
- strategies for providing workplace participative arrangements:
    - implementing employee performance feedback programs
    - formal and informal meetings of:
        - health and safety representatives
        - health and safety committees
        - other special purpose committees, such as consultative, planning and purchasing
    - company information, staff bulletins and notices
    - suggestions, requests, reports and concerns put forward by employees to management
- strategies for encouraging staff contributions to participative arrangements, including:
    - actively listening to ideas and opinions of staff
    - reinforcing positive behaviours that contribute to a safe workplace
    - sharing opinions, views, skills and knowledge of workplace health and safety
- key requirements of work health and safety (WHS) legislation and regulations, including:
    - dangerous goods codes
    - general duty of care under health and safety legislation and common law provisions relating to health and safety issue resolution
    - legal responsibilities of employers, employees and other parties with legal responsibilities

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  - provisions relating to roles and responsibilities of health and safety representatives and/or health and safety committees
  - regulations and codes of practice, including those relating to hazards present in the workplace or industry
  - maintenance and confidentiality of records of occupational injury and disease
  - provision of health and safety information and training
- procedures for workplace safety inspections and audits.

Assessment Conditions

The following must be present and available to learners during assessment activities:

- materials:
  - computer with internet access
  - health and safety records as listed in the range of conditions
- specifications:
  - company's health and safety policies, procedures and programs
  - plain English guides to legislation and other compliance requirements
- relationships with team members and supervisor:
  - supervisory responsibility for a small team.

Timeframe:

- as specified by the task.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPFES2005A Demonstrate first attack firefighting equipment

Modification History

Revised unit

Unit updated and equivalent to PRMPFES05B Use portable fire fighting equipment

Unit Descriptor

This unit of competency specifies the outcomes required to demonstrate the use of portable fire extinguishers, fire hose reels and fire blankets.

Application of the Unit

This unit of competency supports fire protection equipment service technicians responsible for demonstrating to customers how to interpret and follow manufacturers' instructions on various first attack firefighting equipment in emergency situations.

Licensing/Regulatory Information

Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Demonstrate correct use of portable fire extinguishers to extinguish simulated fires.	1.1	***Fire type*** and ***classification*** are determined.
		1.2	***Fire extinguishers*** are selected to attack different fires.
		1.3	Safe use of fire extinguishers is demonstrated according to manufacturers' instructions and relevant ***OHS and workplace policies and procedures***.
2	Demonstrate correct use of fire hose reels.	2.1	Safe use of ***hose reels*** is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.
		2.2	Water is turned off in the approved sequence and hose reel is checked for leaks.
		2.3	Hose reel is rewound correctly after use.
3	Demonstrate correct use of fire blanket.	3.1	Safe use of fire blankets is demonstrated according to manufacturers' instructions and relevant OHS and workplace policies and procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- decision-making skills to select correct first attack firefighting equipment for different types of fires
- effective customer service
- language, literacy and numeracy skills to:
  - communicate with others in a clear and concise manner
  - read and comply with work instructions and specifications

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- interpersonal skills to relate to people from a range of social and cultural backgrounds
- skills to work safely when:
  - applying recommended manufacturers' techniques for operating equipment and fire fighting
  - using firefighting equipment

Required knowledge

- basic methods of locating a fire
- correct use of fire extinguishers and hose reels on different classes of fire and implications of incorrect use
- how fire can be spread by conduction, convection, radiation and direct burning
- how water pressure influences the discharge distance for hose reels
- key actions in a fire emergency, commonly known by the acronym RACE:
  - rescue
  - activate alarm
  - confine fire
  - evacuate or extinguish
- meaning of secondary damage
- reasons for cooking oil and fat fires requiring special attention
- theory of fire, including the triangle of combustion
- types and operation of fire protection equipment classified as first attack equipment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by practical demonstration, using simulated fire situations. Due to safety and cost factors, methods of extinguishing class D, E and F fires are confined to oral explanations and role play or simulations only. All practical demonstrations involving the use of simulated fires must adhere to the safety and environmental regulations relevant to each state or territory.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • select correct portable firefighting equipment for a particular type of fire

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	• demonstrate the use of portable firefighting equipment • use portable firefighting equipment safely and correctly.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • actual or simulated work environment • portable firefighting equipment.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPFES2004A Identify types of installed fire safety equipment and systems • CPPFES2006A Prepare for installation and servicing operations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Fire types may include:	• combustible metals • cooking oils and fats • energised electrical equipment • flammable and combustible liquids • flammable gases • ordinary combustibles.
Classifications of fires include:	• classes A, B, C, D, E and F.
Fire extinguishers may include:	• carbon dioxide • foam • powder • vaporising liquid • water • wet chemical.

OHS and workplace policies and procedures may be located in quality assurance and/or procedures manuals relating to:	• appropriate techniques to use in relation to emergency management of fires
	• assessing work site for hazards and risks prior to preparing the work site for the work procedure
	• displaying signs and using barriers in the work area
	• OHS policies, procedures and programs, including:
	  • risk and hazard recognition
	  • emergency procedures
	  • awareness of electrical hazards
	  • following confined spaces procedures
	  • first aid
	• personnel practices and guidelines outlining work roles, responsibilities and delegations
	• safety procedures, including those for working safely:
	  • around electrical wiring, cables and overhead powerlines
	  • around tools and equipment
	  • on ladders and raised platforms
	• using personal protective equipment, including:
	  • safety glasses or goggles
	  • safety boots or shoes
	  • hard hats
	  • earmuffs or plugs.

Hose reel types may be:	• swing-hinged • vehicle-mounted • wall-mounted.

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Unit Sector(s)

Fire protection equipment

Custom Content Section

Not applicable.

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CPPSEC2107 Patrol premises to monitor property and maintain security

Modification History

Release 1.

Supersedes and is equivalent to CPPSEC2015A Patrol premises.

Updated to meet the Standards for Training Packages.

This version first released with CPP Property Services Training Package Version 7.0.

Application

This unit specifies the skills and knowledge required to patrol premises to monitor property and maintain security.

It includes:

- clarifying and applying standard operating procedures and workplace policies including workplace health and safety (WHS) to comply with legal rights and responsibilities
- conducting a complete patrol sequence to meet work instructions, including activating and deactivating alarms or other security systems, monitoring and inspecting property and access points to confirm security status
- confirming alarm signals and assessing and responding to potential security risks.

It applies to people working under general supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

Pre-requisite Unit

Nil

Unit Sector

Security operations

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe what needs to be done to demonstrate achievement of the element.
1. Confirm and	1.1 Read work instructions and standard operating procedures

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comply with work procedures and legal requirements for security patrol.	for patrol and clarify work tasks with relevant persons. 1.2 Read workplace policies including WHS and apply to work tasks to ensure compliance with legal rights and responsibilities when performing security patrol.
2. Prepare for security patrol.	2.1 Maintain personal dress and presentation to meet work instructions and workplace standards for appearance. 2.2 Check resources and equipment for operational effectiveness following manufacturers' instructions, and replace or report faulty or damaged equipment. 2.3 Confirm patrol area, access and entry points and alarm locations, and clarify issues with relevant persons.
3. Carry out patrol sequence and monitoring.	3.1 Conduct systematic personal safety checks on a regular basis in accordance with workplace requirements. 3.2 Patrol premises following site patrol schedules, routes and work instructions. 3.3 Activate and deactivate alarms or other security systems following procedures. 3.4 Monitor and inspect property and access points to confirm security status in accordance with work instructions. 3.5 Use communication processes and equipment to regularly convey security status to relevant persons.
4. Identify, report and respond to security risks.	4.1 Confirm alarm signals and identify potential security risks. 4.2 Communicate security risk details to relevant persons, and request assistance. 4.3 Assess risk and carry out security response within scope of own competence and authority. 4.4 Monitor changing circumstances and adjust response to maintain security.
5. Finalise patrol and complete documentation.	5.1 Complete patrol sequence and confirm security of premises. 5.2 Record details of patrol and incidents using workplace documentation.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria:

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- language skills to provide information or advice using structure and language to suit the audience
- writing skills to record and describe observations and complete forms
- reading skills to understand and follow:
  - standard operating procedures and policies that clarify legal rights and responsibilities and WHS requirements
  - maps and other site information when clarifying the patrol area
- speaking and listening skills to:
  - ask questions and listen to answers to gain information or confirm understanding when negotiating to resolve conflict
  - orally report security risk information using a radio or telephone
  - communicate with emergency services
- numeracy skills to estimate time required to complete patrol activities
- problem solving skills to interpret alarm signals
- self-management skills to plan tasks to meet job requirements.

Unit Mapping Information

Supersedes and is equivalent to CPPSEC2015A Patrol premises.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPSEC2107 Patrol premises to monitor property and maintain security

Modification History

Release 1.

Supersedes and is equivalent to CPPSEC2015A Patrol premises.

Updated to meet the Standards for Training Packages.

This version first released with CPP Property Services Training Package Version 7.0.

Performance Evidence

To demonstrate competency in this unit, a person must conduct two patrols to monitor property and maintain security, involving, at a minimum, the following scenarios for each patrol:

- an alarm activation
- indications of unauthorised access
- the presence of an intruder.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when conducting security patrols:
  - apprehension, arrest and restraint of persons
  - crowd control and control of persons under the influence of intoxicating substances
  - duty of care
  - licensing requirements and limits of own authority
  - trespass and the removal of persons
  - use of force
  - workplace health and safety (WHS)
- approved communication terminology, call signs and radio channels used in the security industry
- current national terrorism threat level and context
- differences between procedures for mobile and static patrols
- methods for monitoring property and access points
- operational principles of basic security and alarm systems, communications and protective equipment
- procedures for alarm response including responding to multiple alarm activations

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- process of dynamic risk assessment and how it is applied
- purpose of Australia's *Strategy for Protecting Crowded Places from Terrorism* and understanding of:
  - definition of crowded places
  - key security issues for crowded places
  - objectives, characteristics and identification of active armed offenders
  - definition of hostile vehicles and methods of attack
  - signs of chemical weapons attack and recommended response
  - general features of improvised explosive devices and recommended incident response
- types of security risk situations that may be encountered during patrol operations and appropriate responses
- site emergency and evacuation plan and procedures
- site layout, including access and exit points and location of alarms and security systems
- the phonetic alphabet and how it is used
- types of behavioural anomalies and suspect behaviours that can indicate criminal activity, hostile reconnaissance or the potential for terrorist activity.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations (RTOs). All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainer's licence (where such a licence exists within the relevant jurisdiction) and a security operative licence that authorises the security activities about which the individual is training/assessing. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment of performance must be undertaken in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media.

Assessment of performance evidence is only valid where the learner has been assessed performing the role of a security officer.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- specifications of assessment tasks to patrol premises to monitor property and maintain security
- appropriate documents, materials, equipment and personal protective equipment (PPE) currently used in industry
- standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations.

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Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPSEC3019A Operate specialised security equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to operate a range of specialised equipment in a security context. It requires the ability to employ safe work practices to prepare and use specialised security equipment to carry out designated tasks. Competency also requires an ability to monitor operational effectiveness, diagnose faults and malfunctions, and maintain accurate records.

This unit may form part of the licensing requirements for persons who operate specialised security equipment in those states and territories where these are regulated activities

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles which involve the use of specialised security equipment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select and prepare specialised equipment for use.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to operating ***specialised security equipment*** are identified and complied with.
	1.2 Specialised security equipment required to complete work tasks is selected in accordance with ***assignment instructions***.
	1.3 ***Routine pre-operational checks*** are carried out in accordance with manufacturer's instructions.
	1.4 Faulty or damaged equipment is identified and reported in accordance with organisational procedures.
	1.5 Appropriate licensing and certification requirements are identified and complied with prior to and during the operation of specialised security equipment.
2 Operate specialised equipment.	2.1 Potential and existing risks and hazards in the workplace are identified and controlled in accordance with Occupational Health and Safety (OHS) guidelines.
	2.2 Suitable ***personal protection equipment*** is selected, used and maintained in accordance with OHS guidelines.
	2.3 Specialised security equipment is operated in a safe and controlled manner in accordance with manufacturer's instructions.
	2.4 Specialised security equipment is operated for its specified purpose in accordance with assignment instructions.

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ELEMENT	PERFORMANCE CRITERIA
3 Maintain specialised equipment and resources.	3.1 Cleaning and maintenance of specialised security equipment is carried out in accordance with manufacturer's instructions. 3.2 Complex faults or repair requirements outside area of responsibility or competence are reported for specialist advice in accordance with organisational procedures. 3.3 Specialised security equipment is stored in accordance with manufacturer's instructions and organisational procedures. 3.4 Relevant ***documentation*** is completed and securely maintained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- apply safe workplace practices and procedures
- carry out routine maintenance
- clean and maintain a safe workplace environment
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- complete documentation and maintain records
- conduct pre-operational checks
- identify and control workplace hazards and risks
- identify faults and determine appropriate repair or replacement action
- observe ergonomic and conservation requirements relevant to the operation of equipment
- obtain relevant licensing or certification
- operate a range of communication and business equipment
- operate a range of specialised equipment
- prepare documentation and maintain records
- read, interpret and analyse technical information.

Required knowledge

- common and complex specialised equipment faults
- emergency procedures
- environmental and waste disposal procedures

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REQUIRED SKILLS AND KNOWLEDGE

- features and functions of a range of business and communication equipment
- licensing requirements for the operation of equipment
- maintenance procedures
- operational principles, functions and limitations of a range of specialised equipment
- pre-operational checking functions and procedures
- procedures to access manufacturer's specifications and other information relevant to the operation of specialised security equipment
- reporting and documentation requirements and processes
- requirements for the securing and storage of specialised equipment and materials
- routine maintenance procedures and repair techniques
- safe workplace procedures relevant to the operation of basic security equipment
- workplace procedures for obtaining and storing tools, equipment and materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- complying with applicable licensing, certification and legislative requirements prior and during the operation of specialised security equipment
- correctly cleaning, maintaining and storing specialised equipment and maintaining clear and safe operating areas
- preparing workplace documentation in a suitable style and format
- selecting and operating specialised security equipment appropriate to assignment requirements
- undertaking correct pre-operational checks and routine maintenance tasks and accurately identifying faulty, malfunctioning or damaged equipment.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

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Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Specialised security equipment may include:

- audible and visual warning devices
- biometric devices
- cameras, monitors and control equipment
- car alarms

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	• control panels and intercoms • detection devices • electronic and mechanical fire safety and fire locking systems • electronic readers or recognition controls • locks and locking systems • wireless equipment.
***Assignment instructions* may include**:	• assignment objectives and timeframes • maintenance schedules • personal protective clothing and equipment requirements • reporting and documentation requirements • resource and equipment requirements • specific client requirements • work schedules • work tasks and procedures.
***Routine pre-operational checks* may include**:	• checking log books and maintenance schedules • cleaning, priming, tightening, basic repairs and adjustments • identification and segregation of unsafe or faulty equipment for repair or replacement observing and monitoring noise levels for correct operation • visual checks for wear and tear.
***Personal protection equipment* may include**:	• body armour • breathing apparatus • fire extinguisher • first aid kit • gloves • head protection • knee pads • masks • protective shield • safety boots • safety glasses.
***Documentation* may include**:	• equipment faults and diagnosis • materials used, parts and components replaced • operational reports • recommended repairs or disposal of equipment • repairs and servicing undertaken • testing and inspection results • written and electronic reports.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CSCINT001 Negotiate behaviour change

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCINT401A Negotiate behaviour change.

- Element 2 and 3 wording revised for clarity

Application

This unit describes the skills required to establish a working relationship with individual offenders in order to facilitate the setting and review of change goals according to agreed criteria.

Offenders' change goals may be in relation to their:

- violent behaviour
- sexual attitudes
- employment skills and/or qualifications
- social and life skills
- drug/alcohol abuse or addiction
- specific court and sentencing conditions

This unit describes the performance outcomes expected for those working in a custodial, community or supervision environment within correctional services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to contact with offenders.

A person undertaking this role would normally work autonomously with support from a range of established sources. The role is complex, drawing upon the candidate's extracting, extrapolating and inferencing skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intervention

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Develop a working relationship with offenders	**1.1** Use interaction with offenders to encourage personal reflection on behaviour and personal responsibility for behaviour and change.
	1.2 Use a range of communication strategies to gather information about the background and circumstances of offenders.
	1.3 Provide factual, clear and objective information to the offender.
	1.4 Identify issues arising from the behaviour of offenders and the behaviour change.
	1.5 Maintain professional relationships with offenders.
	1.6 Identify obstacles to establishing professional relationships with offenders.
	1.7 Record and report information relevant to intervention contact with the offender.
2 Facilitate setting of change goals	**2.1** Inform offender of their responsibility for determining and achieving their own goals.
	2.2 Encourage offenders to identify and analyse the factors that have contributed to past behaviour.
	2.3 Assess options for offenders' goals and outcomes for change.
	2.4 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives, and re-negotiate plans.

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	2.5	Confirm the information and resources required by offenders to set their goals and provide resources.
	2.6	Assist offenders to determine what support they will need and how they will get this support.
3 Set change goals and negotiate plan review criteria	**3.1**	Negotiate a realistic timetable for the achievement of each goal with the offender.
	3.2	Determine the evidence that will be used to indicate that goals have been achieved through negotiation with offenders.
	3.3	Confirm that contact with offenders and support provided comply with policies, procedures and code of conduct.
	3.4	Negotiate agreement with offenders on the review of progress and the consequences of achieving or not achieving goals.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCINT401A Negotiate behaviour change.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT001 Negotiate behaviour change

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- adapting communication to suit audience and situations
- maintaining a realistic perspective on change and progress
- monitoring and responding to progress and regress
- maintaining offenders' focus on agreements and change plans

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to offender management
- code of conduct
- duty of care
- contributing factors to offending behaviour
- communication techniques
- offender information system
- internal recording and reporting systems
- available support services and people
- negotiating techniques

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory

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requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCINT002 Assist offenders to change behaviour

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCINT401A Assist offenders to change behaviour.

- PC 1.4, 1.6, 2.4 wording revised

Application

This unit describes the skills required to support and monitor progress of offenders against their established change plan. It also covers the skills to review plan outcomes, provide feedback and recognise achievements.

This unit describes the performance standards expected for those working in a custodial, community or supervision environment within correctional services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to contact with offenders.

A person undertaking this role would normally work autonomously with support from a range of established sources. The role is complex, drawing upon the candidate's extracting, extrapolating and inferencing processes.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intervention

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Support and monitor progress against plans	**1.1** Maintain contact with offenders according to program agreements in a supportive but non-intrusive manner.
	1.2 Check signs of progress or obstacles and review and adjust intervention plans.
	1.3 Consult colleagues working with offenders for information about progress and check information with a range of sources.
	1.4 Exchange information with colleagues that is designed to promote co-operation in the implementation of change.
	1.5 Negotiate and provide support where progress and obstacles indicate a need.
	1.6 Negotiate and implement agreed consequences and incentives where beneficial.
2 Review the process and outcomes of personal plans	**2.1** Identify and match outcomes against the plans and the indicators of progress.
	2.2 Give effective and relevant feedback at progressive stages based on the personal goals and timetables agreed in plans.
	2.3 Negotiate new or adjusted goals and timeframes and adjust plans to reflect new agreements.
	2.4 Recognise offender's achievements.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCINT402A Assist offenders to change behaviour.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT002 Assist offenders to change behaviour

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment requirements revised

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- making clear agreements with offenders about goals, processes and outcomes
- establishing a balance between being directive and the offender maintaining responsibility and control over plan
- operating as part of a case management team
- providing support in the maintenance and review of personal change plans
- demonstrating appropriate responses to positive and negative developments
- maintaining offenders' focus on personal responsibility

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures in relation to offender management
- code of conduct
- duty of care
- confidentiality and right to information
- contributing factors to offending behaviour
- communication techniques
- offender information system
- internal recording and reporting systems
- available support services and people

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCINT003 Assist offenders to change drug and alcohol use

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCINT403A Assist offenders to change drug and alcohol use. • PC 2.1, 2.2, 2.3 and 2.6 wording revised • Element 2 wording revised for consistency

Application

This unit of competency describes the skills required to assist offenders to identify their need to change drug and alcohol behaviour and support offenders to reach their goals.

Assistance may take the form of:

- counselling
- building trust and rapport
- personal planning
- referral to program
- referral to specialist support
- advocacy with other services and with family and community support
- responding to emergencies
- giving constructive and supportive feedback
- maintaining professional confidentiality

Candidates may work in generic offender management programs with offenders with a range of behaviour profiles and in the context of different levels and nature of risks, or candidates may work in specialist programs with offenders with only one form of offending behaviour or risk management requirement.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interactions with offenders and duty of care.

A person undertaking this role would normally work autonomously with support from a range of established sources. The role is complex, drawing upon the candidate's extracting, extrapolating and inferencing processes.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Intervention

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist offenders to identify their need to change	1.1 Gather information on offenders' behaviour and drug-taking or drinking history from a range of different sources. 1.2 Encourage offender to review their behaviour and experiences with drugs or drinking honestly, realistically and critically. 1.3 Confirm and acknowledge offenders' past attempts to control use. 1.4 Respond promptly to signs of distress or crisis according to the context and emergency response guidelines. 1.5 Encourage offender to assess and explore their level of commitment, the effect and benefits of incentives and the options for change that exist. 1.6 Assist offenders to identify realistic and achievable goals for change. 1.7 Check strategies for intervention with drug and alcohol behaviour for consistency with the organisation’s policies and objectives. 1.8 Assist offenders to develop a plan and timetable for action to achieve their goals.
2. Support offenders to meet their goals	2.1 Identify and provide information and resources required by offenders to assist them meet their goals according to availability and priorities.

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	2.2 Encourage and develop opportunities for the offender to develop their own resources. 2.3 Respond promptly to significant departures from goals and report them. 2.4 Allocate or provide individual counselling and group support according to offenders' needs, goals and the suitability of available programs. 2.5 Gather information on offenders' progress from a range of different sources and match it against the goals and action plan. 2.6 Negotiate changes or adjustments needed with the offender and other interested parties. 2.7 Acknowledge offenders' progress and respond suitably. 2.8 Document and report outcomes against goals.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF Levels essential to performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCINT403A Assist offenders to change drug and alcohol use.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT003 Assist offenders to change drug and alcohol use

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide on the GSA website.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- adapting to the values, needs and circumstances of people from different cultures
- using formal and informal communication methods with an awareness of offenders' background
- using personal, manual and electronic information to inform interactions with offenders
- creating formal and informal opportunities to recognise the achievement of goals
- using service networks inside and outside the organisation to optimise support and choices
- giving supportive feedback and counselling
- writing basic reports documenting offenders' progress against goals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to prohibited substances and case management
- code of conduct
- duty of care
- principles of specialised communication in:
  - interviewing
  - negotiation
  - mediation
  - counselling
- report presentation

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- offender information management system
- available specialist services

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Assessment of this unit may be partially undertaken in a simulated work environment but must also be undertaken in a real workplace environment where observation of performance working with vulnerable offenders is possible.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCINT004 Assess offender risks and needs

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCINT404A Assess offenders risks and needs.

- PC 1.2 wording revised
- PC in Element 1 re-ordered

Application

This unit describes the skills required to observe offender behaviour and presentation, assess risks and determine intervention approach.

Offender risks encompass many different aspects of offender health and safety, including:

- suicide and self-harm
- risk from others
- risk to others
- sexual abuse
- drug and substance abuse
- anger management
- domestic violence
- nature of the offence
- potential for repeat offence and re-offending

This unit may apply to custodial and community corrections staff responsible for the management and review of offenders. The role includes identifying immediate and longer-term risks and needs to ensure allocation and referral of offenders to suitable and effective intervention and support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders.

A person undertaking this role would normally work autonomously with support from a range of established sources. The role is complex, drawing upon the candidate's extracting, extrapolating and inferencing processes.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Pre-requisite Unit

Not applicable

Competency Field

Intervention

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Observe offender behaviour and presentation	**1.1** Note the offender's emotional state within the context of known personal history and circumstances.
	1.2 Observe and note the offender's physical presentation.
	1.3 Note discrepancies and inconsistencies in offender behaviour.
	1.4 Research and check information about the offender's history, behaviour and emotional state from analysis of his/her information and behaviour and from offender files and reports.
	1.5 Make a general assessment of functioning according to recognised criteria and note indicators of impairment.
	1.6 Use a range of communication strategies to discover offender's experiences, attitudes and needs.
2 Analyse nature and degree of risk	**2.1** Check and confirm offenders' understanding of the nature of their circumstances using a range of

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	communication and analysis strategies.
	2.2 Explore offenders' perceptions of their capacity to influence the situation and evaluate this for realistic and effective expectations.
	2.3 Assess offenders' abilities and skills to handle or function within their situation and evaluate this for degree of risk to health and welfare.
	2.4 Assist offenders to identify current factors that would work for or against change and assess them for significance to programs and services.
	2.5 Explore and determine offenders' perceptions of the roles of influential and relevant people and systems.
	2.6 Identify and acknowledge offenders' capacity to recognise and understand their situation and adapt according to new requirements and perceptions of the correctional environment.
	2.7 Identify offenders' motivation to change and assess this according to level of reality, expectations and experiences.
3 Determine intervention	**3.1** Identify intervention strategies based on offenders' ability and potential to cope with their situation.
	3.2 Make recommendations on intervention strategies and referral based on offenders' risk factors and the nature of the offending behaviour.
	3.3 Negotiate conditions of intervention with key people, agencies and offenders in a manner that encourages agreement and co-operation.
	3.4 Provide advice and information to offenders using appropriate manners of communication.
	3.5 Record all relevant information and case notes about offenders in offenders' files and report to other agencies.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCINT404A Assess offenders risks and needs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT004 Assess offender risks and needs

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- checking and analysing information for assessment of risks and special needs
- adapting service or program responses to special needs
- giving feedback on expectations
- assisting offender to maintain a focus on agreements and behaviour outcomes
- identifying limits of role and taking actions to refer to appropriate support people

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and procedures related to offender management
- code of conduct
- duty of care
- offender management system
- communication techniques
- indicators of the following risks to offenders:
  - suicide and self-harm
  - mental illness
  - addiction and drug use
  - inappropriate relationships and sexual behaviour
  - physical and intellectual disability

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCINT006 Use therapeutic processes in groups to address offending behaviour

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCINT501A Use therapeutic processes in groups to address offending behaviour.

Application

This unit describes the skills required to facilitate therapeutic group processes, create a safe emotional environment, support the expression of individual goals, and support progress to achieve individual goals related to offending behaviour.

This unit may apply to staff actively involved in the facilitation of group work that aims to address offending behaviour. The role may be carried out in a custodial environment or community program setting. With contextualisation this unit may apply in other contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interacting with offenders, running group programs and use of resources.

A person working in this role is mostly autonomous and draws upon support from a range of established and new resources. The role is complex, involving application of high level communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Intervention

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate group processes	1.1 Research the history, background and culture of members of the group for assessment of suitability for the group according to agreed criteria. 1.2 Encourage group members to explore their expectations of programs honestly and realistically. 1.3 Promote group cohesion using a range of leadership techniques. 1.4 Openly acknowledge hostile responses to participating in programs and deal with resistance using group processes. 1.5 Use group dynamics to influence positive attitudes and expectations. 1.6 Explore behaviours and attitudes in the group and negotiate agreement on acceptable behaviours and group rules. 1.7 Encourage and model positive and open communication and deal with conflict fairly and constructively. 1.8 Clearly define confidentiality and promote strategies that develop supportive relationships.
2. Create a safe emotional environment	2.1 Manage the environment of the group to encourage trust and self-reflection. 2.2 Use information to establish empathy and safety of expression. 2.3 Use questioning methods to encourage deeper exploration of emotions and experiences. 2.4 Manage group processes and group interaction to create and maintain safe exploration of thoughts and feelings. 2.5 Acknowledge attitudes, beliefs and experiences and challenge expressions of issues to promote honesty and self-awareness. 2.6 Explore values, beliefs, attitudes and behaviour to promote self-analysis. 2.7 Use questions to give participants the opportunity to explore underlying emotions and their origins. 2.8 Use communication strategies such as silence to encourage participants to experience the effects of their feelings. 2.9 Use questioning to encourage participants to explore and acknowledge their fears and concerns. 2.10 Model and promote group interaction that supports the safe exploration of thoughts and feelings. 2.11 Respond to participants in a culturally sensitive as well as

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	honest and challenging manner.
3. Support the expression of individual goals	3.1 Engage participants in exploring their reasons for participating in programs and their expectations for outcomes and change. 3.2 Facilitate participants' self-awareness through reflection and analysis of thoughts and feelings. 3.3 Use motivational interviewing strategies to enable participants to compare and contrast their life goals with current reality. 3.4 Encourage participants to explore, define and expand their goals. 3.5 Encourage participants to identify personal goals that are consistent with non-offending behaviour. 3.6 Encourage participants to analyse their own and others' attitudes, beliefs, values and behaviour. 3.7 Encourage participants to review their goals at strategic stages in the program. 3.8 Use review of goals to strengthen commitment to change. 3.9 Use review of goals to confirm commitment or modify expectations. 3.10 Encourage participants to evaluate progress in order to develop further strategies for action.
4. Support progress to achieve individual goals	4.1 Identify, bring into focus and analyse contradictions in beliefs, attitudes, values and goals. 4.2 Encourage participants to move beyond superficial responses and levels of self-reflection. 4.3 Encourage participants to analyse their values, beliefs and behaviours that reinforce or challenge their experience in offending. 4.4 Encourage participants to recognise the contradictions in their beliefs, attitudes and values. 4.5 Encourage participants to use reasoning to recognise the decisions and changes needed to assist them to achieve their goals. 4.6 Use group dynamics to focus on and acknowledge each participant's barriers to change. 4.7 Use group dynamics to promote individual choice and control over the barriers blocking change. 4.8 Use group dynamics to generate participant changes in thoughts and behaviour and acceptance of non-offending lifestyle. 4.9 Check objectives, outcomes and processes of the group for consistency with the organisation's policies, objectives and program outcomes. 4.10 Maintain records of participation and progress according to organisation's requirements and report issues where required or necessary.

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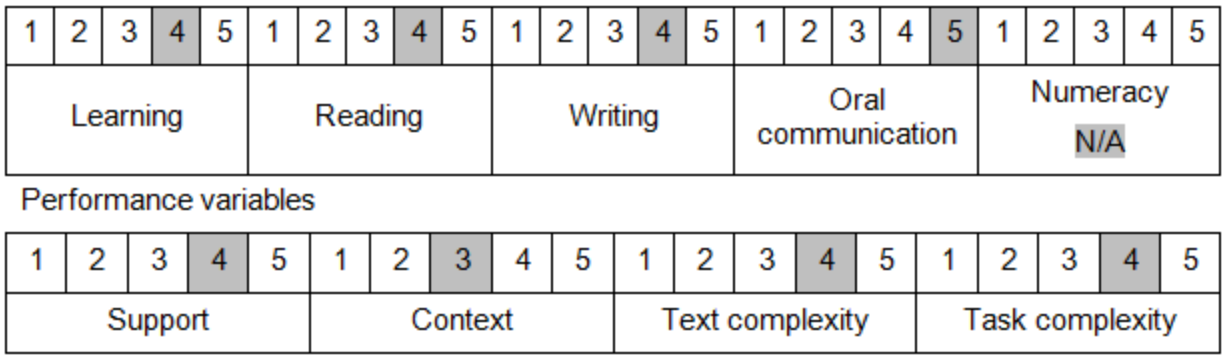
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCINT501A Use therapeutic processes in groups to address offending behaviour.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT006 Use therapeutic processes in groups to address offending behaviour

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- negotiating agreement on:
  - group rules of behaviour and attitude
  - purpose of group and rules of participation
  - individual goals and criteria for review against progress
- using group management techniques to influence group dynamics for positive outcomes
- challenging hostile, negative and unacceptable behaviours and attitudes
- addressing barriers to group participation, including those arising from involuntary participation
- modelling honesty, sensitivity, respect, frankness and clear communication
- applying information from checking individuals' details
- acknowledging the expressed feelings of participants
- reading accurately and responding suitably to the body language of participants
- clarifying boundaries of self-disclosure
- acknowledging effects of disclosure and responding in a supportive and constructive way
- using questioning techniques that facilitate the emergence of underlying thoughts, emotions and experiences
- using culturally sensitive responses
- making use of silence to encourage participants to experience the effects of their feelings
- exploring and acknowledging fears and concerns expressed by participants
- focusing on participants' choices and responsibility
- using motivational techniques and strategies to:
  - maintain participant focus on change
  - move participants towards rational analysis of experiences and behaviour
  - encourage honest and realistic self-reflection and analysis

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- assessing participant commitment and reality and challenging inconsistencies
- identifying contradictions and gaps in congruency
- identifying and challenging barriers to change

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- justice-specific knowledge, such as:
  - statutory requirements of court and sentencing orders and conditions, parole board conditions, pre-release conditions and alternative sentencing conditions
  - criminogenic factors influencing attitude and behaviour change, rehabilitation and reduced risk of re-offending
  - community and political context and its influence on attitudes about crime, criminal behaviour, punishment and rehabilitation
- program-specific knowledge, including:
  - organisation's policies, objectives and program requirements for addressing offending behaviour using a therapeutic approach
  - organisation's criteria and protocols for suitability of programs, and conditions for referral to programs within the organisation and in other agencies
  - alcohol and other drugs harm minimisation – the range of approaches used to prevent and reduce the harm caused by drug and alcohol use and the likelihood of re-offending
  - feminist theories of power and their analysis of domestic violence, including the abuse of power by men as a result of patriarchal social structures
  - narrative intervention techniques that use personal stories and language to give understanding and meaning to events and experiences and the use of alternative stories to support change
  - partnership accountability that makes practice open to those who have an investment in the outcomes of the intervention
  - recognition of and by dominant groups of their power, and commitment to establishing how others view situations
  - restorative justice programs in which justice shifts from seeing crime as an offence against the state to treating it as an offence against people and relationships and tackling reconciliation and restitution at the human relationship level
  - alternative justice programs that focus on the offending behaviour and how to change it or require that the offender makes reparation rather than automatic incarceration
- behaviour theories and therapeutic responses, including:
  - cognitive behavioural theory that emphasises the way that people's thinking affects their behaviour and how thinking patterns can be changed to improve problem-solving skills and give people acceptable and constructive alternatives to harmful and illegal behaviour

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- human development theory that uses knowledge of the ways in which common human behaviours change during a life span and the way priorities evolve through the stages of life
- systems theory that focuses on the interdependence of individuals, families, groups, organisations, environments and cultures as an explanation of how people operate and interrelate
- motivational interviewing that uses tactical and strategic persuasion to increase an individual's motivation by generating arguments for change from the individual
- therapeutic group work that relies on knowledge of how the energies of group members can be mobilised and channelled to help each other and to increase responsibility and control
- criminogenic factors in needs assessment that uses testing of specific factors to determine appropriate intervention strategies
- reflective practice that uses analysis of personal practice for increased self-awareness and professional development
- grief and loss theories that explain how grief reactions to loss can result in a range of behaviour requiring consideration in the design of intervention and response

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for conducting therapeutic group work with offenders to address offending behavioural issues as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment will require demonstration of at least five (5) of the following therapeutic group processes:

- motivational interviewing
- use of silence
- techniques to build trust with the group and within the group
- use of and interpretation of body language and non-verbal messages, including eye contact
- use of language to create specific impact
- varying the use of language for specific purposes
- provoking interaction between group members
- managing interaction between facilitators and group members
- setting up small group interactions
- varying techniques according the stages of the group's existence
- using feedback techniques

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- changing style and methods to have specific impact

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCINT007 Use group processes to address offending behaviour

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCINT502A Use group processes to address offending behaviour.

Application

This unit outlines the skills required to assess offender needs and assign them to a group program. It outlines the skills requirements for designing and coordinating a program of activities for groups and managing the processes and outcomes of those groups. .

This unit may apply to staff actively involved in the facilitation of group work that aims to address offending behaviour. The role may be carried out in a custodial environment or community program setting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interacting with offenders, group programs and use of resources.

A person working in this role is mostly autonomous and draws upon support from a range of established and new resources. The role is complex, involving application of high level organisation, communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Intervention

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess offenders' needs and programs	1.1 Assess referred offender's suitability for the program based on their history and background. 1.2 Use information about offenders to allocate them to a group according to needs of the offenders and conditions of the programs. 1.3 Identify the need for additional groups or programs and check with program purpose and resources.
2. Design and coordinate a program of activities	2.1 Check current time commitments and resources for flexibility and capacity to expand. 2.2 Check the objectives, outcomes and processes of group programs for consistency with the organisation's policies and objectives and program outcomes. 2.3 Plan a structured sequence of activities and timetable to achieve the objective of the group program within the resources available. 2.4 Consult team members for feedback on the planned program and indications of support. 2.5 Identify resources needed for the program and allocate according to priorities and availability.
3. Manage process and outcomes of the group	3.1 Provide information to group in a language and style they will understand. 3.2 Negotiate group rules and confirm agreement with group to encourage commitment, cooperation and active participation. 3.3 Check the background of members of the group for indicators of concerns, patterns of behaviour, strengths and barriers and consider these in the approach taken. 3.4 Encourage members of groups to take responsibility for agreement on objectives, targets and outcomes. 3.5 Plan the location of the group meetings to promote comfort, trust, privacy, energy and focus. 3.6 Direct the strengths and energy of the group to maintain positive direction, cooperation and achievements. 3.7 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques. 3.8 Monitor behaviour and mood of members for signals, and anticipate and provide appropriate responses.

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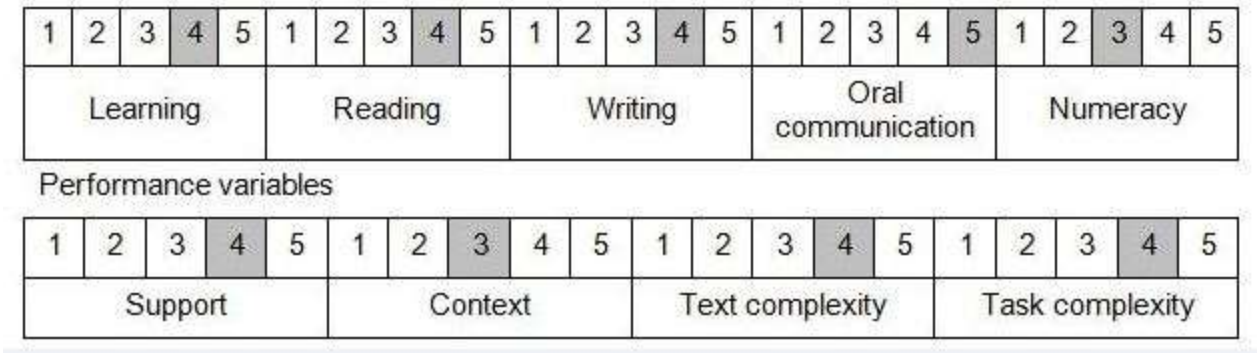
	3.9 Provide clear and relevant information to the group at a suitable language and comprehension level. 3.10 Analyse own values for their impact on own attitudes and interactions to detect and avoid bias.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCINT502A Use group processes to address offending behaviour.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCINT007 Use group processes to address offending behaviour

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using complex communication strategies to have a positive impact on group dynamics and process
- planning group-based programs strategically to achieve program outcomes
- creating an environment for motivation, cooperation and behaviour change
- using offender information for assessment of needs and issues
- assessing offending background and behaviour for potential for group intervention and group assignment
- encouraging the expression of issues, concerns, problems and developments and the positive benefits of change
- analysing behaviour and experience for the cause of unacceptable behaviour and potential problems
- analysing and responding to group dynamics
- using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of communication for specified outcomes, including:
  - empathetic listening
  - meaning and impact of body language
  - effect of tone of voice
  - use of reframing concepts

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  - eye contact
  - interpreting hidden and complex messages
  - use of paraphrasing
  - giving feedback
  - effects of open questions
  - use of reflection, review and debriefing
  - use of role play and scenarios in group work
  - one-way and two-way communication
  - facilitation of interaction and participation
- principles of group dynamics and interaction, including:
  - effect of process
  - differentials in power
  - empathy and identification
  - engineering engagement
  - trust building
  - challenging
  - principles of interviewing and counselling
- issues that relate to the common focus of the group, such as:
  - drug use and addiction
  - anger and violence
  - domestic violence
  - sexual offences
  - emotional and social development
- sentencing conditions and requirements
- principles of learning, behaviour and attitudinal change
- understanding of own values and attitudes and their impact on own work and relationships

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for conducting group work with offenders to address offending behaviour issues as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCITL001 Manage human sources

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

This unit supersedes and is equivalent to CSCITL501 Manage human sources.

Application

This unit describes the skills required to manage risks and security for human sources, interact and communicate effectively with sources, and manage source information.

Human sources are people who provide information about activities within correctional facilities or community release behaviour to correctional services staff. Information may be provided on an ongoing or one-off basis. Human sources may be:

- covert sources
- community sources
- contact sources

The skills and knowledge described in this unit must be carried out within the legislative, regulatory and policy environment in which they are performed. Organisational policies and procedures must be consulted and adhered to, particularly those related to management of human sources and source information.

A person undertaking this role works independently and in small teams under light supervision, making independent decisions based on a specified procedural framework.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Manage risk and operational safety and security for human sources	**1.1** Manage human source activities in conjunction with relevant stakeholders.
	1.2 Assess human source suitability as an intelligence asset.
	1.3 Provide contact arrangements to ensure operational security and effectiveness of human source.
	1.4 Establish and maintain suitable locations for meeting a human source.
	1.5 Provide instruction and briefing to human source on operational security and safety.
	1.6 Create and maintain an appropriate cover story.
	1.7 Monitor risk to human source and implement appropriate action.
2 Interact/ communicate effectively with human sources	**2.1** Establish rapport and confidential relationship with human source.
	2.2 Use language and communication techniques appropriate to the human source being engaged.
	2.3 Gather information in a secure and discreet manner without compromising the integrity of the human source operation.
	2.4 Interact with human sources and co-workers while maintaining professional boundaries.
3 Manage human source	**3.1** Record human source details and maintain contact

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information	records.
	3.2 Evaluate and re-evaluate human source information.
	3.3 Store information collected from human sources securely.
	3.4 De-identify human source information where necessary.
	3.5 Disseminate human source information to relevant parties.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCITL501 Manage human sources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCITL001 Manage human sources

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- recognising and accurately assessing situational risks/hazards
- minimising workplace risks to self, colleagues and the public
- effectively communicating with a wide range of community members
- using analysing, decision making and problem solving skills to ensure human source value and safety
- maintaining ethical practices and self-awareness in interaction with human sources
- employing negotiation skills to communicate effectively with human sources, colleagues and other contacts
- using interview techniques to make effective use of human sources

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to the correctional services facility
- work health and safety guidelines relevant to contact and interaction with human sources
- potential risks associated with managing human sources
- software and operating equipment used in compiling intelligence products
- risk assessment techniques used to assess human source suitability
- own roles and responsibilities
- jurisdictional and organisational requirements of agencies, clients, and stakeholders
- professional integrity and standards of behaviour
- cultural awareness in order to interact with human sources and colleagues while maintaining

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professional boundaries
- verbal/non-verbal communication techniques and processes, such as:
  - controlling own demeanour to display a range of attitudes ranging from passiveness to aggression within appropriate circumstances
  - use of voice to de-escalate tense or aggressive situations
  - effective questioning:
    - developing strategies to communicate in a manner that contributes to rapport and invites open conversation by others
    - using relevant questioning to support intelligence or objectives by discrete means to protect operational security
    - attentiveness to all information that can be gleaned from human source
- deflection techniques to avoid answering questions from human sources or others in order to maintain personal and operational security
- information sources to inform the interaction with and management of human sources

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCITL002 Analyse information

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCITL502 Analyse information.

Application

This unit describes the skills required to reduce and describe intelligence information, analyse and interpret that information and develop inferences from it.

This unit describes the performance standards required for an intelligence officer working in the correctional services industry where the analysis of information is required to assist intelligence operations. However, with contextualisation the unit may apply to intelligence officers working in other contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to working with sensitive information.

A person undertaking this role works independently and in small teams under light supervision. They make independent decisions within a procedural framework.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Reduce and describe information	**1.1** Identify information to be subjected to analysis.
	1.2 Sort and classify information into a suitable format for analysis and interpretation from facts.
	1.3 Review the reduction and description processes to determine the relevance and importance of the information, and make improvements where necessary.
	1.4 Archive information not used in the reduction and description process to facilitate future reference.
2 Analyse and interpret information	**2.1** Establish premise statements from information using deductive reasoning.
	2.2 Ensure consistency of interpretations by applying sound inductive and deductive reasoning.
3 Develop inferences	**3.1** Test possible interpretations to review credibility and consistency with new information.
	3.2 Refine and consolidate interpretations to ensure strength of inferences.
	3.3 Clearly state any assumptions made in the formation of inferences to inform clients and users.
	3.4 Formulate sound inferences from facts and the refined and consolidated interpretations.
	3.5 Ensure the chain of reasoning in formulating inferences is clear and transparent to users and clients.
	3.6 Review inferences to identify and address any errors in reasoning.
	3.7 Seek further information where gaps are identified.
	3.8 Assess relationship between the inferences developed and the probable interpretations and report to ensure

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validity and compliance with agency guidelines.

3.9 Develop sound recommendations and report to inform users of intelligence analysis outcomes.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCITL502 Analyse information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCITL002 Analyse information

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- communicating orally
- reading and interpreting complex diagrammatical, graphical and textual information
- writing intelligence analysis reports
- applying deductive and inductive reasoning
- applying sound inductive or deductive argument
- using analytical and chart conventions
- evaluating and re-evaluating inferences to ensure accuracy and incorporate new information
- using computer and information system skills to collect, collate, analyse information and develop intelligence products
- managing resources including human and physical resources and allocation/access

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to intelligence practices
- different types of community criminal activity and their elements
- activities/processes within the prison environment
- available resources required to support the intelligence analysis process
- range of analytical techniques appropriate for information analysis including inductive/deductive reasoning processes
- information source, including human source information, and information evaluation systems, such as the Admiralty Code or other system
- psychology and motivation of human sources

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- the influence of human factors on information analysis
- criminal justice system procedures and evidentiary requirements
- jargon used within the organisation

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCITL003 Produce and review standard intelligence products

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.1 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCITL503 Produce and review standard intelligence products.

Application

This unit describes the skills required to establish appropriate intelligence products, apply relevant analytical techniques, develop intelligence products and review products.

Intelligence products may be:

- intelligence assessments
- situation reports
- post operational assessments
- problem profiles
- strategic assessments
- tactical assessments
- target profiles
- threat assessments
- intelligence bulletins
- daily intelligence reports
- briefing papers
- slideshow presentations
- verbal briefings
- escape risk assessments

Products will be prepared for a range of clients such as internal staff, external organisations, government agencies and investigators/law enforcement agencies. A range of analytical techniques should be employed according to the requirements established during initial contact with clients.

This unit outlines the performance standards required for a person working as an intelligence officer in a correctional services environment. However, with contextualisation the unit may apply to intelligence officers working in other contexts.

The skills and knowledge described in this unit must be carried out within the legislative, regulatory and policy environment in which they are performed. Organisational policies and procedures must be consulted and adhered to, particularly those related to management of human

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sources and source information.

A person undertaking this role works independently and in small teams under light supervision, making independent decisions based on a specified procedural framework.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Establish most appropriate intelligence product	**1.1** Establish client needs and intelligence product protocol.
	1.2 Determine the most appropriate intelligence product to meet the needs of the client.
	1.3 Apply most appropriate format to meet the needs of the client.
2 Apply relevant analytical techniques	**2.1** Determine and apply relevant analytical techniques.
	2.2 Incorporate results of analytical technique into intelligence product.
3 Develop intelligence	**3.1** State findings clearly.

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	product	
		3.2 Validate and state assumptions clearly.
		3.3 Report analysis on findings.
		3.4 Provide sufficient supporting information to rationalise analysis.
		3.5 Reference supporting information and include evaluation rating.
		3.6 Highlight potential risks.
		3.7 Identify intelligence gaps.
		3.8 Develop suitable strategies and make recommendations.
4	**Review intelligence product**	**4.1** Seek feedback actively from client to facilitate an improved product.
		4.2 Acknowledge and record client feedback to enable appropriate action/adjustments to be made.
		4.3 Review intelligence product against new intelligence received.
		4.4 Revise and amend intelligence product as necessary.
		4.5 Review recommended strategies for appropriateness and effectiveness and revise where necessary.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCITL503 Produce and review standard intelligence products.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCITL003 Produce and review standard intelligence products

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying information evaluation methodologies, i.e. admiralty code
- using qualitative and quantitative analytical skills
- researching closed and open information sources
- interrogating information systems
- incorporating human source information while ensuring safety and security of source
- referencing source information appropriately
- communicating effectively with colleagues and human sources using a variety of techniques
- exercising consideration, discretion and judgement in relation to relevant legislative and organisational requirements
- engaging problem solving skills to resolve problems/issues
- writing skills to proof read and edit documents to ensure clarity of meaning, accuracy and consistency
- engaging in risk assessment in development of intelligence products
- using software applications required to produce reports, charts and other electronic products

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to intelligence practices
- work health and safety guidelines relevant to activities undertaken in producing and reviewing standard intelligence products
- software and operating equipment used in compiling intelligence products

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- analysis and evaluation techniques
- intelligence products and product protocols
- risk assessment techniques

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM001 Support offender services

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM201A Support offender services.

Application

This unit describes the skills required to match services to offenders and support those services.

This unit applies to those working with offenders in custody or in community services within a limited range of familiar and predictable contexts; working in a coordinated team is integral to the role. Support services can be defined as:

- information and advice
- administration and information processing
- maintenance of offender information
- processing of service agreements and allocations
- offender property and finances
- liaison with community agencies
- liaison with family support

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders and service provision.

Those undertaking this unit work with moderate support. The role involves explicit tasks involving a limited number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Match services to offenders' needs	1.1 Check and confirm offender files for accurate and relevant information on offender needs and circumstances. 1.2 Check and confirm information on available offender services, and use this to match suitable and effective services with offenders. 1.3 Identify the particular needs of offenders to ensure that services are clearly targeted. 1.4 Process requests from offenders and confirm service suitability from a defined range of options. 1.5 Report difficulties in matching offenders with support services to supervisor.
2. Support services	2.1 Ensure that services are suitable to the needs and circumstances of offenders and are provided within determined timeframes. 2.2 Respond to inquiries promptly and according to accepted practice and standards. 2.3 Ensure services are adjusted to meet special needs of offenders. 2.4 Deal with difficult complaints and situations promptly, respectfully and according to procedures. 2.5 Maintain confidentiality of information according to information management procedures. 2.6 Process information from services to contribute to the evaluation of services to offenders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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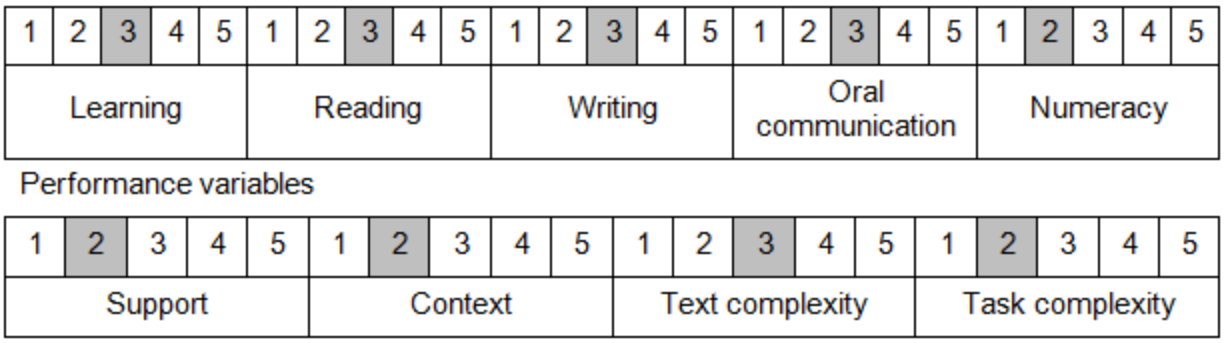
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM201A Support offender services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM001 Support offender services

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- behaving in a way that meets the organisation's code of conduct when in contact with offenders and the public
- dealing with complaints and handling difficult clients and conflict situations effectively
- maintaining a positive and confident image with colleagues, offenders and the public in response to inquiries
- writing to maintain information and records of offender and service activities and compliance
- matching services to offender needs
- using all available information management systems to check and confirm offender information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- offender services and programs and the processes and procedures for their allocation
- organisation's policies and procedures related to client services and administrative support
- code of conduct
- procedures covering the administration of offender information and organisational information management system
- techniques for dealing with difficult complaints and situations

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Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual supporting offender services as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM002 Monitor people in care or custody

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM202A Monitor people in care or custody.

Application

This unit describes the skills required to supervise, escort and transfer people in care and custody while providing them with protection from risk and harm. People in care or custody may have special needs requiring adjustments to provision of care, including:

- juveniles/young offenders
- elderly people
- people affected by drugs or alcohol
- people at risk of harming themselves
- Aboriginal and Torres Strait people
- people who are injured or ill
- people who don't speak English
- people attracting media and public attention

This unit applies to those responsible for supervision of people in a secure facility or secure transport vehicle. The ability to work in a coordinated team is integral.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with people in custody, transport and risk identification.

Those undertaking this unit work with moderate support. The role involves explicit tasks involving a limited number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Supervise people in care and custody	1.1 Ensure assignments comply with all instructions, conditions and procedures. 1.2 Monitor care and supervision to ensure it protects personal dignity, safety, welfare and individual rights. 1.3 Ensure that care and supervision provided is consistent with security procedures and people's special needs and conditions. 1.4 Report concerns about the physical and emotional condition of people in care immediately. 1.5 Complete records in the required format. 1.6 Comply with health, safety and security procedures at all times. 1.7 Provide information to people in custody to reduce confusion and distress. 1.8 Ensure communication is clear and readily understood. 1.9 Make adjustments for cultural needs where this helps communication and understanding. 1.10 Report information to others according to the procedures and the requirements of the assignment.
2. Escort and transfer people in care and custody	2.1 Check escort and transfer arrangements to ensure they are consistent with the requirements and conditions of the assignment. 2.2 Make adjustments to escort or transfer arrangements to take into account special conditions or arrangements. 2.3 Check that records needed for the transfer are correct and available. 2.4 Transfer people in a manner that protects their personal dignity, individual rights and allows for special conditions.
3. Provide protection from risk and harm	3.1 Check and confirm special needs of people in care and custody with assignment. 3.2 Assess requests for assistance according to the nature and degree of the risk and the kind of assistance required. 3.3 Report risks, requests for assistance and additional needs and

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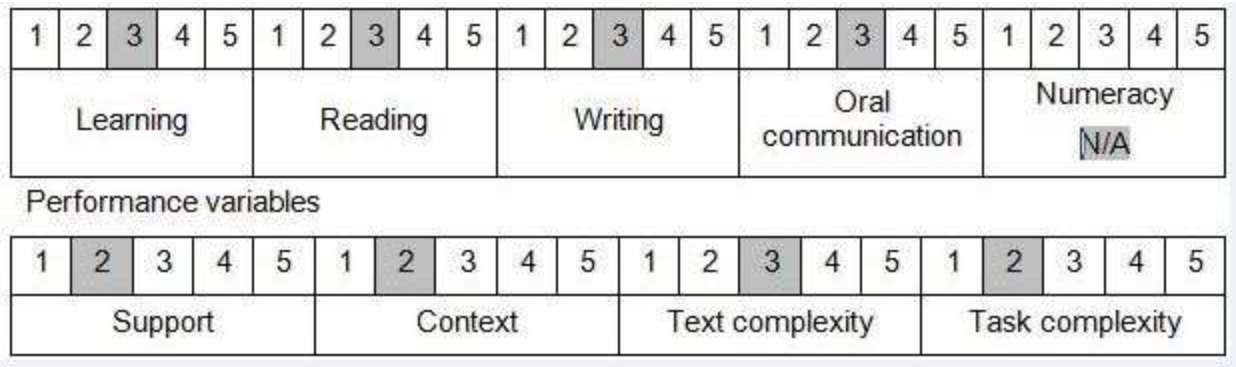
	concerns promptly to authorised officer. 3.4 Report hazards to prevent further injury. 3.5 Provide calm, confident and reassuring assistance when required. 3.6 Ensure that people needing assistance are made comfortable and safe from further injury. 3.7 Give information to the people involved about the actions to be taken and the reasons for these actions. 3.8 Arrange transfer of people for specialist attention and protection promptly. 3.9 Help emergency and specialist services according to instructions. 3.10 Complete and record incident reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM202A Monitor people in care or custody.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM002 Monitor people in care or custody

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- ensuring the security and welfare of people in care and custody
- using approved restraint techniques and equipment
- searching people and confiscating unsafe articles according to organisational procedures
- correctly identifying the special needs and conditions of people in care and custody
- conducting special supervision/watch over people in care and custody
- reducing risks, hazards, confusion and distress to people in care and custody
- communicating verbally with people in care and custody to reduce distress and promote cooperation
- writing and reading reports related to monitoring activities
- interpreting assignment and instructions for people in care and custody
- arranging for the needs of people under specific conditions and categories of special needs
- responding to emergencies according to workplace procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to the supervision of people in care and custody, including responsibilities of first responding officer
- duty of care
- principles and approved techniques for giving emergency first aid
- code of conduct
- likely cultural requirements that allow adjustment in the care and custody of people from different cultures

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- routine assignment conditions
- emergency response procedures
- special needs and conditions and the regulations that specify how they are dealt with
- principles of effective communication, especially with uncooperative people
- specialist and support agencies available to respond to emergencies
- procedures that cover the use of security equipment

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for monitoring offenders as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM003 Maintain the health, safety and welfare of offenders

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCOFM203A Maintain the health, safety and welfare of offenders.

- PC 2.8 wording revised.

Application

This unit describes the skills required to maintain the health and safety of offenders and promote a safe environment.

This unit applies to correctional services staff working with offenders in prisons, secure custodial centres and in the community. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to health and safety of offenders and interaction with offenders.

Those undertaking this unit work with moderate support. The role involves explicit tasks involving a limited number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Maintain the health of offenders	**1.1** Check the special needs of offenders and how they relate to the correctional environment.
	1.2 Interact with offenders to identify and check on any problems.
	1.3 Give offenders the information they need to protect their health, and avoid stress and risk to their welfare.
	1.4 Help offenders to cope with and resolve problems that may affect their health and welfare.
	1.5 Give accurate and relevant information on health issues.
	1.6 Report health and safety concerns to authorised people.
	1.7 Refer offenders to specialists according to policies and guidelines.
2 Promote safety	**2.1** Assess risks to safety and respond, giving priority to the protection of people involved.
	2.2 Access organisational resources to maintain current knowledge and skills in relation to emergency responses.
	2.3 Assess incidents and call for extra support according to emergency procedures.
	2.4 Respond immediately to requests for support from colleagues.
	2.5 Record all incidents in the form and detail required.
	2.6 Provide information about the incident and participate in review of the incident and response.
	2.7 Ensure that the environment is maintained to prevent and remove hazards.
	2.8 Promote safe practices in all activities.

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2.9 Supervise the use of personal protective clothing and footwear by offenders for all activities requiring it.

2.10 Ensure conduct and contact with offenders minimise intrusion on personal privacy and provocation of aggressive behaviour.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM203A Maintain the health, safety and welfare of offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM003 Maintain the health, safety and welfare of offenders

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- checking health, safety and hygiene practice of offenders
- reporting verbally and in writing on concerns about the safety and welfare of offenders
- consulting offender information systems
- supporting the routine safety and protection of offenders classified at risk
- advising offenders on correct use of personal protective clothing and footwear
- reporting risks and incidents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation policies and procedures related to the health and safety of offenders
- code of conduct
- duty of care infection control procedures
- health and safety reporting procedures

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory

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requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM004 Protect the safety and welfare of vulnerable offenders

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCOFM301A Protect the safety and welfare of vulnerable offenders.

Application

This unit describes the skills required to maintain current information on vulnerable offenders and reduce their risks.

This unit applies to those responsible for the supervision of vulnerable offenders in prisons, secure custodial centres and in the community. Vulnerable offenders include, but are not limited to, those who fall into the following risk categories:

- suicide and self-harm
- physical and intellectual disability
- mental illness
- physical, emotional and sexual abuse
- drug and substance abuse
- children and young people
- first timer/returnee

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders and referral processes.

Those undertaking this unit work with moderate support at routine tasks involving a number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

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Competency Field

Offender management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Maintain current information	**1.1** Check all information available on vulnerable offenders.
	1.2 Assess the background of the offender for indicators of special needs and factors to consider.
	1.3 Confirm the services and support required to ensure that sentencing and assessment requirements will be met.
	1.4 Assist offenders to understand the conditions of the correctional environment and court orders and clarify their expectations of the services to be provided.
	1.5 Assist offenders to express concerns and issues and respond to these according to level of risk and urgency.
	1.6 Prepare reports and documentation of all action and decisions and report all concerns promptly to the relevant support.
	1.7 Comply with all policies, procedures and agreed practice of your organisation.
2 Reduce the risks to offenders	**2.1** Identify areas of concern and risk in behaviour and the environment and respond to prevent impact on the welfare of all people involved.
	2.2 Ensure that the environment is safe and healthy, and maintained according to agreed standards and conditions.

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2.3 Observe the offender's routine to monitor changes in mood and behaviour and potential risks.

2.4 Use interaction with offender to identify behaviour change and any associated risk.

2.5 Monitor movements and transfers of offenders.

2.6 Seek specialist advice and support where needs and concerns are identified.

2.7 Refer offenders to specialist services or programs where available.

2.8 Promote and maintain the rights and responsibilities of the offender.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM301A Protect the safety and welfare of vulnerable offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM004 Protect the safety and welfare of vulnerable offenders

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the Advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- writing clear, accurate and relevant reports on offender behaviour and routines
- establishing and maintaining a supportive professional relationship with offenders
- adapting responses to different special needs and situations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- indicators of risk, types of abuse and people who are particularly vulnerable, including indicators of:
  - suicide and self-harm
  - mental illness
  - addiction and drug use
  - inappropriate relationships and sexual behaviour
  - physical and intellectual disability
- organisation's policies and procedures related to protecting offenders from risk and harm and reporting risks and incidents
- offender management system
- range of specialist support services and programs available to offenders at risk
- processes for getting advice and assistance

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM008 Supervise offenders

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCOFM305A Supervise offenders.

- PC 3.2 removed
- PC 3.3 and 3.4 wording revised

Application

This unit describes the skills required to monitor the security, behaviour, needs and concerns of offenders. It also outlines the skills required to supervise offenders with special needs.

This unit applies to those monitoring the behaviour of offenders in a custodial or community environment. Working as part of a coordinated team is integral to this role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders and liaison with support personnel.

Those undertaking this unit work with moderate support in roles involving routine tasks with a number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Monitor security and behaviour	**1.1** Maintain contact with offenders to observe and monitor their behaviour, responses and environment.
	1.2 Identify potential problems, conflict or stress present in offender behaviour, responses and environment.
	1.3 Act on breaches or risks to security, safety, health and hygiene promptly.
	1.4 Respond to potential risks and implement intervention strategies according to guidelines, priorities and degree of urgency.
	1.5 Report changes to requirements and routine promptly and give information about the changes to relevant people according to the degree of risk.
2 Monitor needs and concerns	**2.1** Use active communication on an ongoing basis to gain information that will assist in identifying offender's needs, problems and concerns.
	2.2 Respond to expressions of needs and concerns to promote confidence and trust and a positive approach to addressing concerns.
	2.3 Identify and assess changes in the mood and behaviour of offender for their impact on the welfare, safety and security of the offender and the environment.
	2.4 Analyse offender information for security, safety and welfare implications.
	2.5 Assess security, safety and welfare information, report promptly to the authorised people and take appropriate action.
	2.6 Create ongoing opportunities for the offender to express concerns and problems while providing appropriate support.

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	2.7	Report information about offender's needs, concerns and behaviour to appropriate specialists and seek support or make referrals according to protocol and agreed practice.
3 Supervise offenders with special needs	**3.1**	Adapt communication with offender to reflect and respect different cultural values, practices and communication levels.
	3.2	Monitor personal values and beliefs for potential conflict or difficulties in being objective and professional.
	3.3	Encourage colleagues and offenders to respect diversity.
	3.4	Demonstrate actions consistent with organisation's anti-discrimination policies and procedures.
	3.5	Seek support from suitable advisers and agencies when required and requested.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM305A Supervise offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM008 Supervise offenders

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- adapting communication techniques in recognition of special needs
- seeking advice from specialists
- prioritising actions in response to risk

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to supervision of offenders
- code of conduct
- duty of care
- range of services and programs provided by the justice system and the organisation
- communication techniques
- support advisors, specialists and agencies
- dynamic security techniques

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

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Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM010 Support offender to maintain positive relationships

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM307A Support offender to maintain positive relationships. • PC 1.3 removed (duplicated 1.4) • Element 2 PC wording revised

Application

This unit describes the skills required to encourage offenders to maintain community relationships and maintain a professional relationship with offenders.

This unit applies to those working in in a custodial context, or those supervising offenders in community programs and agencies. This unit may also apply to those working in immigration detention or other contexts where working with detained persons is part of the work role. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders, offender confidentiality and liaison with agencies.

Those undertaking this unit work with moderate support in roles involving routine tasks with a number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Encourage maintenance of relationships	1.1 Encourage and assist offender to maintain contact with family, friends and support according to services and resources available. 1.2 Assist contacts between offender and networks in the community according to organisation procedures. 1.3 Refer offender and family to suitable specialists according to the nature and urgency of the needs. 1.4 Make contact with offender's family and friends or supporters according to offender's interests, procedures and organisational practice. 1.5 Assist offender to develop and maintain appropriate relationships with officers, services agencies and personal support. 1.6 Encourage offenders to manage themselves and their relationships confidently and productively. 1.7 Provide support to offender in a manner that maintains the integrity of self-management and personal dignity.
2. Maintain professional relationship with offenders	2.1 Communicate with offenders in a manner appropriate to the offender's needs and circumstances. 2.2 Respond to offender's requests and concerns positively and consistently. 2.3 Maintain confidentiality and discretion according to procedures and individual agreements with offender. 2.4 Acknowledge and support offender's rights and options consistent with policies, orders and relevant legislation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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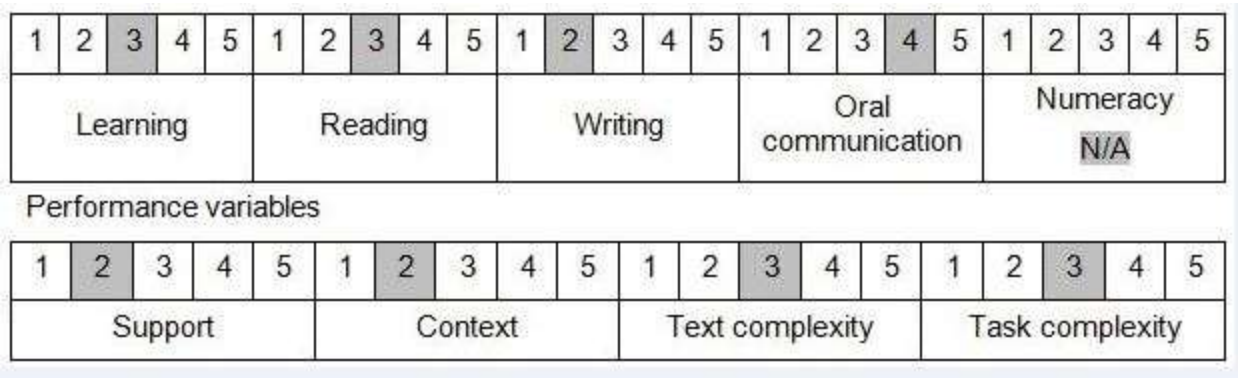
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM307A Support offender to maintain positive relationships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM010 Support offender to maintain positive relationships

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not yet specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- encouraging offenders according to offender and case management objectives, needs, risks and individual circumstances
- providing support to all offenders without prejudice and within the boundaries of professional conduct
- retaining confidential information
- supporting offenders to maintain relationships with people, services and agencies that can assist them
- communicating verbally with a range of people from diverse backgrounds

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to offender management and support
- code of conduct
- available offender services and programs
- principles of effective communication
- general counselling strategies and techniques
- aspects of human behaviour and development related to offending and relationships
- cultural practices and customs of minority communities

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Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual supporting offenders effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM012 Process offender induction

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM309A Process offender induction. • Element 1 wording revised • PC 1.1 wording revised • PC 2.6 deleted

Application

This unit describes the skills required to process offender induction and determine the priority needs of offenders upon induction.

This unit applies to those inducting offenders in custodial centres. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to contact with offenders and emergency response.

Those undertaking this unit work generally independently but with regular support. This role involves routine tasks with a number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Offender management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Process offender induction	1.1 Organise the induction of offenders according to organisational procedures. 1.2 Use communication strategies to establish a calm and relevant exchange of information. 1.3 Confirm offender identification and documentation by gathering information from a range of identified sources. 1.4 Collect, check, confirm, complete and pass on relevant paperwork. 1.5 Maintain security and safety and implement emergency procedures where necessary.
2. Determine the priority needs of offenders	2.1 Identify and respond to the routine immediate needs of offenders. 2.2 Provide offenders with information that is tailored to their capacity to understand and designed to calm and reassure. 2.3 Observe offenders and note any signs of distress, anxiety, aggression and apathy. 2.4 Observe offenders and record signs of impaired function. 2.5 Report behaviour or signs that arouse concern to the appropriate people. 2.6 Provide personal and basic requirements according to offenders' needs and the conditions of the service. 2.7 Refer offenders to specialist services according to offender needs.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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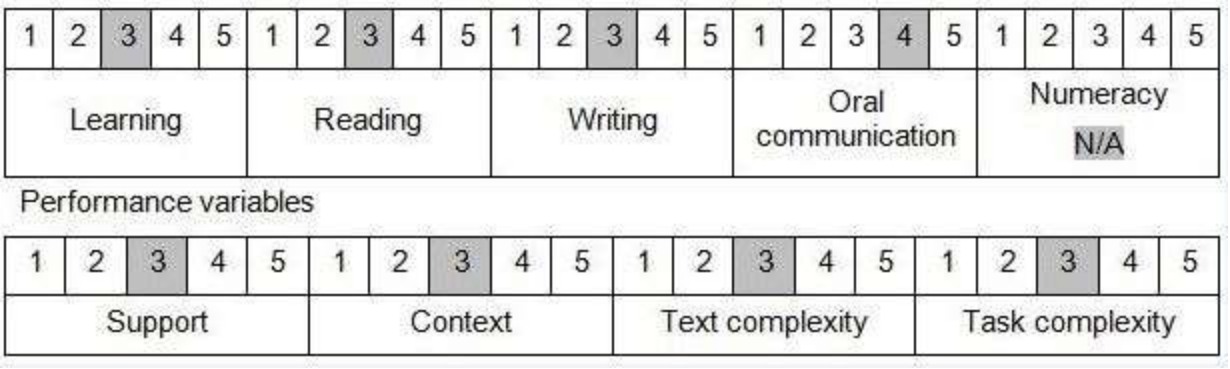
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM309A Process offender induction.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM012 Process offender induction

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using the organisation's information management system to gather and record offender information
- using communication techniques appropriate to the audience and the situation
- checking and confirming the accuracy, relevance and details of offenders' identities
- assessing security, safety and protection issues for offenders who are at risk

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to offender induction
- communication techniques
- duty of care
- diverse needs of offenders
- available support services

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual inducting offenders effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM013 Provide responsible care to people with a mental health problem and/or condition

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM310 Provide responsible care to people with a mental health problem and or condition. • PC 1.1 reworded for clarity • PC 1.3 removed to Knowledge Evidence

Application

This unit describes the skills required to communicate effectively with people who have mental health problems/conditions.

This unit applies to those working in a custodial or community correctional services context who are responsible for the supervision of people with a mental health problem and/or condition. With contextualisation this unit may apply to those working in other environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders and use of support services.

Those undertaking this unit work independently using support from mostly familiar resources. The role involves routine tasks with a number of familiar and less familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain knowledge of mental health	1.1 Use organisational resources to maintain current knowledge of common mental health conditions. 1.2 Recognise symptoms of mental health conditions.
2. Communicate effectively with people who have mental health problems/ conditions	2.1 Listen and respond appropriately to people in a non-judgemental manner. 2.2 Communicate and build rapport with people with mental health problems/conditions. 2.3 Use interpersonal skills while working with people experiencing mental health conditions. 2.4 Manage behaviours associated with mental health conditions in consultation with appropriate professionals. 2.5 Assist people with mental health conditions.
3. Monitor and refer people with mental health problems/ conditions	3.1 Establish and maintain networks with internal and external mental health service providers. 3.2 Monitor and report behavioural changes of people with mental health conditions. 3.3 Refer people with mental health conditions to appropriate services. 3.4 Maintain support of people with mental health conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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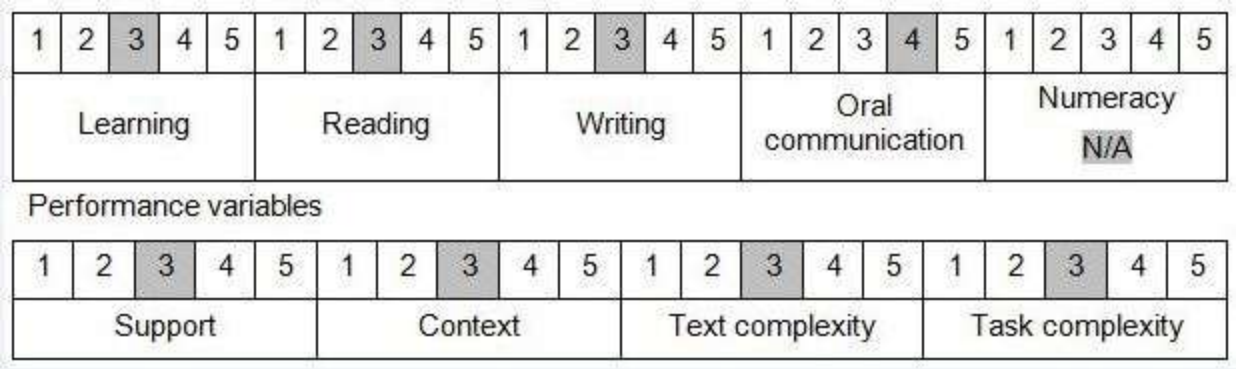
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM310 Provide responsible care to people with a mental health problem and or condition.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM013 Provide responsible care to people with a mental health problem and/or condition

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- understanding of relevant information to the wellbeing and welfare of people with mental health issues
- providing clear, accurate and appropriate observations in relation to the behaviours of people affected by mental health conditions
- establishing and maintaining supportive and professional relationships with people with mental health issues
- supporting people to self-efficacy in relation to their mental health conditions
- providing supervision and management of people based on assessed risk
- adapting responses to a variety of special needs
- responding to a range of different emergencies
- consulting with senior staff and appropriate personnel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy, regulatory, legislative and legal requirements
- code of conduct
- duty of care
- rights of offenders
- common mental health conditions
- relationship between mental health conditions and:
  - substance abuse (co-morbidity)

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  - cognitive impairment
  - refugee status
  - trauma, torture, neglect and abuse, etc.
- symptoms and signs of common mental health issues and associated behaviours
- relationship between mental health issues and offending behaviour
- common reasons for resistance to medication and management plans
- cultural practices that may impact on mental health assessment and/or treatment
- organisation's procedures and policies related to reporting risks, behaviours and incidents involving offenders, including:
  - organisation's reporting processes
  - organisation's offender information sharing system
- protective supervision and surveillance of people at risk of harm including:
  - suicide and self-harm prevention strategy
  - early intervention
  - relevant support programs within organisation
- current issues facing people with mental health problems/conditions and existing services to address their needs and rights

Assessment Conditions

This unit contains a wide range of variables to reflect the diverse nature of supervision of offenders with mental health conditions or problems. Selection from the range of variables will reflect the specific requirements of the work site and the defined work role.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for supervising offenders as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM014 Supervise female offenders

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM311 Supervise female offenders. • PC 2.2 wording revised

Application

This unit describes the skills required to supervise and support female offenders whilst maintaining a professional relationship and facilitating the offender's behavioural self-awareness.

This unit applies to those working with female offenders in custody and in community programs. With contextualisation based on different organisation's needs, it can apply to workers in juvenile detention, immigration detention or other contexts where working with female detained persons is part of the work role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders.

Those undertaking this unit work autonomously using support from mostly familiar resources. The role involves complex task organisation and analysis in a range of contexts that may be unfamiliar or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Support female offenders in maintaining relationships	1.1 Assist female offenders to maintain contact with family, friends and support networks. 1.2 Facilitate contact between female offenders and networks in the community. 1.3 Encourage female offenders to confidently and positively manage themselves and their relationships. 1.4 Provide support to female offenders in a manner that maintains the integrity of self-management and personal dignity.
2. Maintain professional relationship with female offenders	2.1 Communicate with female offenders in a manner appropriate to the offenders' needs and circumstances. 2.2 Develop and maintain supportive and appropriate relationships with female offenders and service agencies. 2.3 Respond positively, appropriately and consistently to female offenders' requests and concerns. 2.4 Manage and maintain professional boundaries.
3. Facilitate offender's behaviour self-awareness	3.1 Establish and maintain acceptable boundaries of behaviour. 3.2 Provide feedback to female offenders to assist them to identify the impact of their behaviour on self and others. 3.3 Assist female offenders to identify unacceptable patterns of behaviour and negotiate change. 3.4 Provide positive reinforcement of acceptable behaviour and acknowledge progress toward change. 3.5 Utilise support networks to support changes in behaviour.
4. Provide supervision to female offenders	4.1 Conduct interviews with female offenders. 4.2 Use communication strategies with female offenders to promote effective interaction. 4.3 Identify and use a range of communication styles to respect and reflect the diversity of the workplace and working with female offenders. 4.4 Observe female offenders' routines and monitor changes and

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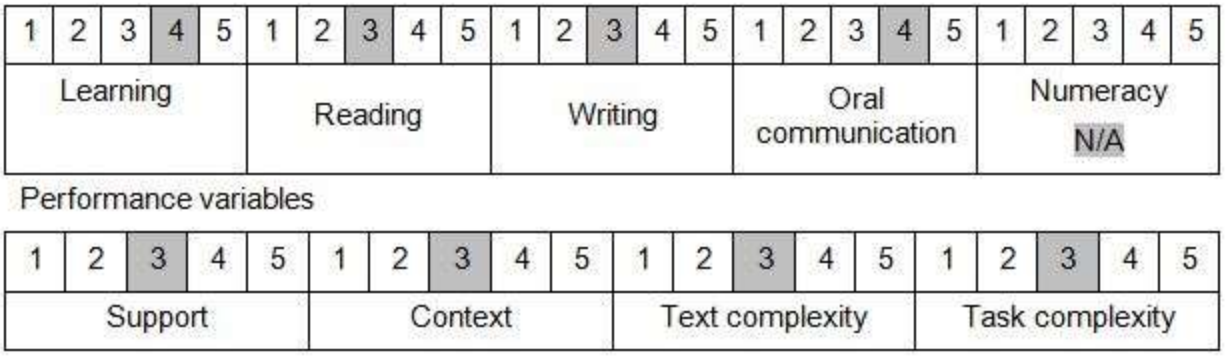
	identify needs and potential risks. 4.5 Refer to specialist services where needs and risks are identified.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM311 Supervise female offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM014 Supervise female offenders

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- assessing risks and special needs of female offenders and providing information based on the degree of risk
- adapting communication techniques in recognition of the special needs of female offenders
- modelling respect, honesty and cultural sensitivity to female offenders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- factors that contribute to female offending behaviour
- organisation's policies and procedures related to female offenders
- specific statutory requirements for the care and protection of female offenders
- range of services available to the individual and the organisation to support female offenders
- mental health disorders/illness prevalent among female offenders
- effective strategies for working with female offenders
- impact of staff gender on working with female offenders
- principles of effective communication including cultural sensitivity
- principal cultural observations and requirements of main cultural groups in the female offender's community

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- female offending behaviour patterns in the criminal justice system
- impact of primary care giving, including children in prison

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for supervising offenders as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM015 Implement planned approach to offender management

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCOFM401A Implement planned approach to offender management.

- PC 4.1 wording revised

Application

This unit describes the skills required to assess offenders' potential and needs, develop and implement a plan to assist offenders to achieve change goals and monitor and review the progress of offenders against their plans.

This unit applies to those working with offenders in custodial environments or within the community. Customisation will be required to accommodate the different work sites and different work contexts in which this unit will be applied.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interaction with offenders, use of resources and case management.

Those undertaking this unit normally work autonomously and use support from a range of established resources. This role involves complex task organisation and analysis.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Offender management

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Assess offenders' potential and needs	**1.1** Identify and assess offenders' history, skills, resources and needs.
	1.2 Investigate risks and opportunities for development based on offender assessment.
	1.3 Encourage offenders to cooperate actively in the analysis of offending behaviour and directions for change.
	1.4 Encourage offenders to take responsibility for changing behaviour by establishing personal goals and determining strategies for achieving them.
	1.5 Acknowledge offenders' preferences and decisions and respond to them positively.
	1.6 Use personal goal-setting techniques to identify and prioritise areas for action.
	1.7 Assess special needs and make referrals to suitable and available services.
	1.8 Record and refer offender information and decisions accurately.
	1.9 Identify issues arising from involuntary participation and resistance and discuss the consequences with the offenders.
2 Develop plan to achieve offender goals	**2.1** Provide information on the services available to offenders and ensure it is clearly explained and designed to promote cooperation.
	2.2 Explore and clarify offenders' expectations and address potential obstacles to encourage realistic goals.

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	2.3	Explain and negotiate guidelines, conditions and requirements to gain agreement on conditions and compliance.
	2.4	Assess the need for specialised assistance or referral and negotiate these with offenders.
	2.5	Encourage offenders' self-management and active involvement in decision making.
	2.6	Ensure that appropriate support is provided to offenders in developing plans.
3 Implement offender management plans	**3.1**	Identify, assess and allocate resources required by the plan.
	3.2	Review all aspects of the implementation of the plan and provide documents and information to all services involved in implementing the plan.
	3.3	Negotiate and conduct referrals with other services according to agreed criteria and protocol.
	3.4	Assist offenders in individual negotiations with other services to achieve agreed outcomes.
	3.5	Provide guidance and support when addressing obstacles to achieving goals.
	3.6	Explore possible consequences of behaviour and decisions with offenders and give encouragement for responsibility in decision making.
	3.7	Seek specialist advice when required and incorporate advice into the strategies to achieve goals.
4 Monitor and review offender progress	**4.1**	Review goals and objectives against achievements and measures of progress.
	4.2	Make adjustments to plans where required.
	4.3	Acknowledge offenders' achievements and provide encouragement and constructive feedback.
	4.4	Identify and allocate additional resources needed for further progress.
	4.5	Encourage offenders to engage in personal evaluation and reflection.

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4.6 Encourage and support offenders' plans.

4.7 Establish and explain the boundaries of confidentiality to offenders.

4.8 Confirm information obtained from the offender and record it comprehensively.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM401A Implement planned approach to offender management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM015 Implement planned approach to offender management

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying a range of risk and need assessment strategies
- using strategies for complex coordination of resources, services and programs
- using a range of planning and reviewing strategies to assist offenders in implementing plans
- using communication techniques to overcome resistance
- support individual development plans and negotiate changes
- using a range of sources to access offender and organisational information
- writing detailed reports describing offender progress and activity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to offender management
- code of conduct
- sentence requirements and legal obligations associated with offender management and services
- duty of care
- available support services report requirements
- negotiation techniques
- communication techniques

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM017 Supervise community work programs

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM403A Supervise community work programs.

Application

This unit describes the skills required to plan community work programs for offenders and co-ordinate and supervise those programs.

This unit applies to those working in minimum security custodial settings and community programs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to offender case management, work health and safety and community work programs.

Those undertaking this unit normally work autonomously using support from a range of established resources. This role involves complex task organisation and analysis.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Offender management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan community work programs	1.1 Receive and assess interest from the community according to program objectives. 1.2 Promote involvement of the community and commercial sector and provide information and feedback on the benefits and conditions of involvement. 1.3 Conduct checks and inspection of potential work site to determine suitability against agreed criteria and requirements. 1.4 Prepare recommendations for registration of work sites according to site assessment format, and process information for registration. 1.5 Determine classifications of offenders and work required. 1.6 Delegate and negotiate appropriate supervision on the work site. 1.7 Assess and select work sites against determined criteria.
2. Supervise and coordinate work programs	2.1 Develop profiles for offenders based on their skills, abilities, interests, work requirements and case plan. 2.2 Match suitable work allocation with offender profiles. 2.3 Identify training needs according to work requirements, location, equipment used and team requirements. 2.4 Check that clothing and equipment comply with occupational health and safety requirements and principles of duty of care. 2.5 Provide guidelines and negotiate conditions with site or community supervisors. 2.6 Clarify conditions of compliance with offenders and negotiate agreement. 2.7 Plan and conduct supervision so that the welfare and safety of offenders and the community are maintained.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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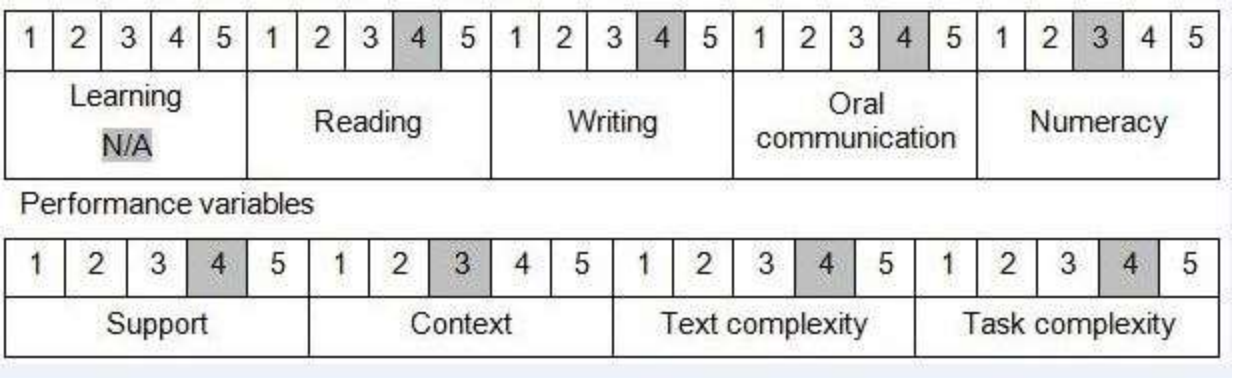
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM403A Supervise community work programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM017 Supervise community work programs

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing a wide range of information on work sites, job roles and offender abilities to determine suitable courses of action
- applying a planning strategy to the operation of community work programs
- exchanging information verbally and in written form with other agencies in the organisation
- supervising skills development programs
- managing organisational resources applying to employment programs
- collaborating and negotiating with community and commercial organisations
- complying with commercial and service contracts
- liaising with work site supervisors to ensure offender safety and security
- communicating verbally to clarify expectations with offenders and community work organisations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- knowledge of legislation, regulations and organisation's policies and procedures concerning:
  - offender interaction with community
  - community work programs and their objectives
  - work health and safety policies and procedures related to the occupational areas involved in work programs
  - case management

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  - work experience outcomes
  - vocational training
  - offender transport and supervision
- employment contracts and contracts of services
- guidelines for the use and maintenance of equipment
- the skills training that is currently available
- special needs of the offender group and the community
- services and guidelines of support services associated with offenders
- offender information system and reporting requirements
- principles of conflict management
- communication and interpersonal techniques for establishing trust and rapport
- community services, community interests and systems, and key people in the community connected with employment programs

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual supervising offenders involved in work programs in the community effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM018 Provide guidance and counsel

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM404A Provide guidance and counsel.

Application

This unit describes the skills required to encourage in others:

- awareness of behaviour
- personal responsibility
- self-management
- management of conflict and negative responses

This unit applies to those working in roles where they provide guidance and counsel to offenders as part of offender case management. It may also apply to those who have responsibility for the supervision and performance management of other staff or others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to contact with offenders.

Those undertaking this unit normally work autonomously using support from a range of established resources. This role involves complex task organisation and analysis.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Offender management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Encourage awareness of behaviour	1.1 Provide relevant information designed to develop awareness and understanding. 1.2 Encourage the individual to identify the consequences to self and others 1.3 Constructively address unacceptable attitudes and behaviour and negotiate changes.
2. Encourage personal responsibility	2.1 Encourage the individual to determine realistic and achievable individual goals. 2.2 Identify barriers to behaviour and attitude change and support positive approach. 2.3 Assess levels of motivation and commitment and encourage positive elements. 2.4 Identify realistic options for change, assess them for contribution to achieving goals and select options in consultation with the individual. 2.5 Monitor progress against agreed objectives, timetable and achievements and give positive encouragement. 2.6 Assist individual to monitor own progress and response to setbacks and relapses.
3. Promote self-management	3.1 Support individual in identifying the sources and effects of personal difficulties. 3.2 Help individual to identify patterns of behaviour that may be contributing to identified problems. 3.3 Provide the individual with support in identifying and implementing positive alternative behaviours. 3.4 Provide feedback to enable further awareness of the effects of behaviour. 3.5 Provide positive reinforcement of acceptable behaviour and acknowledge progress towards change when indicated. 3.6 Identify and assess resources required to provide support, for their effectiveness and suitability. 3.7 Identify personal development and training opportunities designed to promote behaviour change and encourage participation.
4. Manage conflict and negative	4.1 Give clear and accurate feedback regarding behaviour and its effects and implications.

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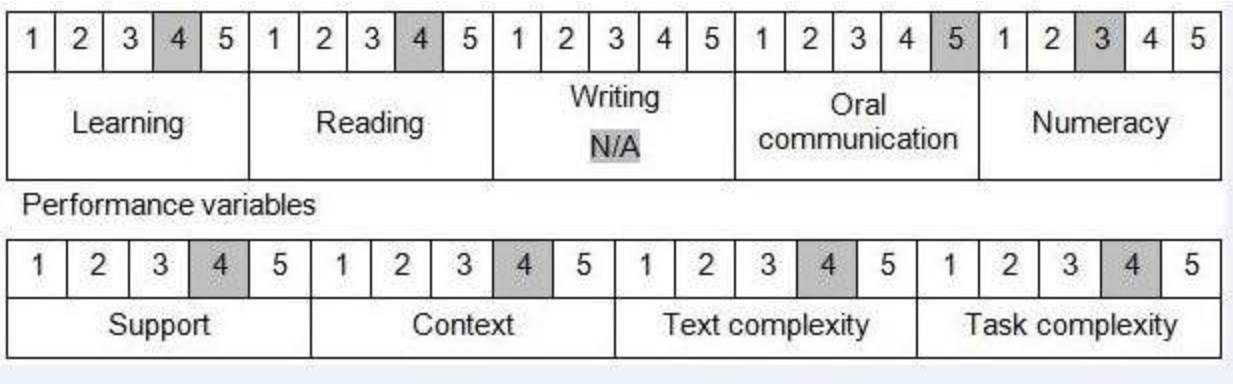
responses	4.2 Set clear and reasonable boundaries for behaviour and seek agreement on them. 4.3 Develop and use a range of strategies to manage effective interactions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM404A Provide guidance and counsel.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM018 Provide guidance and counsel

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying knowledge and understanding of the impact of personal and organisational values
- using a range of effective communication strategies for counselling, mediation, negotiation, advocacy and conflict management
- applying principles of individual responsibility, autonomy and accountability
- using strategies for behaviour management and change

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural, gender, religious and social issues relevant to the individual, relationships and offending circumstances
- service policies and procedures related to case management and professional role
- behavioural and social theory relevant to offender profiles and criminogenic behaviour
- role and function of the criminal justice system
- relevant ethical and professional standards
- service code of conduct and principles of duty of care
- organisation's and department's record keeping and reporting systems with an awareness of environmental and/or sustainability practices
- research and analysis methodology
- welfare system, and community and professional support services
- effects of values and beliefs on own behaviour
- obvious and subtle forms of discrimination

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- relevant conditions of orders
- workplace assessment
- industrial relations principles relevant to own and team members' responsibilities

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual involved in providing guidance and counsel to offenders effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM019 Manage complex supervision

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM405 Manage high risk offenders. • Unit name changed to better reflect unit outcomes

Application

This unit describes the skills required to prepare for complex offender supervision, maintain personal safety while supervising offenders and report on high risk offenders.

This unit applies to those working in correctional services roles supervising high risk offenders.

High risk offenders can be defined as:

- sex offenders
- violent offenders
- offenders against children
- offenders with complex supervision requirements
- offenders subject to media attention and/or who are high profile
- offenders likely to cause harm to individuals and the community, such as:
  - arsonists
  - terrorists, etc.

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to management of high risk offenders and liaising with external organisations and the community.

Those undertaking this unit work autonomously, accessing and evaluating support from a broad range of sources. The role is complex involving task organisation and analysis with an extensive number of steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for complex supervision	1.1 Identify the key stakeholders in high risk offenders' supervision. 1.2 Select appropriate strategies in the management of key stakeholder relationships.
2. Maintain personal safety whilst supervising high risk offenders	2.1 Identify and apply relevant procedures to the case management of high risk offenders. 2.2 Identify risks to self associated with contact with high risk offenders. 2.3 Identify and incorporate a range of preventative strategies in the management of high risk offenders. 2.4 Recognise potential causes of personal stress so that immediate action can be taken to reduce or eliminate the stress. 2.5 Adopt strategies to manage personal stress.
3 Report on high risk offenders	3.1 Prepare reports on high risk offenders. 3.2 Submit reports to approved stakeholders. 3.3 Maintain privacy and confidentiality according to legislative requirements. 3.4 Provide information as required to stakeholders.

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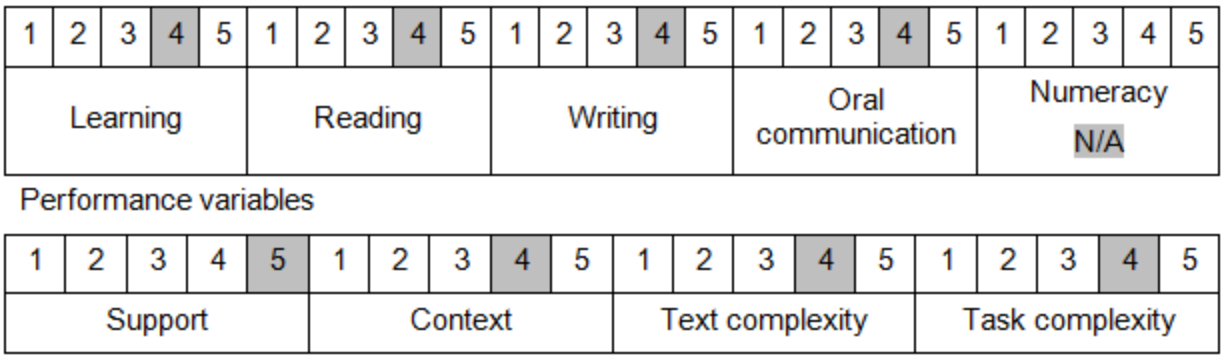
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM405 Manage high risk offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM019 Manage complex supervision

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using offender intervention, treatment planning and monitoring strategies
- compiling written reports of a complex nature
- making recommendations and risk assessments based on offender reports
- using effective communication skills to enable management of high risk offenders
- maintaining continuous collaborative working relationships with stakeholders to ensure management of high risk offenders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to management of high risk offenders
- legislation and statutory requirements related to the area of work
- communication techniques
- stress management techniques
- organisation's support programs and other available resources
- stakeholders
- offender assessment intervention, treatment planning and monitoring strategies
- current research and practices specific to effective management of high risk and sex offenders
- political nature of high risk offenders

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Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual coordinating offender management processes effectively as part of a coordinated team including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM020 Coordinate offender management processes

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM501A Coordinate offender management processes.

Application

This unit describes the skills required to develop offender case management models and determine implementation procedures.

This unit applies to those coordinating offender management activities designed to reduce offending behaviour. This role may be undertaken in a custodial environment or community corrections setting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to offender management and organisational intent.

Those undertaking this unit work autonomously drawing upon support from a broad range of resources. The role requires critical reflection and evaluation skills as well as high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Offender management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop a case management model	1.1 Assess organisation's program needs according to organisational philosophy, strategic plans, purpose and structure. 1.2 Identify a range of suitable interventions to address immediate, short and longer-term needs of the organisation's clients. 1.3 Consult key people in the organisation to ensure issues and options for offender intervention are explored thoroughly. 1.4 Negotiate common goals, objectives and processes and reach agreement with key people in the organisation to ensure needs are addressed within statutory and organisational frameworks. 1.5 Explore a range of options for addressing the organisation's strategic objectives for offender management priorities and select for inclusion in case management processes. 1.6 Gain agreement on processes for monitoring the achievement of goals, timeframes and resources and promote a collaborative ownership of the case management processes. 1.7 Define roles, responsibilities and accountabilities in consultation with offenders, stakeholders, staff and service providers. 1.8 Negotiate and agree on processes for appeal and for the termination and/or renegotiation of processes for inclusion in the plan. 1.9 Identify relevant social, family, community, cultural and ideological considerations and address these in the case management process.
2. Determine implementation procedures	2.1 Put in place practical strategies and resources to support key people involved in implementation. 2.2 Define the negotiable and non-negotiable aspects of the case management process and ensure that they are consistently and fairly maintained. 2.3 Negotiate support for case management processes with key people in the organisation. 2.4 Negotiate contracts and agreements with external service providers that accurately reflect objectives, timing and resource constraints. 2.5 Ensure information sharing between key people in the organisation and their involvement in implementation processes. 2.6 Develop procedures to measure the progress of specialist client

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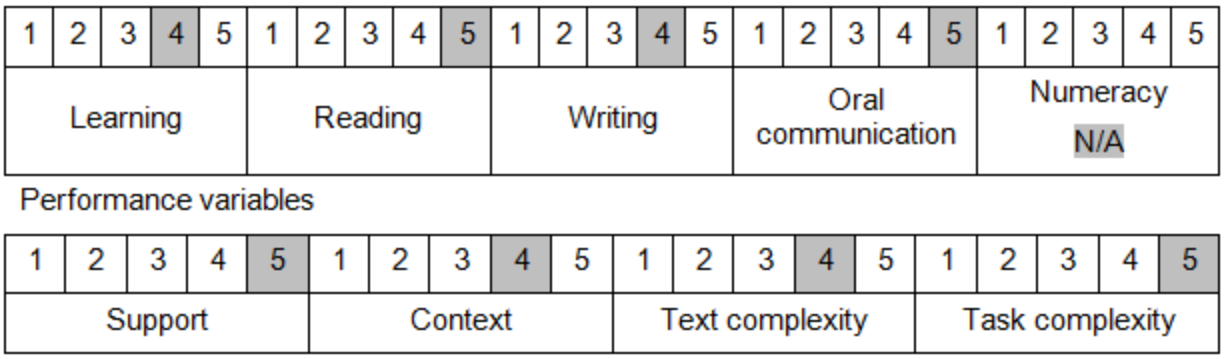
	service delivery against defined performance indicators. 2.7 Define procedures to deal with crisis and risk. 2.8 Ensure that the case management process is understood and agreed to by all involved supervisory staff. 2.9 Establish suitable evaluation processes for ongoing implementation of the offender management process. 2.10 Check that all relevant reporting procedures meet the organisational requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM501A Coordinate offender management processes.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM020 Coordinate offender management processes

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting and applying legislation, strategic plans and organisational purpose
- anticipating and managing organisational issues that affect case management
- developing and assessing case management models appropriate for intervention
- collecting and analysing information
- using word processing and spreadsheet programs to document plans and systems
- consulting with and negotiating mutually agreed outcomes with staff at all levels in the organisation
- communicating verbally, including interviewing, negotiating and establishing and maintaining relationships and networks interpersonal communication
- researching current trends in case management to inform development of case management models
- analysing and evaluating practices
- planning for practice improvement
- developing implementation strategies appropriate for intervention and the organisation
- applying program evaluation and review strategies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy, procedures, legislation and statutory requirements related to the area of work
- different models of intervention and behaviour change management
- cultural protocols and systems
- family structure, dynamics, communication and decision making

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- family support and family casework strategies
- range of community services and resources available
- indicators of abuse and accepted intervention strategies
- effects of abuse on emotional and social development
- effects of different forms of intervention
- effects of incarceration
- operational planning processes
- report writing and documentation requirements
- time and stress-management techniques
- meeting procedures and facilitation
- developing and maintaining appropriate networks

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual coordinating offender management processes effectively as part of a coordinated team including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCOFM021 Plan and review services to offenders

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOFM502A Plan and review services to offenders.

Application

This unit describes the skills required to assess the needs of offenders in order to establish appropriate service provision, and to evaluate the effectiveness of the services provided.

This unit applies to those working in a correctional services context in a management role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to program design.

Those undertaking this unit work autonomously drawing upon support from a broad range of resources. The role requires critical reflection and evaluation skills as well as high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Offender management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess needs of offenders	1.1 Plan, monitor and review offender assessment procedures to ensure that the general and special needs of offenders are identified and reported. 1.2 Ensure information exchanged between team members about the needs and services for offenders is comprehensive. 1.3 Negotiate and manage resources suitable for meeting the general and special needs of offenders and correctional services. 1.4 Recruit specialist support and resources through active networking with agencies and specialists. 1.5 Assess the implications of offenders' needs and the impact of the correctional environment on them. 1.6 Maintain comprehensive offender records.
2. Establish services to address the needs of the offender	2.1 Identify the need for service development and confirm this with research, recommendations, strategic plans and consultation with staff and management. 2.2 Investigate available resources and develop strategies to acquire additional and adequate resources according to the organisation's objectives and priorities. 2.3 Consult a range of internal and external agencies to ensure that the organisation's interests are reflected in the planned design and delivery of the service. 2.4 Identify tasks required to implement the plan, analyse these for skill and resource requirements and delegate to suitably skilled and experienced staff. 2.5 Ensure that service reports, records and outcome details are documented and reported. 2.6 Ensure the design and objectives of the services comply with all statutory and legislative requirements and accountability. 2.7 Establish effective and constructive relationships with key people involved in the planning and delivery of services. 2.8 Analyse routine reports and any changes to organisational policies or strategies. 2.9 Authorise necessary adjustments to services based on analysis of reports.
3. Evaluate the effectiveness of services	3.1 Ensure that the costs and outcomes of the service are regularly monitored against agreed plan, resources and objectives. 3.2 Ensure that feedback from service and organisational clients and key people is actively sought at regular intervals and used to inform the redesign of the service. 3.3 Assess proposed changes through consultation with key people and data, and implement changes where required.

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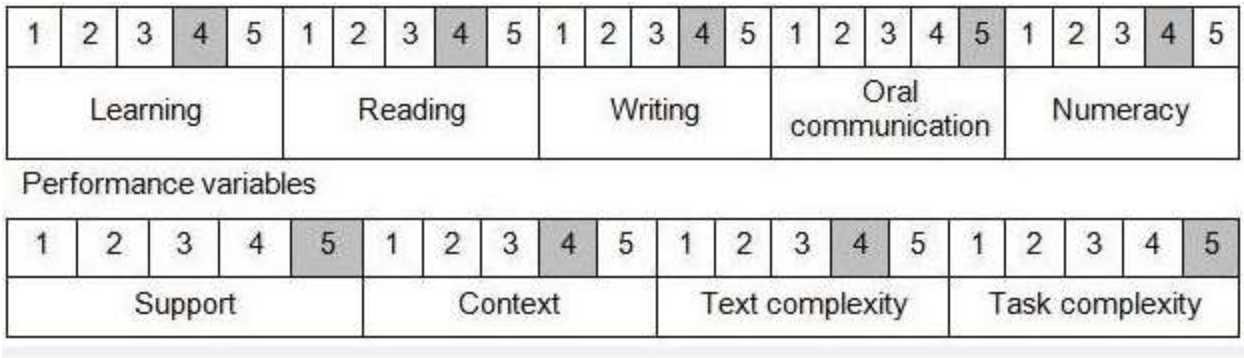
	3.4 Record information on relevant aspects of the service.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOFM502A Plan and review services to offenders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCOFM021 Plan and review services to offenders

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective group strategies for teamwork
- using a range of sophisticated communication strategies for teamwork, networking, providing feedback, influencing, reporting and negotiating
- assessing offenders' needs consistently
- planning different services and evaluating effectiveness
- writing comprehensive reports on offender needs and service provision and review
- analysing program performance against plans
- monitoring basic financial budgets

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- government, departmental and organisational service policy and criteria related to objectives and outcomes, strategic management plans, performance management and service design
- government, departmental and organisational information system, documents, records and processing
- relevant government, departmental and organisational policies and procedures, such as strategic plans
- work health and safety policy and procedures
- department or organisation’s philosophy
- organisation’s roles, responsibilities, accountability and duties

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- cultural factors and awareness relevant to the organisation's clients, case or offender profiles and community
- equity and discriminatory factors
- legal and statutory requirements of relevant legislation
- government and departmental objectives, policy and required outcomes for offenders and organisational management
- sophisticated communication strategies including networking, providing feedback, influencing, negotiating, and reporting
- community services and a comprehensive range of agencies providing services to offenders and their families
- risk and conflict management
- social and community analysis relevant to offender profiles and criminogenic behaviour
- consulting and networking with allied services in the government, public, community and corporate sectors

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual involved in planning and reviewing services to offenders as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG001 Contribute to achieving the goals of the organisation

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG201A Contribute to achieving the goals of the organisation.

- PC 2.3 and 3.4 removed
- PC 3.4, 4.1, 4.2 and 4.3 wording revised

Application

This unit describes the skills required to implement the organisation's policies and procedures, promote a positive image of the organisation, contribute to the work team and maintain professional relationships.

This unit applies to those working in routine work roles in a variety of contexts. This unit may be significantly contextualised to suit the organisational policy and procedure environment. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work with moderate support and undertake tasks involving a limited number of familiar steps in familiar and predictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Implement the organisation's policies and procedures	**1.1** Ensure work practices, behaviour and responsibilities are carried out according to the organisation's policies and procedures and code of conduct.
	1.2 Check new procedures regularly to ensure that knowledge of changes and new requirements is maintained.
	1.3 Ensure actions and approaches are consistent with the organisation's principles and within defined roles and responsibilities.
	1.4 Use workplace equipment and technology according to procedures and guidelines.
2 Promote a positive image of the organisation	**2.1** Maintain behaviour and presentation to represent the organisation and the service in a positive and professional manner.
	2.2 Ensure that information is correct and authorised when communicating with the public and other services.
3 Contribute to the work team	**3.1** Make constructive and cooperative contributions to team activities and goals and challenge unfair and discriminatory actions.
	3.2 Complete tasks and contribute to achieving team objectives through cooperation with supervisors and team members.
	3.3 Resolve problems through discussion and cooperation in the work team.
	3.4 Use opportunities to develop supportive and trusting relationships with team members.

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4 Maintain professional relationships	**4.1** Maintain relationships with colleagues, offenders and the public consistent with the organisation's values and objectives.
	4.2 Demonstrate respect for differences in personal values and beliefs.
	4.3 Communicate in a culturally appropriate manner.
	4.4 Challenge attitudes and behaviour that are unprofessional and inappropriate in the workplace.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCORG201A Contribute to achieving the goals of the organisation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG001 Contribute to achieving the goals of the organisation

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements reviewed
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- reading and following workplace policies and procedures
- working independently and in teams to ensure that work practices and behaviour comply with organisational standards
- communicating verbally with colleagues to discuss and resolve problems
- demonstrating respect of different cultures, values and beliefs and challenging inappropriate behaviour and attitudes in others
- adjusting own behaviour and interactions with others to promote professional relationships

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's values, objectives, policies and procedures related to the work role
- organisation's code of conduct
- organisation's management structure and performance management process
- individual and colleagues/team roles and responsibilities

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory

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requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG002 Communicate effectively

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG202A Communicate effectively.

- PC 3.5, 4.2 and 5.4 wording revised

Application

This unit describes the skills required to exchange information for specific purposes, adapt communication to people and situations, work effectively with groups, communicate in writing and maintain security of information.

This unit applies to those working in all general and specialist areas of correctional services. With customisation this unit may apply to those working in other work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to communication and use of information and communication technology (ICT).

Those undertaking this unit work as part of a coordinated team with moderate support in tasks with a limited number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Exchange information for specific purposes	**1.1** Use communication techniques that achieve effective and purposeful exchange of information.
	1.2 Use effective listening and speaking skills to confirm understanding.
	1.3 Communicate information accurately in the time required and to all relevant people.
	1.4 Provide constructive feedback where required.
	1.5 Identify and correct contradictions, ambiguity, uncertainty or misunderstandings using a range of sources and references.
	1.6 Include appropriate non-verbal techniques in communication and interaction.
2 Adapt communication to people and situations	**2.1** Identify the audience and adapt communication approaches to suit people and situations.
	2.2 Consider possible language or literacy difficulties during communication with others.
	2.3 Consider possible cultural differences or personal values when problems or misunderstandings occur during communication.
	2.4 Seek support when difficulties communicating effectively arise.
	2.5 Include cultural awareness, sensitivity and discretion in communication and interaction.
3 Communicate effectively in the work group	**3.1** Participate in meetings, briefings and group working sessions to maintain understanding and group support.
	3.2 Identify any potential communication barriers between members of the work group.
	3.3 Encourage positive involvement and contributions from

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		all involved.
	3.4	Give clear, accurate and informative messages to group members to ensure that information can be easily understood and acted on.
	3.5	Identify issues and problems and resolve them within the group.
	3.6	Respond appropriately to instructions and feedback.
4 Communicate in writing	**4.1**	Produce formal written material that meets the needs of the audience.
	4.2	Write and/or enter information using communication systems.
5 Maintain the security of information	**5.1**	Take appropriate precautions when communicating confidential or sensitive information.
	5.2	Disclose information only to those who have a right and need to know it, and when proof of identity has been obtained.
	5.3	Maintain the security of records when handling and storing them.
	5.4	Follow security breach procedure if the security of information is not being maintained or information is being misused.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCORG202A Communicate effectively.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG002 Communicate effectively

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying the following communication techniques to workplace situations:
  - active listening
  - using pauses
  - using clear, concise and courteous language
  - questioning to confirm understanding and elicit information
  - selecting timing of interactions
  - selecting environments conducive to effective communication
- using communication strategies to resolve issues and problems
- completing accurate written workplace documentation
- presenting written material in the required format

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's code of conduct, policies and procedures related to communication and interaction in the workplace
- organisation's policies and procedures related to security of information
- discriminative language
- process for referring information security breaches
- technical and professional language used in the work environment
- barriers to effective communication

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG003 Prepare reports

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG301A Prepare reports.

- PC wording revised in all Elements
- PC 2.4 removed

Application

This unit describes the skills required to identify organisational reporting needs and collect, check and record information using available technology.

This unit applies to those working in a range of generalist and specialist roles within a range of occupational areas. For this reason this unit may be significantly customised, particularly in the assessment of knowledge, based on different organisational, sector and location requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to reporting.

Those undertaking this unit consistently work independently and as part of a coordinated team while drawing upon support from a range of familiar resources. They would undertake complex tasks in a moderate range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Identify reporting needs	**1.1** Identify the reasons and requirements for recording and reporting.
	1.2 Adjust written communication to suit audience and situation.
2 Collect and check information	**2.1** Collect information and sort it in logical order according to the nature of the report.
	2.2 Check the information with a range of authorities and confirm its accuracy, relevance and status.
	2.3 Check whether more information is needed and gather it from a range of sources where appropriate.
3 Record information	**3.1** Record and report information in the required format, style, structure and timeframe.
	3.2 Ensure that any conclusions drawn and recommendations match the report information.
	3.3 Use technology available in the workplace to store and retrieve data.
	3.4 Ensure that all written material complies with legislative requirements and organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

Supersedes and is equivalent to CSCORG301A Prepare reports.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG003 Prepare reports

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- reading and interpreting documents containing the required information
- recording complete, accurate, clear and objective information
- recognising the urgency and high risk components of specific reports
- handling and storing information securely and safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to report writing
- basic written communication techniques
- security of information, confidentiality and right to information
- discriminative language
- technical and professional language used in the work environment
- an awareness of legislation and statutory obligations of reporting in own state or territory justice system, including legal requirements of own role

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the

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time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG004 Prepare reports for justice agencies

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG302A Prepare reports for justice agencies.

- PC 1.2, 1.5 and 2.8 wording revised

Application

This unit describes the skills required to maintain current information and prepare reports for use in the judicial system.

This unit applies to those working in the justice environment where preparation of offender management reports is required for communication with courts, other judicial system bodies and offender services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to offender management reports.

Those undertaking this unit generally work independently, drawing upon support from familiar resources. They would undertake complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Maintain current information	**1.1** Assess offenders' circumstances and obligations.
	1.2 Check and confirm information related to the conditions of court decisions and sentencing or release.
	1.3 Review offender information and amend according to new information.
	1.4 Interview key people to provide the specific information needed to comply with court conditions and sentencing or release.
	1.5 Review services, agencies and programs that relate to the conditions of courts and sentencing or release and determine suitability and priorities.
2 Prepare reports	**2.1** Identify range of reports required by the judicial system in the management of offenders.
	2.2 Find information relevant to the purpose of the report and needs of the audience and check it for accuracy.
	2.3 Prepare reports in appropriate or agreed formats that meet the needs of the audience.
	2.4 Provide conclusions, summaries and recommendations which are consistent with the purpose of the reports and the use they will have.
	2.5 Provide realistic options and recommendations.
	2.6 Document the basis for advice and recommendations.
	2.7 Send reports to selected or relevant people and ask them for feedback.
	2.8 Handle all information according to the requirements of the organisation.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCORG302A Prepare reports for justice agencies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG004 Prepare reports for justice agencies

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- analysing information and extracting relevant points
- reading and summarising complex legal documents
- checking and confirming with reliable sources the accuracy and relevance of information
- sorting information into a logical pattern and determining its relevance and priority
- checking what extra information is needed and finding it
- providing information in the format and language required by the judicial agency, consistent with the organisation's reporting standards
- recognising the urgency and high risk components of specific offender management reports
- handling and storing information securely and safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation and statutory obligations of reporting in own state or territory justice system, including legal requirements of own role and responsibilities
- organisation's policies and procedures for offender management reports
- types of reports required in the justice system for the management of offenders
- sentencing conditions and requirements, including compliance and breaches of conditions
- reporting requirements in offender management
- rules of evidence
- security of information, confidentiality and right to information

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- relevant cultural practices within the organisation and community
- discriminative language
- technical and professional language used in the judicial system

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG007 Contribute to work unit planning

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG401A Contribute to work unit planning. • PC 1.1 removed • Element 2 re-worded • PCs 3.2, 3.3 and 3.4 revised

Application

This unit describes the skills required to participate in planning activities of the work unit, setting work plan objectives, and implementing and reviewing work plans.

This unit applies to those working within correctional services in a range of occupational areas. The unit may be significantly customised based on different organisational, sector and locational requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and work unit activities and priorities.

Those undertaking this unit work cooperatively in teams drawing upon a range of established resources. The role requires organisation, communication and planning skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Organisational administration and management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in planning activities of the work unit	1.1 Contribute to work unit plan in ways that reflect consideration of workplace requirements. 1.2 Complete planning activities that meet organisational standards and are within the defined timeframe. 1.3 Promote the achievement of work unit objectives through individual work plans. 1.4 Reflect personal and organisational accountability to all clients in planning activities. 1.5 Use feedback to check the effectiveness of planning activities. 1.6 Handle all information according to organisational requirements and ethical practice.
2. Set work plan objectives	2.1 Link objectives to organisational aims. 2.2 State objectives as measurable targets with clear timeframes. 2.3 Set objectives that reflect the support and commitments of team members and clients.
3. Implement and review work plans	3.1 Identify work methods and practices to implement plans in consultation with key people. 3.2 Implement work plans. 3.3 Base reviews of work plans, strategies and implementation on accurate, relevant and current information and feedback. 3.4 Base reviews on comprehensive consultation with those with key interest in the outcomes of the work unit. 3.5 Provide results of reviews to all interested parties.

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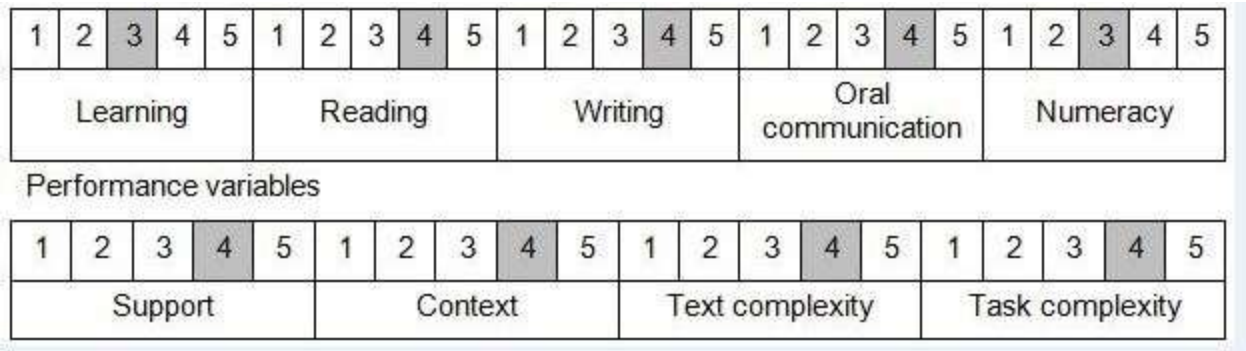
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG401A Contribute to work unit planning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG007 Contribute to work unit planning

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- planning own work to achieve unit goals
- engaging in collaborative planning with other work group members
- applying problem solving to development of work plans
- monitoring and evaluating progress towards work unit goals
- negotiating goals and outcomes
- responding to diversity, including gender and disability
- applying legislation, such as work health and safety in the context of work planning

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's strategic plans, policies and objectives for work unit activities and priorities
- effective planning processes
- corporate aims and goals
- importance of aligning work unit plans with organisational goals
- equal employment opportunity, equity and diversity principles
- legislation, such as work health and safety in the context of work planning

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Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when planning and implementing work unit plans, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG008 Gather and report complex information

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG402A Gather and report complex information.

- PC 3.7 removed

Application

This unit describes the skills required to gather and analyse information and report on inquiries.

This unit applies to those involved in an inquiry that is part of a formal and statutory process, an internal inquiry that is part of a supervision responsibility or an inquiry that is part of routine information collection and analysis for the purpose of offender management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to formal inquiries.

Those undertaking this unit usually work autonomously, drawing upon support from a range of familiar and new resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Gather information	**1.1** Consult and validate information and documentation with key people and information systems.
	1.2 Use effective interpersonal and communication strategies to establish relationship of trust with key people.
	1.3 Identify negative responses and adopt strategies to respond constructively to them.
	1.4 Determine the purpose, process and expectations of inquiries and confirm agreement with key people.
	1.5 Research information with a focus on factual data, contributing behaviour, attitudes and principal issues.
	1.6 Use effective questioning strategies to enable a comprehensive and relevant exchange of information.
	1.7 Encourage key people to identify and acknowledge problems and issues relevant to the inquiry.
2 Analyse information	**2.1** Ensure the reliability of information by identifying and investigating contradictions, inconsistencies and lack of clarity.
	2.2 Sort, collate and prioritise information according to the purpose and issues of the inquiry.
	2.3 Formulate conclusions, recommendations and outcomes consistent with the information available.
	2.4 Justify conclusions and recommendations with the available evidence and present them in the required style and format.
3 Report on inquiries	**3.1** Gather information on inquiries from a range of relevant and valid source material.
	3.2 Validate and authorise the information in the report, using a range of sources and methods.
	3.3 Use information from other source material ethically, accurately and in context.

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3.4 Use expression and language that is clear, concise and appropriate to the occasion and requirements.

3.5 Prepare and distribute reports within agreed timeframes.

3.6 Communicate relevant and substantiated conclusions and recommendations to all relevant people in the required time and format.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCORG402A Gather and report complex information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG008 Gather and report complex information

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- reading and summarising complex documents
- submitting reports according to procedures related to urgency and risk
- handling and storing information securely and safely
- using the organisation's information management system

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to interviewing, documenting and reporting
- security of information, confidentiality and right to information
- discriminative language
- technical and professional language used in the work environment

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the

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time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG009 Report to a formal inquiry

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG403A Report to a formal inquiry.

Application

This unit describes the skills required to prepare and present information verbally and in written format to a formal inquiry.

This unit applies to those working in a correctional services role in the custodial or community context. This unit has been designed to allow significant contextualisation in recognition of the very wide range of requirements and structures of a formal inquiry in this industry. Inquiries may be for internal management purposes and may have a statutory and legal basis. The degree of formality and the procedures required to be followed will be determined by the terms of reference, practices, location and legislative or statutory requirements, and purposes of inquiries conducted as part of the candidate's duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to reporting information.

Those undertaking this unit work autonomously drawing upon support from a range of established resources. The role requires strong analysis and communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare information	1.1 Determine the purpose and terms of formal inquiries and consider these in the selection of information to ensure relevance. 1.2 Use a range of reliable and authorised sources of information in compiling reports. 1.3 Collect and verify all relevant information for currency and accuracy. 1.4 Identify and notify people required as witnesses or to provide evidence, of the inquiry and their need to attend.
2. Present information	2.1 Follow the procedures and directions of the inquiry precisely and accurately. 2.2 Present information in a format that complies with rules of evidence and the purpose and terms of reference of the inquiry. 2.3 Present information that is clear, specific, relevant and factual. 2.4 Ensure personal presentation, manner and language are consistent with the protocol of a formal inquiry. 2.5 Use correct forms of address and observe formal protocol.
3. Review and report	3.1 Check draft reports, remove all unnecessary material and edit content to meet the standards of the inquiry. 3.2 Check that reports contain all relevant and valid information and are factual, complete and objective. 3.3 Make recommendations that are unambiguous, and consistent with the evidence and the constraints. 3.4 Use language style and presentation appropriate for a formal legal document. 3.5 Provide reports using the range of technology and media suitable and recommended for the context.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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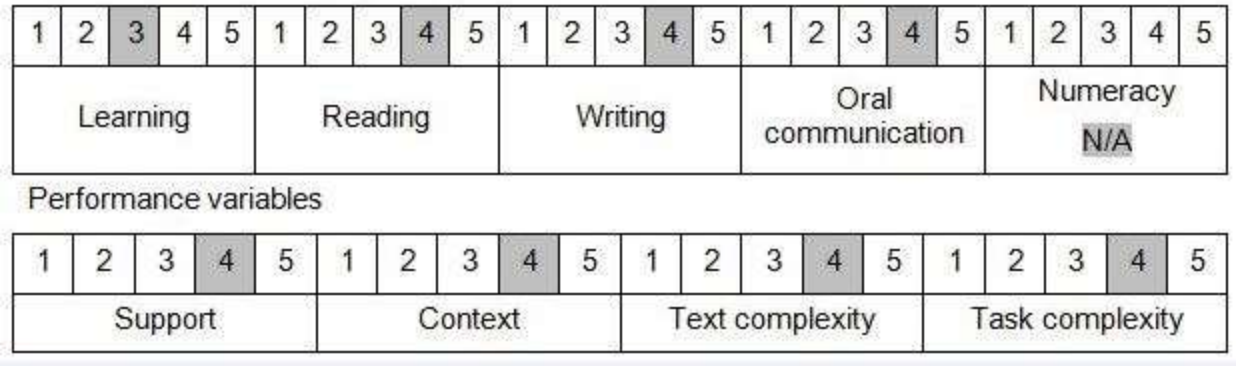
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG403A Report to a formal inquiry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG009 Report to a formal inquiry

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying appropriate written and oral communication techniques to workplace situations
- researching and analysing information and extracting the important points
- reading and summarising complex legal documents
- checking and confirming with reliable sources inside and outside the organisation the accuracy and relevance of information
- sorting information into a logical pattern and determining the relevance and priority of the information
- making conclusions that are clearly based on the information
- providing information in the correct format, language and form required by the judicial agency and consistent with the organisation's reporting standards
- presenting written material in the range of media used in the workplace, including information technology software (i.e. word processing packages)
- recognising the urgency and high risk components of specific reports
- handling and storing information securely and safely
- using the organisation's information management system

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies, procedures, guidelines and practices regarding interviewing and recording
- organisation's environmental and sustainability practices
- protocols and procedures for communicating in writing with others

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- types of reports required in the justice system for the management of offenders
- sentencing conditions and requirements, including compliance and breaches of conditions
- reporting requirements
- rules of evidence
- security of information, freedom of information and confidentiality of information
- relevant cultural practices within the organisation and community
- identification of discriminative language
- technical and professional language used in the government and community safety sectors
- legislation and statutory obligations of reporting in your state or territory justice system, including legal requirements of your role and responsibilities

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reporting to a formal inquiry, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG010 Organise and chair meetings

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG404A Organise and chair meetings.

Application

This unit describes the skills required to prepare for and convene a meeting, chair a meeting and take follow up action.

This unit applies to those working in a range of occupational areas. The application of this unit will be determined by the range of different meetings required by the specified roles, responsibilities and duties of the candidate.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously drawing upon support from a range of established resources. The role requires organisation and high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for meeting	1.1 Consult participants attending the meeting for agreement on the meeting objectives. 1.2 Ensure that people with an interest in the meeting are given sufficient notice and information to allow them to contribute effectively. 1.3 Ensure that preparation for the meeting is sufficient to enable informed and effective participation. 1.4 Ensure that consultation with people being represented is in accordance with organisational requirements.
2. Convene meeting	2.1 Ensure venue and other resources are appropriate for the nature of the meeting. 2.2 Create and distribute an agenda in advance of the meeting in accordance with meeting protocols. 2.3 Allocate discussion time in a way that is consistent with the importance, urgency and complexity of the key points.
3. Chair meeting	3.1 Conduct the meeting in a way that follows organisational protocols and achieves the objectives within the allocated time. 3.2 Ensure through leadership that discussion helps those attending the meeting to make useful contributions. 3.3 Acknowledge the contributions and viewpoints of others and include them in discussion in a constructive manner. 3.4 Provide information and summaries clearly and at appropriate points during the meeting to assist in mutual understanding and agreement. 3.5 Discourage unhelpful arguments and digressions courteously and with positive direction. 3.6 Encourage feedback from those attending and use constructive feedback to improve the effectiveness of future meetings. 3.7 Close the meeting by summarising the meeting outcomes.
4. Take follow up action	4.1 Provide clear, accurate and concise information about decisions and recommendations made at the meeting to those who need it. 4.2 Document decisions clearly and follow agreed practice for the distribution of minutes.

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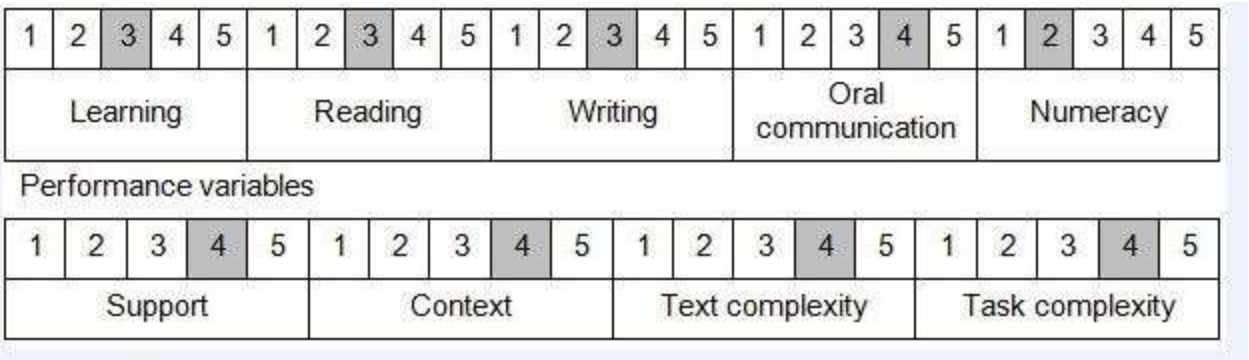
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG404A Organise and chair meetings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG010 Organise and chair meetings

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- identifying and clarifying the objectives, purpose and context of meetings
- organising meeting business to ensure that sufficient time and resources are available
- providing the right level of leadership to progress the purpose of the meeting
- discouraging digressions, unhelpful arguments and negative trends in discussions
- actively listening, summarising, paraphrasing and clarifying to reach mutual understanding
- identifying interpersonal styles and participation methods of a range of different participants
- using questioning and paraphrasing to progress decision making
- making contributions to the meeting that are clear, concise, relevant and constructive to the achievement of the meeting purpose

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational protocols for preparing, convening and chairing meetings
- leadership styles and methods
- techniques for consultation, participation and conflict management
- principles of active listening, questioning, clarifying and rephrasing
- different cultural practices and expectations for consultation and decision making, including who should participate and how long it should take
- ways of adapting communication to meet different information needs and circumstances of different audiences

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- strategies to make people feel confident and assured in their participation and contributions

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing, convening and chairing meetings in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG011 Establish and maintain networks

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG405A Establish and maintain networks.

Application

This unit describes the skills required to identify professional interests and resources, promote awareness of organisational services and their purpose and develop professional networks within the criminal justice system.

This unit applies to those working in roles delivering services for offenders in the community.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interagency liaison.

Those undertaking this unit work autonomously drawing upon support from a range of established resources. The role requires complex task organisation with high level communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify professional interests and resources	1.1 Identify key internal and external stakeholders and their needs, expectations and roles in the provision of services for offenders. 1.2 Monitor information about the range of services available in the community and review the information for relevance and currency. 1.3 Maintain and consult a comprehensive and accurate record of organisation and community resources. 1.4 Identify common and complementary interests and confirm with other services and agencies. 1.5 Consult colleagues and key people and exchange information relevant to shared interests.
2. Promote awareness of the service and its purpose	2.1 Create formal and informal opportunities to provide positive and accurate information about the objectives and outcomes of the service and to encourage support. 2.2 Provide information to relevant agencies and key people to enable a supportive attitude towards service and offender issues. 2.3 Ensure that information on service policies and goals is accurate and complies with legislation, organisational policy and procedures. 2.4 Research information about changes and current trends in community and service attitudes and analyse to inform action and reports.
3. Develop networks	3.1 Establish network links with a comprehensive range of services and agencies according to community and organisational protocol and practice. 3.2 Use network strategies to maintain effective working relationships with key people in agencies and services. 3.3 Identify other agencies' principles, objectives and guidelines and confirm common and complementary purpose. 3.4 Identify support and referral requirements of other agencies and check for consistency and mutual interest and priorities. 3.5 Anticipate the issues of other agencies in regard to the justice system and contact with offenders, and address these positively, honestly and respectfully. 3.6 Use information about existing services in the design and development of offender management programs and for specific projects.

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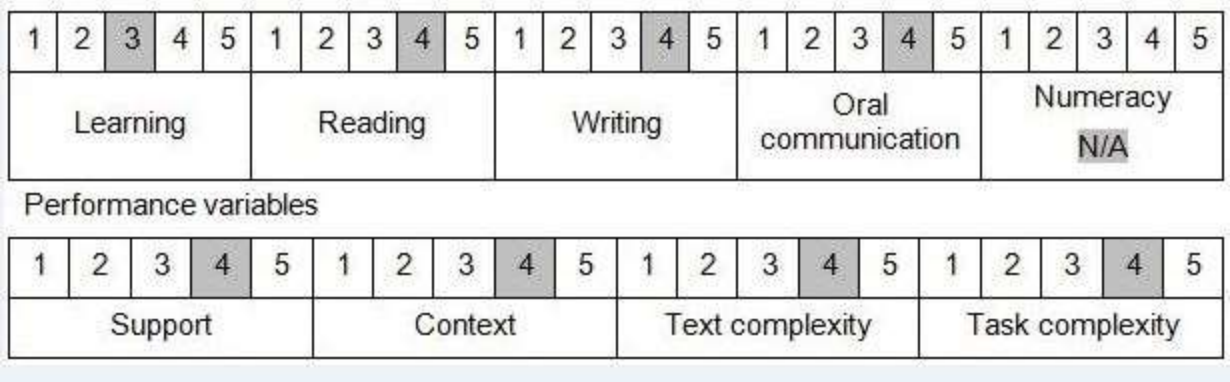
	3.7 Conduct contact with other agencies through appropriate and agreed forums.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG405A Establish and maintain networks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG011 Establish and maintain networks

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and organisational policies, procedures and practices relating to the protocol and guidelines that determine contact with other agencies, services and the wider community
- using interpersonal and group communication with diverse internal and external networks, including negotiation, consultation and liaison
- using formal and informal organisational communication channels
- identifying and obtaining assistance to resolve conflicts in a networking context
- applying procedures relating to occupational health and safety, equal employment opportunity, equity and diversity in the context of networking
- promoting a positive and cooperative image of the organisation and its services

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies and procedures relating to the protocols and guidelines that determine contact with other agencies and services
- organisation structures and protocols, including knowledge of services and programs of the organisation
- key people and service agencies in the community related to services and support for offenders
- organisational and community communication channels
- principles of conflict resolution

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- range of effective communication strategies for cooperative and inter-agency decision making
- organisation's code of conduct
- organisation's offender management policies, procedure and protocols

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when building and maintaining networks, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG012 Manage activities to meet client requirements

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG406A Manage activities to meet client requirements.

Application

This unit describes the skills required to negotiate client requirements, plan activities, maintain the work environment and monitor products and services.

In the context of this unit clients may include:

- individual members of the public
- individual members of the organisation
- other work areas in the organisation
- external agencies in the justice system
- other agencies and community groups
- service funding bodies targeting offender needs
- senior management
- government and Ministers

This unit applies to those working in a role delivering services or products to a client.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to liaison with external agencies and organisations.

Those undertaking this unit work autonomously and collaboratively with a range of contacts and require strong analytical and decision-making skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Organisational administration and management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Negotiate client requirements	1.1 Contribute to honest and confidential discussion of client interests. 1.2 Provide clear and accurate information about the features and benefits of products and services to clients. 1.3 Ensure agreements contain all relevant information needed to determine the work activities necessary to meet client requirements. 1.4 Ensure agreements and contracts comply with legal and organisational requirements. 1.5 Record, store and use information provided by and to clients according to legal and organisational requirements. 1.6 Review client agreements regularly to determine improvements that can be made.
2. Plan activities	2.1 Consult relevant people about the activities needed to meet client requirements. 2.2 Monitor activity plans for circumstances that might affect activities, such as past experience and available resources. 2.3 Ensure activity plans allow client requirements to be met in the time agreed and meet the organisation's policies and procedures. 2.4 Develop additional resources, team practices and skills to meet client requirements.
3. Maintain the work environment	3.1 Advise all relevant people about their legal and organisational responsibilities to maintain a healthy, safe and productive work environment. 3.2 Allocate resources and support to ensure that people involved can work in a healthy, safe and productive environment. 3.3 Review and improve the work environment through the involvement of team members. 3.4 Ensure that the work environment meets all legal and organisational requirements and is as productive as possible

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	within work constraints. 3.5 Respond to breaches in health and safety promptly and in line with policies and legal requirements. 3.6 Make clear and prompt recommendations for improving the work environment. 3.7 Accurately complete all records of health and safety to meet organisational requirements.
4. Monitor products and services	4.1 Consult relevant people about all aspects of the quality of products and services and acknowledge their advice on improvements to the processes involved. 4.2 Review products and services according to quality management practices to ensure compliance with contract plans. 4.3 Obtain feedback from clients on how effectively their requirements are being met. 4.4 Consult clients on a regular basis regarding their short and long-term needs for products and services and when there are significant changes to products and services. 4.5 Review contracted prices and conditions according to changing demands, supplies and technology. 4.6 Take prompt action when products, services and processes fail to meet requirements. 4.7 Complete records of customer agreements and outcomes accurately according to organisational policies. 4.8 Implement and review procedures during the manufacturing or service supply process to ensure that best practices and operator safety are maintained.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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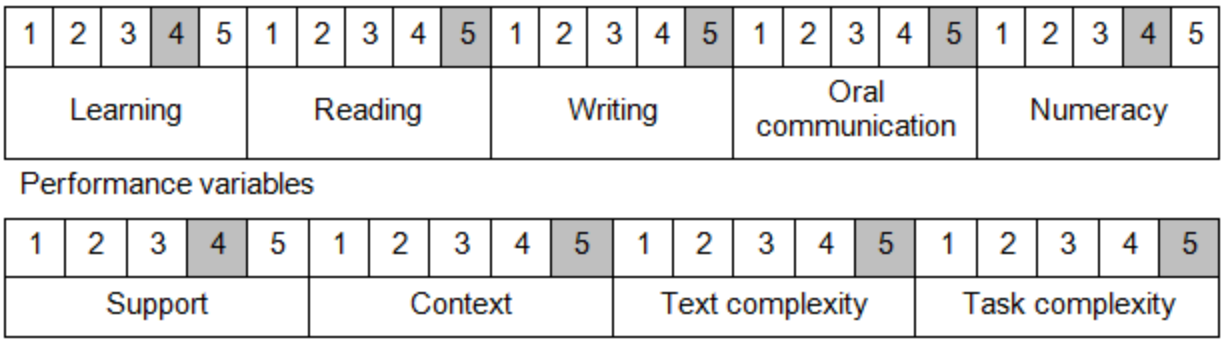
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG406A Manage activities to meet client requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG012 Manage activities to meet client requirements

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective communication techniques especially related to negotiation, contracts, formal agreements and team collaboration and cooperation
- using a range of reliable sources of information
- promoting and responding to feedback
- maintaining accurate and comprehensive records and reporting to key people
- applying procedures relating to occupational health and safety, equal employment opportunity, equity and diversity in the context of client service
- designing activity plans that are realistic, manageable, mutually agreed to and contain all the components necessary for implementation and measurement
- managing resources efficiently, safely and cost-effectively
- applying quality assurance mechanisms and processes
- applying continuous improvement methods
- developing resources based on activity plans
- developing systems for product and service review and redesign

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies and procedures relating to the protocols and guidelines that determine activities that meet client requirements
- principles of quality assurance and continuous improvement
- requirements for dealing with internal and external customers and maintaining a customer focus

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- strategies for planning and monitoring activities
- product and services related to the focus of the work environment
- consultation methods and principles of team participation
- principles of time and resource management

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing activities to meet client requirements, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG013 Coordinate a work team

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG407A Coordinate a work team.

- PC 3.4 removed

Application

This unit describes the skills required to develop and maintain a cooperative work group, communicate objectives and required standards, support development activities and provide leadership to the work group.

This unit applies to those working in a leadership role at an operational level. In practice, coordinating a work group may overlap with other generalist or specialist work activities.

This is a generic management unit that has been designed to allow significant contextualisation according to the requirements of the organisation, management structures and candidates' work roles and responsibilities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to leadership.

Those undertaking this unit usually work independently drawing upon support from a range of established resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Organisational administration and management

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Develop and maintain a cooperative work group	**1.1** Encourage staff to make constructive contributions to team decisions and planning.
	1.2 Acknowledge contributions to work group operations and respond positively to feedback and suggestions from team members.
	1.3 Ensure staff members contribute actively to the implementation of new work practices.
	1.4 Address conflict between staff members.
2 Communicate objectives and required standards	**2.1** Ensure staff members are aware of relevant information affecting the work group.
	2.2 Inform staff of required objectives and standards and encourage staff commitment to objectives and standards to promote continuous improvement.
	2.3 Model and promote principles and practices of safe, fair and participative work practices to staff.
	2.4 Provide regular constructive feedback on all aspects of work performance to individuals and team to promote continuous improvement.
	2.5 Assess performance and address requirements in a fair and timely manner.
3 Support development activities	**3.1** Identify specific training needs of individuals and provide training and development opportunities.
	3.2 Develop and implement agreed action plans to meet individual and group training and development needs.
	3.3 Encourage and support staff in applying skills and knowledge in the workplace.
	3.4 Encourage and support staff to attend training courses and to take up other development opportunities.

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4 Provide leadership to the work group	**4.1**	Check and confirm the link between the function of the group and the goals of the organisation.
	4.2	Use participative decision making to develop, implement and review work of the group and to allocate responsibilities where appropriate.
	4.3	Give opportunities and encouragement to others to develop new and innovative work practices and strategies.
	4.4	Identify and resolve conflict with minimum disruption to work group function.
	4.5	Provide staff with the support and supervision necessary to perform work safely and without risk to health.
	4.6	Allocate tasks within the competence of staff and support staff with appropriate authority, autonomy and training.
	4.7	Ensure supervision is appropriate to changing priorities and situations and takes into account the different needs of individuals and the requirements of the task.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCORG407A Coordinate a work team.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG013 Coordinate a work team

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective communication techniques related to mediation, mentoring, collaboration and cooperation
- reporting on the achievement of work outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to coordinating a work team
- strategies for performance development in the workplace
- principles of effective team operation
- principles of conflict resolution

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace

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conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG014 Use information to make critical decisions

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG501A Use information to make critical decisions.

Application

This unit describes the skills required to obtain information to make critical decisions, analyse information for decision making and advise and inform others of the decision/s.

This unit applies to those working in generalist and specialist supervisory roles from a range of occupational areas.

This is a generic management unit that has been designed to allow significant contextualisation according to the requirements of the organisation, management structures and candidates' work roles and responsibilities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to organisational decision making.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires critical reflection, analysis and high level evaluation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Obtain the information needed to make critical decisions	1.1 Identify the information needed to make the required decisions. 1.2 Check and confirm that the sources of information are reliable and sufficiently wide-ranging to meet the context of the decision. 1.3 Ensure that methods of obtaining information are reliable, effective and make efficient use of resources. 1.4 Ensure that methods of obtaining information are consistent with personal and professional values, ethics and organisational code of conduct. 1.5 Take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous.
2. Analyse information for decision making	2.1 Ensure objectives for analysis of information are clear and consistent with the decisions required. 2.2 Analyse the information to identify patterns and trends significant to the decisions needed to be made. 2.3 Support conclusions with reasoned arguments and appropriate evidence. 2.4 Clearly identify differences between fact and opinion. 2.5 Ensure records of analysis are sufficient to show the assumptions and decisions made at each stage.
3. Make critical decisions	3.1 Make decisions based on sufficient, valid and reliable information and analysis. 3.2 Make decisions that are consistent with personal and professional values, ethics and legal obligations. 3.3 Obtain advice from relevant people if there is insufficient information or if decisions conflict with values, policies, guidelines and procedures. 3.4 Make decisions in time for appropriate action to be taken and communicated to relevant personnel.
4. Advise and inform others	4.1 Provide advice and information in a form and manner appropriate to the needs of the recipients. 4.2 Provide information and advice that are accurate, current, relevant, sufficient and consistent with organisational policy, procedures and guidelines. 4.3 Check and confirm recipients' understanding of the advice and information given. 4.4 Maintain confidentiality according to organisational and legal

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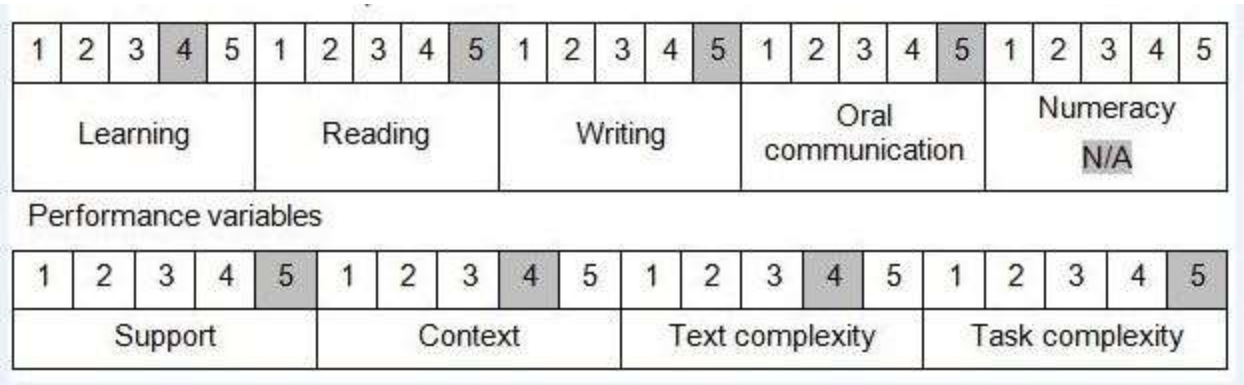
	requirements. 4.5 Use feedback from recipients to improve the way advice and information is provided.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG501A Use information to make critical decisions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG014 Use information to make critical decisions

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and organisational policies, procedures and practices relating to information gathering, analysis and decision making
- using effective communication techniques especially related to consultation, investigation and reporting
- identifying sources of information, and analysing and drawing conclusions that are logical and justifiable
- accessing and using information ethically and legally
- using critical analysis techniques
- presenting information in a range of ways, such as report format, numerically, spatially, in tables and with graphs
- giving and receiving feedback on the quality and relevance of both information and decisions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures relating to the protocols and guidelines for information handling
- data collection and management procedures
- strategies for critically analysing information and communicating advice and information effectively to others through speaking and writing
- cultural aspects of information and meaning
- how to distinguish between fact and opinion

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- methods for keeping records safe, secure and accessible
- strategies to address a conflict of interest
- situations when it is allowable or necessary to take initiative and act autonomously
- importance of giving and taking feedback on the quality and relevance of information and decisions

Assessment Conditions

This unit should be assessed in the workplace, or where this is not feasible, in a suitable simulation applying the context and material of the workplace and its requirement. Assessment should include the opportunity to demonstrate evidence from work in the wider community. Evidence should be gathered over time in a range of contexts to ensure the candidate can achieve the unit outcome and apply the competency in different situations or environments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG015 Represent and promote the organisation

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG502A Represent and promote the organisation.

Application

This unit describes the skills required to promote an organisation, liaise and negotiate to achieve outcomes, and build and maintain networks.

This unit applies to those working in a management role within correctional services, but with some contextualisation may apply to workers in a range of occupational areas.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to sharing of sensitive information.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires critical reflection and high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Promote the organisation	1.1 Use a range of strategies to promote a positive image of the organisation at every available opportunity. 1.2 Communicate issues, policies and practices effectively to a range of audiences in writing and orally. 1.3 Develop and distribute authoritative and specialist advice within the area of responsibility.
2. Influence others	2.1 Design interpersonal communication to meet the needs of the audience and the objectives of the presentation. 2.2 Convey points of view and information that contribute to consensus in a positive manner.
3. Liaise and negotiate to achieve outcomes	3.1 Negotiate effectively to achieve the determined objectives of the communication. 3.2 Use conflict-resolution techniques effectively to ensure positive outcomes for participants. 3.3 Identify and involve appropriate key people in achieving outcomes.
4. Build and maintain networks	4.1 Develop and maintain networks and work relationships to provide identifiable benefits to organisation, clients and self. 4.2 Identify and maintain contact with formal and informal networks to assist in achieving determined outcomes. 4.3 Apply appropriate time and effort in establishing and maintaining networks to ensure their effectiveness in meeting determined outcomes.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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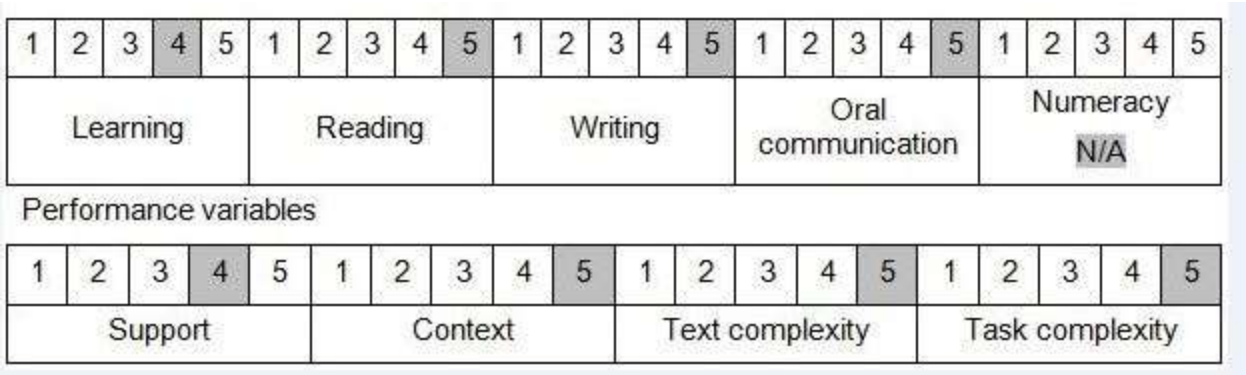
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG502A Represent and promote the organisation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG015 Represent and promote the organisation

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective communication techniques especially related to public presentations, giving and receiving feedback, designing promotional material, maintaining effective relationships and managing conflict
- using problem solving and negotiation to manage contingencies and achieve mutually acceptable outcomes
- responding to diversity, including gender and disability
- preparing general information and papers according to target audiences
- proofreading and editing to ensure clarity of meaning, conformity to organisational requirements, and accuracy and consistency of information
- applying procedures relating to occupational health and safety in the context of internal and external networking

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures relating to the protocols and guidelines for representing and promoting the organisation
- communication techniques
- written communication techniques
- techniques for building relationships of trust, including with people from different cultures
- techniques for preparing and presenting information to promote the organisation
- public and political context of the organisation and its services

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- key people inside and outside the organisation who have an impact on its culture, services, resources and policies

Assessment Conditions

This unit can be assessed off the job, for example in a structured training program applying the context of the organisation and the work role. It will be more effectively and economically assessed through evidence provided in routine work practice and across a range of applications relevant to the industry, professional programs and services, the wider community and general management.

Assessment should include the opportunity to demonstrate evidence from work in the wider community. Evidence should be gathered over time in a range of contexts to ensure the candidate can achieve the unit outcome and apply the competency in different situations or environments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG016 Coordinate resource allocation and usage

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG503A Coordinate resource allocation and usage.

Application

This unit describes the skills required to allocate resources to achieve results; and monitor, evaluate and report on resource usage.

This unit applies to those working in generalist and specialist roles from a range of occupational areas where responsibility for resource allocation is required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to use of resources.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires ICT, analysis and organisation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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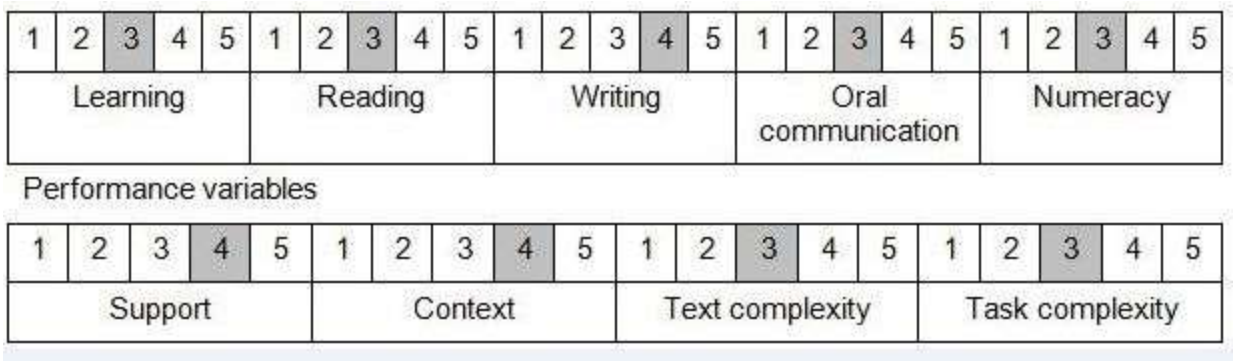
essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Allocate available resources to achieve results	1.1 Identify resource requirements based on assessment of current workloads and staff needs. 1.2 Allocate resources to enable achievement of work unit objectives. 1.3 Acquire and allocate resources within limits of individual delegation or refer to others.
2. Monitor and evaluate resource usage	2.1 Implement systems to enable timely and accurate monitoring and evaluation of resource usage against targets and organisational standards. 2.2 Maintain records of resource allocation and usage. 2.3 Identify and address resource usage issues against feedback, and review information. 2.4 Allocate replacement or additional resources as required.
3. Report on resource usage	3.1 Report resource usage in an appropriate format and on a regular basis. 3.2 Complete reports to indicate the level of performance achieved and any follow-up action required. 3.3 Apply appropriate technology to resource management systems.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG503A Coordinate resource allocation and usage.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG016 Coordinate resource allocation and usage

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- accessing and applying legislation, regulations and organisational policies, procedures and practices relating to resource allocation and usage
- accessing and using information systems in the context of resource allocation and usage
- calculating resource usage
- planning, acquiring and accounting for a range of resources
- reviewing resource usage and adjusting according to organisation's objectives
- keeping written records of resource allocation and usage
- using available technology to allocate and monitor resources

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures relating to the protocols and guidelines in relation to resource allocation and usage
- operational procedures for accessing, storing, maintaining and using resources
- stock-handling procedures
- budget procedures
- financial management principles and procedures
- government security procedures relating to resources
- individual and colleagues/team roles and responsibilities in the context of resource allocation and usage
- resource monitoring technology and systems available in the organisation

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Assessment Conditions

Assessment should include the opportunity to demonstrate evidence from work in the wider community. Evidence should be gathered over time in a range of contexts to ensure the candidate can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating resource allocation and usage, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG017 Coordinate the implementation of change

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG504A Coordinate the implementation of change.

Application

This unit describes the skills required to plan for, implement and evaluate change in the workplace.

This unit applies to those working in general and specialist areas in a range of occupational areas.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to use of resources and process for effecting change.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires planning, organisation and high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for change	1.1 Create opportunities to develop and communicate solutions to problems and issues in the workplace. 1.2 Use group processes to assess proposals to determine the benefits and costs of change and advise key people of the outcomes. 1.3 Ensure that all key people are involved in developing a change management strategy and plan according to legislation, policy and procedures. 1.4 Ensure plans for implementing change demonstrate an awareness of the political, resource and industrial context.
2. Implement change in the workplace	2.1 Determine resources required to implement change and allocate as required and according to priorities. 2.2 Provide direction and support in the change process to team members to enable commitment and a collective focus. 2.3 Promote cooperation from key people to assist in and support the implementation of change. 2.4 Provide information on the operational aspects of change within the work unit routinely to colleagues. 2.5 Organise training to develop awareness and skills needed by staff to benefit from change where required.
3. Evaluate change	3.1 Develop feedback and monitoring mechanisms to ensure implementation of change meets strategic plans and objectives. 3.2 Monitor the impact of change and evaluate progress and issues according to evaluation mechanisms. 3.3 Provide feedback on the impact of change to key people as input to planning and policy development and reporting.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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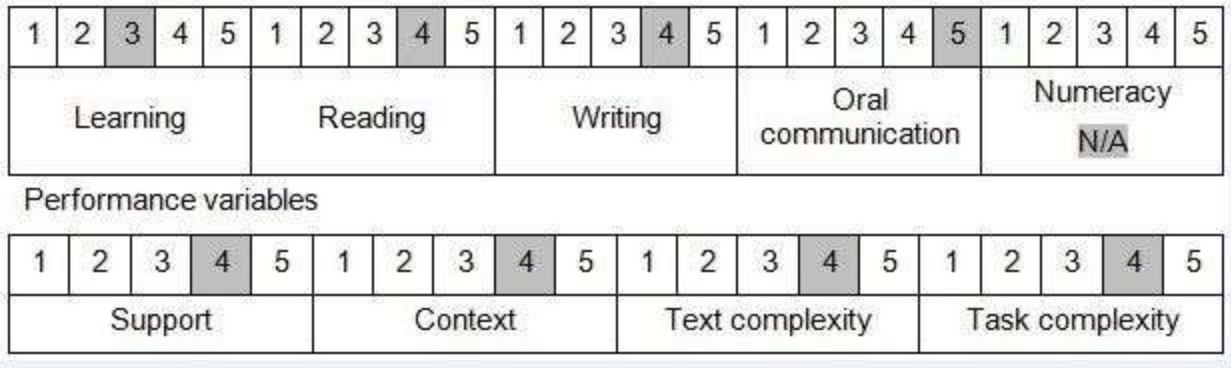
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG504A Coordinate the implementation of change.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG017 Coordinate the implementation of change

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions

- communicating with a diverse range of individuals at different levels in the organisation
- responding to diversity, including gender and disability
- problem solving in the context of managing change
- coaching and mentoring others in the change process
- managing the effects of change in the workplace, including occupational health and safety issues such as workplace stress

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures relating to protocols and guidelines for implementing change in the workplace
- a range of change management models and tools and the application of these in the workplace
- organisation's structure and culture and the impact and effects of changes on individuals and organisations
- consultative mechanisms and protocols of the organisation
- political and industrial relations context of the industry
- group dynamics
- equal employment opportunities, equity and diversity principles

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Assessment Conditions

Assessment should include the opportunity to demonstrate evidence from work in the wider community. Evidence should be gathered over time in a range of contexts to ensure the candidate can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating the implementation of change, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG018 Manage a work unit

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG505A Manage a work unit.

Application

This unit describes the skills required to plan and monitor the services of a work unit, manage unit resources, supervise and support staff and demonstrate effective decision making.

This unit applies to those with both general and specialist competencies from a range of occupational areas within correctional services. Factors that will influence the application of this unit will include:

- type of institution and degrees of custody and security
- size, number of staff and range of services
- location, layout and construction or design
- available and required accommodation
- philosophy, objectives and purpose of the organisation

In practice, managing a work unit will overlap with other generalist or specialist work activities such as work unit planning, managing activities to meet client requirements, coordinating resource allocation and usage, coordinating a work team, etc.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to allocation of resources.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires critical reflection, organisation and high level communication skills.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and monitor the services of a work unit	1.1 Ensure that work unit guidelines, procedures and practices are developed, monitored and reviewed through active consultation and participation with all key people. 1.2 Promote the contribution of the work unit and its outcomes in the organisation and correctional community. 1.3 Design and monitor internal information and reporting systems for efficiency, effective communication and accountability. 1.4 Maintain regular team meetings designed to encourage routine participation in planning and services review. 1.5 Maintain liaison with other relevant key people in the community and related agencies.
2. Manage unit resources	2.1 Determine required resources to enable achievement of work unit objectives. 2.2 Facilitate cooperation in the work unit through balanced and fair work allocation and recognition of all contributions. 2.3 Ensure that physical resources are maintained to agreed health and safety standards. 2.4 Monitor financial expenditure to ensure that budgets and delegations are kept within agreed limits and allocations. 2.5 Ensure that financial reporting systems are consistent with organisational and contract requirements.
3. Supervise and support staff	3.1 Identify and monitor staff functions, duties and responsibilities required for the effective and productive operation of the unit. 3.2 Recruit and select staff according to identified criteria and procedures. 3.3 Identify any skills shortages and staff development needs and provide appropriate training. 3.4 Identify and counsel inappropriate behaviour to promote a positive attitude towards industry standards and performance

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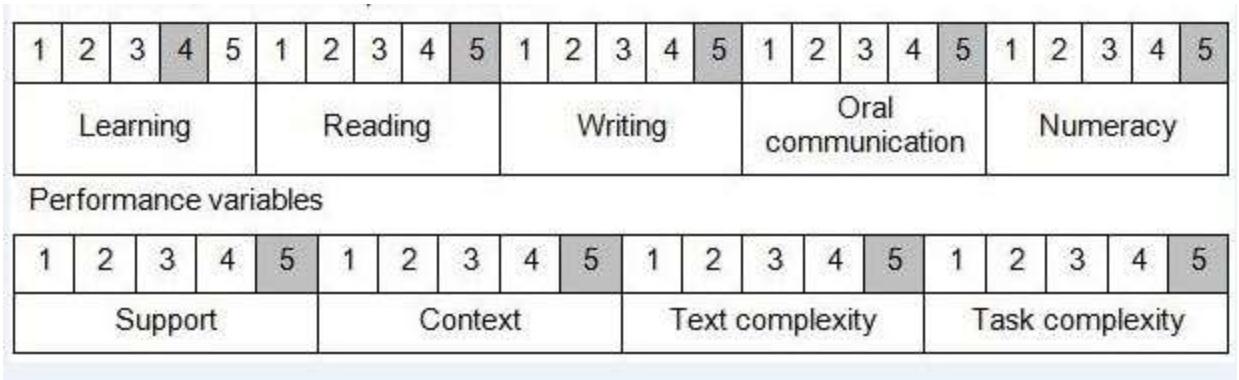
	improvement. 3.5 Promote achievements and support and reinforce productive and effective behaviour with team members. 3.6 Ensure that staff performance appraisal and counselling are provided according to policies and work contracts. 3.7 Identify issues and concerns affecting work performance of staff and provide counselling and support to resolve problems.
4. Make effective decisions	4.1 Apply team-building strategies to achieve strengthened individual and team commitment to organisational vision and work unit goals. 4.2 Use a range of consultation methods to involve staff, management and other related services in the decisions affecting the work unit. 4.3 Promote the use of problem-solving strategies and techniques to produce creative and innovative thinking. 4.4 Evaluate decisions and actions for their effectiveness and positive outcomes and make adjustments to plans. 4.5 Ensure that decisions and actions are documented, reported and recorded according to agreed procedures.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG505A Manage a work unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG018 Manage a work unit

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- accessing and using legislation and guidelines relating to managing the work unit, including physical, human and financial resources
- interpreting and explaining organisational policies, procedures and strategic plans and assisting others to apply them in the workplace
- planning and developing work unit objectives and effectiveness measures
- using team building strategies
- undertaking grievance counselling and resolving conflict in work teams
- delegating work to others
- recruiting and selecting staff using approved methodologies and strategies
- identifying training needs and skills shortages
- undertaking effective liaison, negotiation and consultation with stakeholders
- interpreting budgets and applying financial management strategies
- preparing written advice and reports requiring analysis and accurate expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies and procedures relating to protocols and guidelines in relation to managing a work unit
- environmental or sustainability legislation, regulations and codes of practice applicable to industry
- financial management and budgetary processes in the organisation
- consultative mechanisms and protocols of the organisation
- political and industrial relations context of the industry

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- group dynamics
- conflict resolution techniques
- meeting formats and facilitation or chairing requirements
- recruitment and staff selection methodologies
- team-building strategies
- strategic plans and work unit and business plans
- equal employment opportunities, equity and diversity principles

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing a work unit, including coping with difficulties, irregularities and breakdowns in routine.

Assessment should include the opportunity to demonstrate evidence from work in the wider community. Evidence should be gathered over time in a range of contexts to ensure the candidate can achieve the unit outcome and apply the competency in different situations or environments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG019 Manage teamwork through delegations

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG506A Manage teamwork through delegations.

Application

This unit describes the skills required to delegate responsibility and authority to others, negotiate targets for delegated work and provide advice and support.

This unit applies to those working in management roles within a range of generalist and specialist occupational areas.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to delegated authority.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires critical evaluation, analysis and high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Delegate responsibility and authority to others	1.1 Delegate authority and responsibilities to people able to deliver the required outcomes. 1.2 Ensure information and instruction about the work delegated is clear, explicit and allows sufficient time for the work to be carried out. 1.3 Ensure that delegations take account of the developmental needs of the people involved and give equal opportunities to develop skills and experience. 1.4 Provide sufficient resources to ensure that the delegated work can be completed in the time required and the quality specified. 1.5 Review delegations at suitable intervals and revise arrangements where necessary.
2. Negotiate targets for delegated work	2.1 Ensure targets are realistic and achievable within organisational resources and conditions and are consistent with the organisation's objectives and priorities. 2.2 Ensure targets take into account the competencies and experience of the individuals and teams involved. 2.3 Negotiate targets using methods that promote commitment, enthusiasm and creative approaches from the people involved. 2.4 Identify measures to be used to determine progress and the times at which the targets and progress will be reviewed. 2.5 Inform all relevant parts of the organisation about delegated work, targets and the review of targets.
3. Provide advice and support	3.1 Provide advice and support to individuals and teams working under delegation to ensure understanding, cooperation, commitment and quality of performance. 3.2 Provide advice and support based on accurate analysis of the issues, obstacles and problems and their possible solutions. 3.3 Ensure advice and support give encouragement and positive direction to people involved in the delegated work. 3.4 Ensure that the nature and timing of advice takes account of the need for people to work autonomously and control their own work responsibilities. 3.5 Foster and promote the interests of delegated individuals and work teams in the organisation.

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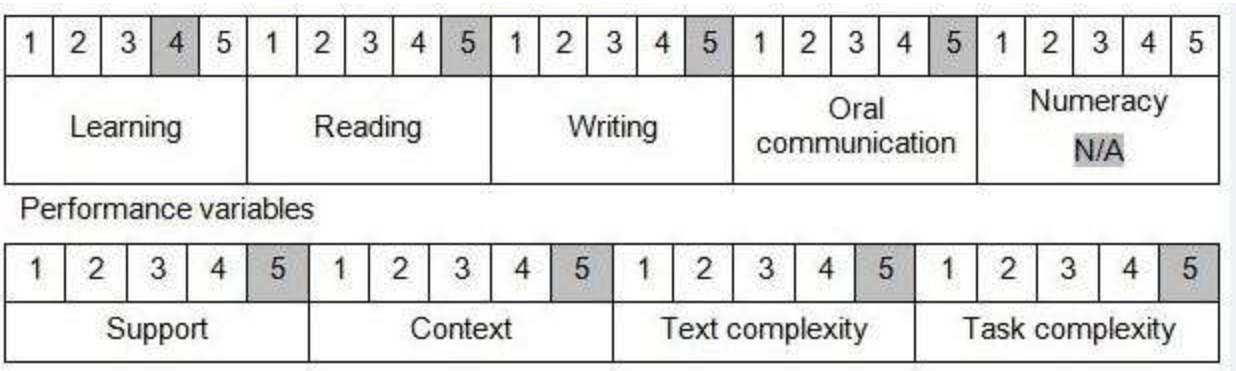
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG506A Manage teamwork through delegations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG019 Manage teamwork through delegations

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- accessing and using legislation and guidelines related to delegations
- interpreting and explaining organisational policies and procedures relating to delegations and applying them in the workplace
- planning and developing work unit targets and effectiveness measures
- using team-building strategies
- responding to diversity in the workplace
- using communication strategies involving exchanges of often complex oral information
- undertaking grievance counselling and resolving conflict in work teams
- undertaking effective liaison, negotiation and consultation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures relating to delegations
- range of delegations applicable in government services
- instructions and standards relating to delegations
- organisational structure and levels of authority or delegation
- interviewing, counselling, negotiation and mediation techniques
- cultural awareness related to promoting cultural diversity in the workplace
- conflict resolution techniques
- team-building strategies
- strategic plans and work unit or business plans

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- justice system structures and political influences
- equal employment opportunities, equity and diversity principles

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing teamwork through delegations, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG022 Manage effective workplace relationships

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCORG509 Manage effective workplace relationships.

Application

This unit describes the skills required to manage ideas and information, establish systems to develop trust and confidence, manage the development of maintenance and systems and manage difficulties to achieve positive outcomes.

This unit applies to those working in a management role in a range of occupational areas.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, occasionally accessing and evaluating support from a broad range of sources. The role requires organisation, conceptualisation and high level communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Organisational administration and management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage ideas and information	1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers. 1.2 Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role. 1.3 Facilitate feedback to employees on outcomes of the consultation processes. 1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel.
2. Establish systems to develop trust and confidence	2.1 Establish and/or implement policies to ensure that that the organisation's cultural diversity and ethical values are adhered to. 2.2 Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct. 2.3 Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process.
3. Manage the development and maintenance of networks and relationships	3.1 Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation. 3.2 Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained.
4 Manage difficulties to achieve positive outcomes	4.1 Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved. 4.2 Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures. 4.3 Provide guidance, counselling and support to assist co-workers in resolving their work difficulties. 4.4 Develop and implement an action plan to address any identified difficulties.

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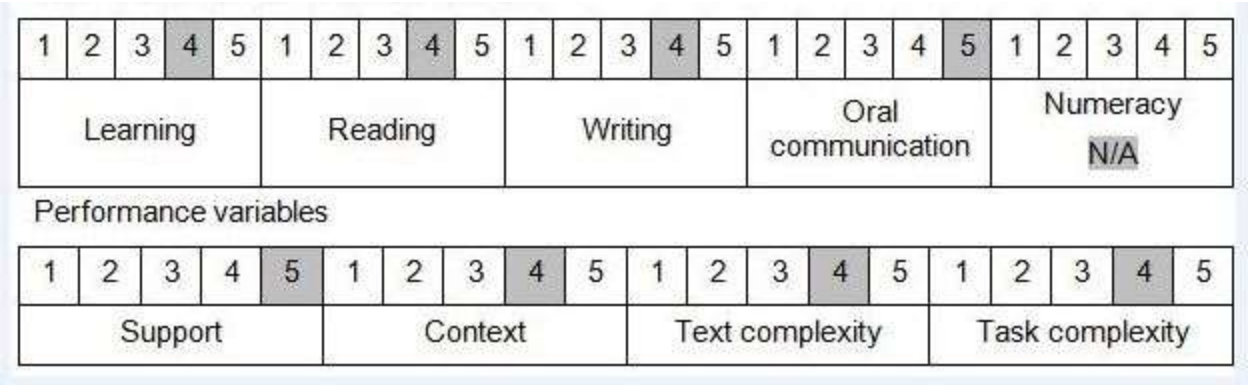
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCORG509 Manage effective workplace relationships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG022 Manage effective workplace relationships

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interacting with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- researching, analysing, interpreting and reporting skills to develop strategies and plans
- communicating fluently to support effective workplace relationships
- responding to unexpected demands from a range of people
- understanding consultative processes and using them effectively
- forging effective relationships with internal and/or external people
- developing, maintaining and managing networks
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to workplace relationships
- work health and safety guidelines related to working safely in organisation environment
- the principles and techniques involved in the management and organisation of:
  - the organisation’s strategic and business plans
  - policy development
- workplace relationship building techniques

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Assessment Conditions

Validity assessment requires that this unit can be assessed in the workplace or in a closely simulated work environment. Where assessment is part of learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG023 Provide leadership in justice services

Modification History

Release 2. Modifications have been made to:

- Application
- Elements and Performance Criteria

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG601A Provide leadership in justice services.

Application

This unit describes the skills and knowledge required to promote the role and contribution of justice services in the community, monitor and develop the quality of justice services and represent the interests of the justice system in national and/or international forums.

This unit applies to those working in management within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, proactively accessing and evaluating support from a broad range of sources. The role requires comprehensive analysis and organisational skills and high level oral communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Organisational administration and management

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Promote the role and contribution of justice services in the community	**1.1** Consult colleagues in the justice system, government agencies and NGO's about mutual interests to promote open, frank and confidential discussion and a positive image of the purpose and contributions of the organisation
	1.2 Inform colleagues about service plans and activities, emerging threats and opportunities in which they have an interest
	1.3 Ensure roles, relationships and protocols of communication and mutual support are clear, realistic and productive
	1.4 Ensure networks and work relationships are developed and maintained to provide identifiable benefits to organisations, clients and services
	1.5 Promote a positive and energetic image of justice services at every available opportunity, using a range of media and forums
	1.6 Present contemporary issues concerning justice services to key stakeholders and communities in a confident and comprehensive way, ensuring open and informed debate and decision making
	1.7 Provide authoritative and specialist advice within the area of responsibility to a wide range of interests
2 Monitor and develop the quality of justice services	**2.1** Research standards and benchmarks for justice and promote them using flexible consultation strategies with all key interest groups in the justice system
	2.2 Use a wide range of opportunities to raise awareness and commitment to the value of justice services amongst service providers, staff and the community
	2.3 Analyse information on the performance of services from a wide range of sources and check for community reactions and quality performance

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	2.4	Analyse political, legal and structural issues that have an impact on the justice system for their effect on future needs and provisions
	2.5	Consult decision makers and provide them with information about the provision of justice services and the issues related to them
	2.6	Check information about the justice service is up-to-date, reliable, accurate and consistent with the needs of the audience
	2.7	Encourage key stakeholders to contribute constructively and openly to debates about justice services in a way that promotes creative and forward-looking progress
3 Represent the interests of the justice system in national or international forums	**3.1**	Prepare reports on activities, progress, results and achievements that are timely, accurate and in line with professional agreements and protocols
	3.2	Prepare reports that contain clear and accurate information about emerging threats and opportunities with the degree of urgency appropriate to the situation
	3.3	Negotiate objectives and proposals for action that are clear and realistic
	3.4	Present proposals for action at appropriate times to those who need to use them in decision-making processes
	3.5	Address disagreements with the intention of making constructive efforts to resolve them and maintain good working relationships
	3.6	Conduct consultations with relevant people in a respectful way that values differences as well as agreement
	3.7	Provide clear and relevant guidance on values, ethics and standards of practice and give support to the promotion and maintenance of these values
	3.8	Where problems and conflicts arise that cannot be addressed routinely, provide adequate resources to resolve the situation promptly

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCORG601A Provide leadership in justice services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG023 Provide leadership in justice services

Modification History

Release 2. Modifications have been made to:

- Application
- Elements and Performance Criteria

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG601A Provide leadership in justice services.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and include:

- applying agreed practices and protocols for consultation and professional networks, inside and outside the organisation and in state, national and, where relevant, international forums
- operating effectively in state, national and, where relevant, international forums
- operating effectively in both general and specialist interests in justice services
- developing and maintaining professional relationships with a comprehensive range of key people and agencies in justice services
- establishing and maintaining communication in complex human service, industrial and political contexts
- providing high-level specialist advice to senior decision makers
- providing information based on complex analysis of service data in the context of public, legal and political accountability
- providing formal presentations to industry forums.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisational policies and procedures related to the justice system and its services
- strategic plans, business plans and performance management processes for systems and services
- advanced communication and promotional techniques
- information management procedures
- working relationships with reference to:
  - service, policy, management and accountability structure of the justice system

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- legislation relevant to the management and services of the justice system
- nature of support needed by colleagues in the justice system and timing of that support
- group dynamics and factors that impact on the effectiveness of working groups
- techniques and strategies needed to encourage and ensure effective working relationships in both familiar and unknown forums
- factors that influence the development and maintenance of trust in working relationships
- strategies and techniques for tackling difficult and controversial issues with colleagues in the context of maintaining effective relationships and promoting positive images and consensus.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment, facilities and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG025 Manage the delivery of a quality correctional service

Modification History

Release 2. Modifications have been made to:

- Application
- Performance Criteria

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG603A Manage the delivery of a quality correctional service.

Application

This unit describes the skills and knowledge required to manage the delivery of a quality correctional service. It includes analysing the service needs and providing, reviewing, promoting, developing and enhancing services.

This unit applies to those working in a management role within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the provision of services in the organisation.

Those undertaking this unit work autonomously, frequently accessing and evaluating support from a broad range of sources. The role requires high level analysis and organisational skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Organisational administration and management

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Analyse service needs	**1.1** Research information on the profiles, cultures and needs of clients using a range of accurate and reliable information
	1.2 Develop and maintain relevant and accurate records of needs
	1.3 Identify and review service requirements to ensure needs will be met through new and expanded services
	1.4 Respond to feedback with positive, flexible options and proposals for improvements
2 Provide and review services	**2.1** Provide clients with relevant and current information about the services of the organisation designed to promote the organisation in a positive way
	2.2 Negotiate mutually agreed service delivery contracts and conditions and adjust according to changes in the analysis of needs and resources
	2.3 Identify individual differences and special needs and consider these in the service design
	2.4 Review service delivery to ensure it reflects current best practice
	2.5 Identify problems in service delivery through stakeholder consultation and feedback obtained on services, and negotiate improvements
3 Promote service	**3.1** Promote and market service to potential clients to ensure the benefits and costs are clearly presented
	3.2 Identify potential areas of difficulty in service and recommend solutions and a range of service options
	3.3 Resolve concerns about the service and refer complaints of a serious nature for resolution at a senior or specialist level
	3.4 Assist service users to identify their needs and select the most suitable available service

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4 Develop and enhance service	**4.1** Ensure changes to service are within policy and budgetary frameworks
	4.2 Use relevant information relating to demand and trends to review client service delivery
	4.3 Use information on products and services to match client needs and service delivery
	4.4 Develop performance indicators to monitor client service delivery and to set standards for best practice service delivery

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCORG603A Manage the delivery of a quality correctional service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG025 Manage the delivery of a quality correctional service

Modification History

Release 2. Modifications have been made to:

- Application
- Performance Criteria

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG603A Manage the delivery of a quality correctional service.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and include:

- establishing and maintaining a network of current and potential service users
- incorporating the requirements of specific groups into service design and delivery
- interpreting feedback from clients and service users
- reviewing service design and delivery in conjunction with user needs, circumstances, feedback and outcomes.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislative and regulatory frameworks influencing provision of services in correctional organisations
- current developments in effective service delivery in correctional services
- current quality assurance commitments and processes
- current performance management systems, policies and processes
- marketing and promotion techniques.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the

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time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment, facilities and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCORG026 Establish strategic guidance for correctional services

Modification History

Release 2. Modifications have been made to:

- Application
- Performance Criteria

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCORG604A Establish strategic guidance for correctional services.

Application

This unit describes the skills and knowledge required to establish strategic guidance for correctional services. It includes creating a shared vision to give purpose to the work of the organisation, formulating objectives and strategies to guide the work of the organisation and negotiating support for strategies.

This unit applies to those working in a management role within justice services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, intuitively accessing and evaluating support from a broad range of sources. The role requires high level conceptualisation, analysis and negotiation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Organisational administration and management

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Create a shared vision to give purpose to the work of the organisation	**1.1** Ensure consultations with management and key stakeholders on the vision of the organisation are open, realistic and designed to engage their support
	1.2 Ensure the proposed vision considers the requirements, expectations and interests of management and key stakeholders
	1.3 Confirm the proposed vision reflects the nature and values of the organisation and its role in the justice environment
	1.4 Check the vision guides and supports employees to relate their values and principles to those of the organisation
	1.5 Ensure the proposed vision includes consideration of trends and opportunities and is reviewed regularly in light of developments in the community and in the justice environment
2 Formulate objectives and strategies to guide the work of the organisation	**2.1** Provide opportunities for employees at all levels in the organisation to participate creatively in the development of organisational objectives and strategies
	2.2 Promote team commitment and ownership of organisational objectives and strategies
	2.3 Check objectives and strategies are consistent with organisation's culture, philosophy, purpose and vision
	2.4 Confirm objectives are attainable in realistic timeframes and with available resources
	2.5 Verify objectives and strategies contain sufficient detail to allow the planning and development of specific programs of work
	2.6 Ensure objectives and strategies take account of constraints and contingencies
	2.7 Confirm objectives are measurable and achievable and

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		include criteria to assess performance
	2.8	Ensure objectives and strategies take account of research of trends and developments and anticipated changes in the corrections and justice field
3 Negotiate support for strategies	**3.1**	Use consultation processes that promote support and commitment from key stakeholders
	3.2	Resolve opposition and differences through compromise that is realistic, balances competing interests and acknowledges the legitimacy of difference
	3.3	Use consultation processes and presentations designed to attract the support of key stakeholders
	3.4	Anticipate and minimise potential problems and obstacles
	3.5	Maintain regular contact with key stakeholders to promote ongoing support and to anticipate issues for resolution

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to CSCORG604A Establish strategic guidance for correctional services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCORG026 Establish strategic guidance for correctional services

Modification History

Release 1. This is the first release of this unit of competency in the CSC Correctional Services Training Package Release 3.0

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- creating a shared vision through:
  - consulting with a range of different key stakeholders and in different consultation processes
  - producing presentation material that promotes the proposed vision
  - negotiating commitment from key stakeholders at different levels of authority in the organisation and outside the organisation
- formulating objectives and strategies by:
  - conveying to key stakeholders the importance of objectives and strategies in achieving the vision of the organisation
  - using a range of methods for developing, reviewing and promoting objectives and strategies
  - developing objectives and strategies that meet the requirements of the organisation
  - developing objectives and strategies that gain the support and commitment of key stakeholders
  - developing objectives and strategies that are realistic, achievable, measurable and can be resourced
- gaining support by:
  - making presentations to key stakeholders
  - addressing differences and problems with key stakeholders
  - negotiating the support of key stakeholders.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislation, regulations and organisational policies and procedures related to the purpose and political environment of the organisation
- key stakeholders in the organisation and in the wider service community

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- organisation's management, performance management and accountability structure
- trends, developments and current research for correctional services
- principles of consultation and negotiation
- factors that influence organisational leadership, team leadership and motivation
- purpose and components of organisational strategic planning.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace policies, procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment, facilities and personal protective equipment (PPE) currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS002 Screen access to and exit from premises

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS202A Screen access to and exit from premises. • PCs 1.1, 1.4, 2.1 and 3.4 wording revised

Application

This unit describes the skills required to screen people, property and vehicles entering and leaving a premises.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to screening people, property and vehicles.

Those undertaking this unit work independently but regularly use familiar support resources. The unit requires basic analysis and communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Screen people and property entering and leaving the site	1.1 Act in a polite and professional manner when screening people and property. 1.2 Check the identity of people entering restricted areas by matching relevant details on identification documents. 1.3 Issue and collect entry passes. 1.4 Report and record incidents that infringe regulations. 1.5 Provide information required about the visit to people who need to know. 1.6 Provide escorts according to regulations and instructions. 1.7 Search personal property according to authorisations, procedures and code of conduct. 1.8 Handle prohibited items according to procedures. 1.9 Report items found during search accurately and in the required format.
2. Screen vehicles and goods entering and leaving the site	2.1 Control vehicle access and issue of vehicle passes according to procedures. 2.2 Check and verify items being transported into and from the premises or site against authorised documentation. 2.3 Search deliveries, goods and vehicles entering and leaving the site according to procedures. 2.4 Identify and report unauthorised goods accurately and to the authorised officers. 2.5 Direct vehicle parking according to regulations and instructions. 2.6 Report vehicle incidents or accidents to authorised officer.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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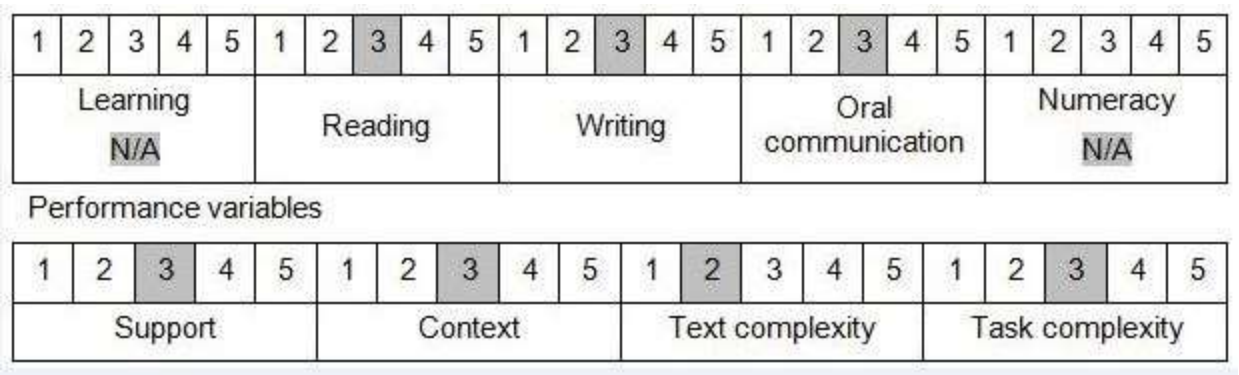
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS202A Screen access to and exit from premises.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS002 Screen access to and exit from premises

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using equipment for the purpose and in the manner intended and authorised
- using search methods specified in operating procedures
- communicating orally with a diverse range of people
- identifying faults in security procedures and problems in equipment and practices
- using information systems to report items found and record incidents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to screening access to and exit from premises
- requirements for incident records and reports
- requirements for emergency evacuation
- use of equipment and safety procedures
- risks and emergencies and the requirements for identifying and responding to them
- duty of care

Assessment Conditions

Evidence should be gathered over time and drawn from the range of routine and required work activities relevant to the performance criteria, the range statement and the organisational environment. Assessment of competence in this unit relies on demonstrated compliance with standard operating procedures and organisational policies.

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Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when screening access to and exit from restricted premises, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS003 Maintain the security of premises

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS203A Maintain the security of premises. • PC 1.1 wording revised

Application

This unit describes the skills required to patrol premises, monitor security systems and respond to security alarm calls.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to monitoring premises.

Those undertaking this unit work independently but regularly use familiar support resources to perform routine tasks in a moderate range of familiar and less familiar contexts. The unit requires basic analysis and communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Patrol premises	1.1 Visit control points and make routine telephone or radio calls to control room according to procedures. 1.2 Check security equipment for serviceability according to standard operating procedures. 1.3 Identify and report faults and damage to security equipment. 1.4 Monitor and identify risks to security during patrols and report observations.
2. Monitor security system	2.1 Set and verify electronic security and protection systems. 2.2 Report and record system malfunctions clearly and accurately and in the required format. 2.3 Identify all signals received and take action according to response procedures. 2.4 Maintain logbooks and reports in a clear, accurate and legible manner and in the required format.
3. Respond to security alarm calls	3.1 Interpret all alarm signals correctly, identify sources and causes of alarms and notify authorised staff. 3.2 Respond to alarms promptly and according to instructions and emergency procedures. 3.3 Use and interpret codes and call signs correctly in all radio and telephone communication. 3.4 Report incidents accurately and in the required format.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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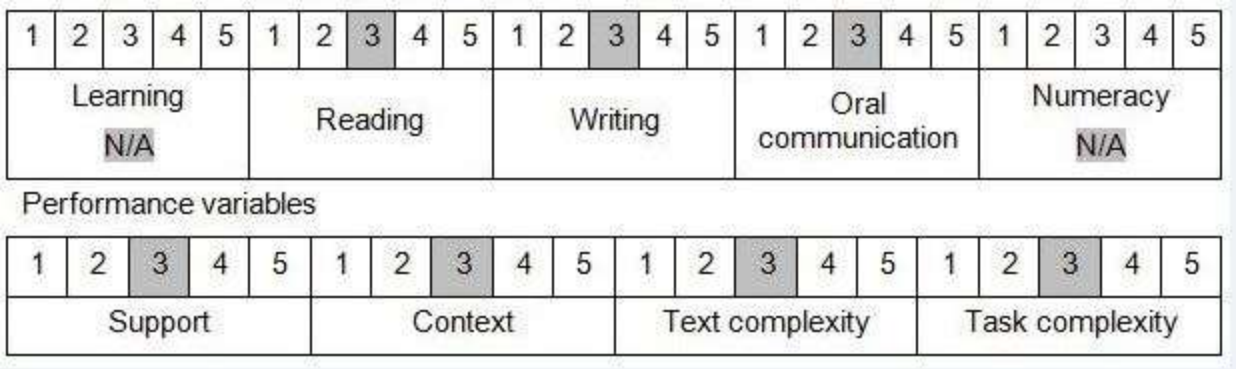
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS203A Maintain the security of premises.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS003 Maintain the security of premises

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using a range of different security systems and equipment for the purpose and in the manner intended and authorised
- responding to signals and alarms with the correct action, urgency and process required by instructions and procedures
- using communication codes and signals
- recording and documenting observations and security information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to monitoring premises
- use of alarm systems and electronic monitoring equipment
- alarm codes and signals used in the organisation
- risks and the requirements for identifying and responding to them
- requirements for incident records and reports
- duty of care

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring and maintaining security of premises, including coping with difficulties, irregularities and breakdowns in routine.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS004 Maintain security of the environment

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS204A Maintain security of the environment.

Application

This unit describes the skills required to maintain a confident presence and operational safety.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit generally work independently but with regular support required to perform routine tasks in a moderate range of familiar and less familiar contexts. The role requires basic communication and simple inferencing skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain confident presence	1.1 Maintain a professional image during interactions. 1.2 Respect the independence and personal dignity of all people. 1.3 Provide information and advice that is clear, accurate and appropriate for the audience and takes into account cultural and social differences.
2. Maintain operational safety	2.1 Continually review environmental factors to identify distinctive features and characteristics and note changes. 2.2 Check information about people and property and confirm from authorised sources. 2.3 Identify and analyse risk factors according to organisation procedures. 2.4 Maintain precautionary measures to preserve safety of people according to legal requirements and procedures. 2.5 Identify situations requiring assistance and request support promptly.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

Learning	Reading	Writing	Oral communication	Numeracy
N/A	2	3	3	N/A

Performance variables

Support	Context	Text complexity	Task complexity
3	3	3	3

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS204A Maintain security of the environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS004 Maintain security of the environment

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using communication techniques in dealings with team members, members of the public, aggressive and uncooperative people, people from other cultures and people with low language and literacy levels
- using electronic communication equipment
- using security equipment and electronic monitoring systems
- using surveillance and observation techniques
- recording and documenting observations and security information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to emergency response and recording and reporting
- alarm systems and electronic monitoring equipment
- effective communication
- interpersonal techniques
- duty of care

Assessment Conditions

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and performance outcomes which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

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Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when maintaining security of the environment, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS005 Contain incidents that jeopardise safety and security

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS205A Contain incidents that jeopardise safety and security.

Application

This unit describes the skills required to respond to and contain incidents that jeopardise safety and security.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. With contextualisation this unit may apply to those working in other work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit work independently with support to perform routine tasks in a moderate range of familiar and less familiar contexts. The role requires teamwork, communication and simple inferencing skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Respond to incidents	1.1 Identify the possible causes of incidents and assess them for relevance to the security and safety of people and the environment. 1.2 Respond to incidents confidently and appropriately, according to agreed procedures. 1.3 Request assistance clearly and promptly. 1.4 Use security equipment and technology according to instructions and procedures.
2. Contain incidents	2.1 Monitor situation for potential causes of conflict and harmful behaviour. 2.2 Use communication and negotiation strategies that prevent escalation of incidents. 2.3 Provide clear, accurate and comprehensive information to assist decision making. 2.4 Select response and action designed to minimise risk and preserve the safety and security of all involved. 2.5 Apply necessary level of force that complies with organisational policy to establish control and maintain security. 2.6 Provide accurate and clear reports promptly.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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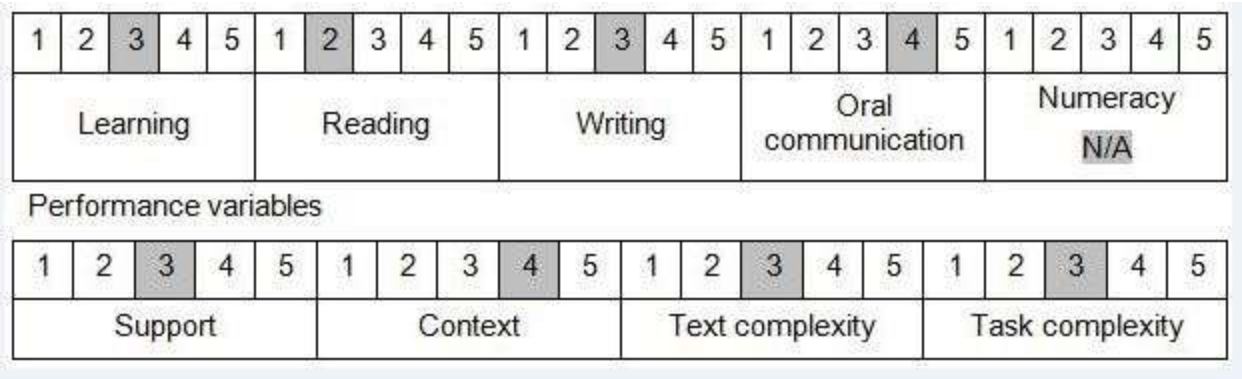
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS205A Contain incidents that jeopardise safety and security.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS005 Contain incidents that jeopardise safety and security

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- assessing risks to safety and security and applying appropriate procedure
- using effective communication techniques to deal with aggressive and uncooperative people
- applying strategies to prevent escalation of incidents
- using security, restraint and first aid equipment
- using surveillance and observation techniques
- recording observations and completing written and oral reports on incidents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to responding to incidents
- effective communication
- negotiation strategies
- first aid techniques
- principles of cooperative teamwork
- duty of care

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Assessment Conditions

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and performance outcomes which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when containing incidents, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS007 Operate central monitoring station

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS207A Operate central monitoring station.

Application

This unit describes the skills required to update monitoring centre information, communicate with team members, screen information and respond to alarms.

This unit applies to those working in detention centres, correctional centres or prisons. The unit may also be demonstrated in a community-based alternative custodial environment, such as home detention. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities. The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to monitoring station operation.

Those undertaking this unit consistently work independently with occasional support required to perform routine tasks in a range of familiar contexts. The role requires communication and simple inferencing skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Update monitoring centre information	1.1 Check security information for accuracy and currency. 1.2 Log incidents and their responses according to instructions and procedures. 1.3 Install changes to the database as required.
2. Communicate with team members	2.1 Give clear, accurate and up-to-date security information to team members. 2.2 Confirm authorised technical staff to use the security system according to procedures. 2.3 Verify changes to database for maintenance and response. 2.4 Conduct debriefing sessions with alternative shift according to assignment instructions and procedures. 2.5 Identify issues requiring resolution or attention and allocate priority and appropriate resources.
3. Screen information	3.1 Verify authenticity of incoming callers according to procedures and authorisations. 3.2 Request and verify passwords and codes according to procedures and authorisations. 3.3 Check and verify changes to information and/or requirements according to procedures and instructions. 3.4 Refer disputed verifications of callers and information to authorised personnel.
4. Respond to alarms	4.1 Identify alarm signal accurately and immediately. 4.2 Identify the priority of alarm signals and respond according to procedures and emergency response.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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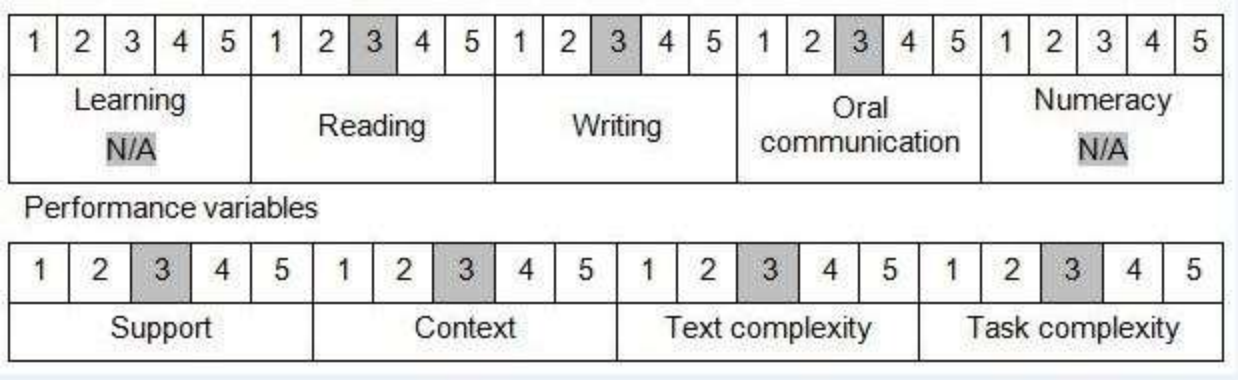
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS207A Operate central monitoring station

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS007 Operate central monitoring station

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- observing and interpreting information
- communicating calmly and efficiently under pressure
- using equipment for the purpose and in the manner intended and authorised
- operating and checking routine activities and equipment for security factors

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to the operation of a central monitoring system
- organisation's records and information system
- location requirements, including procedures, protocols and chain of command
- organisation's policies and procedures related to the use of passwords and codes
- alarm signals

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when operating central monitoring or communication station, including coping with difficulties, irregularities and breakdowns in routine.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS008 Maintain security system

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS301A Maintain security system.

- PC wording revised

Application

This unit describes the skills required to monitor internal and external workplace environment and respond to security alerts.

This unit applies to those working in detention centres, correctional centres or prisons and in community facilities under custodial supervision. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security maintenance.

Those undertaking this unit generally work independently, drawing upon support from familiar resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Monitor the internal workplace environment	**1.1** Monitor and record the movement of offenders, visitors and team members.
	1.2 Check, record and report changes in routine, behaviour, the environment and movements promptly to relevant team members.
	1.3 Routinely assess the safety and welfare of all individuals.
	1.4 Routinely monitor and check the effective working of equipment and technology and report inaccuracies and malfunctions.
	1.5 Use communication and information exchange systems, check their effectiveness and maintain them for the purpose intended.
	1.6 Gather and report information necessary for effective surveillance.
2 Monitor the external workplace environment	**2.1** Supervise the transfer of offenders.
	2.2 Confirm relevant security information and documentation and prepare and verify authorisations.
	2.3 Identify and implement security and safety precautions and contingency responses.
	2.4 Take into consideration the safety and welfare of offenders, team members and the public at all times and in all actions.
3 Respond to security alerts	**3.1** Interpret and respond to alarms.
	3.2 Use codes and call systems in communication.
	3.3 Assess the risk of escalation of incidents and take appropriate action to minimise risks.

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3.4 Complete security and incident reports, records and registers.

3.5 Participate in debriefing and post-emergency analysis.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS301A Maintain security system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS008 Maintain security system

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- evaluating security situations and making decisions based on evaluation
- operating and checking routine activities and equipment for security factors
- identifying and reporting problems and faults in security system
- using all security equipment required in the work site and consistent with work role, responsibilities and delegation
- accessing and recording relevant information into prisoner data systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to security and surveillance
- organisation's emergency response system and procedures
- organisation's codes and alarm signals
- access organisation's records and information system
- observation techniques
- organisation's intelligence systems

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

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Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS009 Control incidents using defensive tactics

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS302A Control incidents using defensive tactics.

Application

This unit describes the skills required to assess the need to use and apply defensive techniques, contain incidents and evaluate responses.

This unit applies to those working in a custodial correctional services context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to incident response.

Those undertaking this unit work with support from a coordinated team with regular support.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Assess the need to use defensive techniques	**1.1** Assess the level and nature of risk based on incident risk factors and identified opportunities.
	1.2 Assess incidents to determine the need for defensive techniques against the organisation's use of force guidelines, legal requirements and emergency response procedures.
	1.3 Assess the capacity to complete the defensive action and consider viability of using alternative actions.
2 Apply defensive techniques	**2.1** Call for assistance and support using authorised alarms and codes.
	2.2 Apply defensive techniques ensuring protection and safety of people involved.
	2.3 Monitor the degree of response against identified opportunities and incident factors.
	2.4 Carry defensive equipment in a secure, protected and accessible position for safe deployment.
	2.5 Present and deploy defensive equipment using recognised techniques.
	2.6 Ensure that physical contact minimises any unnecessary provocation and indignity to the subject.
3 Contain incident	**3.1** Adjust or discontinue response according to changes in circumstances and degree of risk.
	3.2 Use the assistance of responding officers and other appropriate resources to contain the incident.
4 Evaluate response	**4.1** Evaluate and review the effectiveness of responses.
	4.2 Provide accounts of incidents as part of the review and debriefing process.
	4.3 Complete records and reports.
	4.4 Recognise and manage the effects of stress on self using recognised stress management techniques.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS302A Control incidents using defensive tactics.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS009 Control incidents using defensive tactics

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
- providing verbal warnings and clear directions and instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and organisation's policies and procedures related to use of force
- duty of care
- stress management techniques

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS011 Monitor control room operations

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS304A Monitor control room operations.

- PC 1.2 and 2.3 wording revised

Application

This unit describes the skills required to conduct take-over security checks, monitor the safety of staff, coordinate responses to alarm signals and monitor security operations.

This unit applies to those working in detention centres, correctional centres and prisons where operational activities and responses to security situations are monitored from a control room. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to control room operations.

Those undertaking this unit work generally independently, drawing upon support from familiar resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Conduct take-over security checks	**1.1** Check and clarify occurrences, shift change-over details and other relevant information.
	1.2 Carry out control room and security equipment checks.
	1.3 Identify and record potential risks, hazards and faults or defects.
	1.4 Conduct radio checks with duty staff.
2 Monitor safety of staff	**2.1** Monitor staff movements to ensure regular contact with control room is maintained.
	2.2 Identify and respond to failures to communicate with control room.
	2.3 Identify situations requiring back-up support and allocate resources to assist staff.
3 Coordinate responses to alarm signals	**3.1** Interpret alarms and coordinate appropriate response.
	3.2 Confirm the availability of response staff and dispatch responding officers according to the nature and urgency of alarms.
	3.3 Provide responding officers with full, accurate and timely information to allow maximum effectiveness when attending the scene.
	3.4 Monitor response officers' attendance at scene of alarm, determine the need for specialist response team and back-up resources, and deploy them according to the emergency.
4 Monitor security operations	**4.1** Monitor compliance with standard operating procedures and check and notify relevant people of any variations.
	4.2 Manage faults and inconsistencies.
	4.3 Communicate with equipment operators and staff using

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approved communication methods.

4.4 Complete all required documentation clearly, concisely and on time.

4.5 Pass on end of shift information to oncoming staff.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS304A monitor control room operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS011 Monitor control room operations

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using a range of communication equipment and information sources accurately while under pressure
- maintaining accurate records and documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to control room security requirements, security management and emergency response
- organisation's contingency plans
- emergency codes and alarms
- staff roles, responsibility and delegation in emergency situations
- work health and safety policies relevant to monitoring the safety and security of staff and responding to alarms
- specifications and procedures for use of specialist monitoring, communication and security equipment
- code of conduct
- duty of care

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training

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Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS012 Supervise attendance at court

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS305A Supervise attendance at court.

Application

This unit describes the skills required to process reception at court, maintain the safety and security of persons in custody and the public and comply with court requirements.

This unit applies to those working in justice agencies where individuals are held for court appearances. The performance of this unit includes both supervision as part of custodial care duties, community corrections roles and dedicated contract work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to court operations.

Those undertaking this unit consistently work independently with support from a team. The role requires communication, organisation and observation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Process reception at court	**1.1** Consult reliable and authorised sources of information about individuals to confirm identification and the requirements and conditions of attendance at court.
	1.2 Provide information about the court process and conditions to persons in custody in a communication style that helps understanding and promotes cooperation.
	1.3 Use a range of communication strategies to determine risk indicators or special needs of the person in custody.
	1.4 Search persons in custody according to security requirements and procedures.
	1.5 Check and store property of persons in custody according to files and procedures.
	1.6 Document, record and report information required by the reception process according to security procedures, court protocol and the information management system.
2 Maintain safety and security of persons in custody and the public	**2.1** Organise the accommodation of persons in custody on court premises according to court practice, degree of risk and the facilities available.
	2.2 Supervise escorts and movements of persons in custody according to individual's information, procedures and court protocol.
	2.3 Provide information to persons in custody to help their understanding of, and agreement to, the requirements and conditions of court attendance and the consequences of their behaviour.
	2.4 Use security equipment according to procedures, court protocol and the assessment of risk.
	2.5 Monitor the behaviour and reactions of persons in custody using a range of observation and communication techniques.
	2.6 Respond to unacceptable behaviour promptly to minimise adverse or harmful consequences using methods appropriate for the degree of risk and according

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		to court protocol.
3	**Comply with court requirements**	**3.1** Identify and verify details of the court requirements, protocols, building layout and special conditions.
		3.2 Establish communication and liaise with court personnel and key people in the court system.
		3.3 Establish communication with legal representatives and coordinate their contact with their clients.
		3.4 Complete reports required by procedures and the offender information system clearly, objectively and accurately.
		3.5 Respond to magistrates/judges' requests and instructions promptly and accurately and provide clear, accurate and relevant information.
		3.6 Check, confirm and provide documentation and evidence required by the court in the designated format.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS305A Supervise attendance at court.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS012 Supervise attendance at court

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using communication to manage behaviour and cooperation of persons in custody
- using a range of communication strategies
- checking and storing the property of persons in custody according to regulations and procedures
- processing information that is needed for the reception process according to justice procedures, court protocol and processes, and the information management system
- completing reports clearly and accurately

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to supervision and management of persons in custody specific to the court environment
- duty of care
- communication techniques
- available security equipment

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory

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requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS013 Manage conflict through negotiation

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS306A Manage conflict through negotiation.

- PC 3.3 and 3.4 wording revised

Application

This unit describes the skills required to assess conflict, negotiate solutions and evaluate responses.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit work independently drawing upon support from familiar and unfamiliar resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Assess conflict	**1.1** Anticipate possible conflict situations and select appropriate response to prevent escalation.
	1.2 Evaluate responses to conflict against legal requirements and organisational procedures.
	1.3 Identify situations requiring assistance and support and request assistance promptly.
2 Negotiate resolution	**2.1** Use strategies to resolve conflict that comply with organisational policies and procedures.
	2.2 Use negotiation techniques that maintain positive interaction and divert and minimise aggressive behaviour.
	2.3 Use communication techniques that are effective in ensuring mutual understanding.
	2.4 Ensure negotiation styles take into account social and cultural differences.
	2.5 Confirm mutual agreement to strategies and required outcomes with all relevant people.
3 Evaluate responses	**3.1** Evaluate and review effectiveness of response according to legal and organisational requirements.
	3.2 Provide accurate and constructive observations of incidents when reviewing and debriefing the situation.
	3.3 Provide and maintain records and reports.
	3.4 Recognise effects of stress in self and manage these using recognised stress management techniques.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS306A Manage conflict through negotiation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS013 Manage conflict through negotiation

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and estimating level of conflict and degree of risk
- using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
- using observation techniques
- writing records and reports of incidents
- providing verbal warnings and clear directions and instructions
- using communication systems to request assistance if needed

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and organisation's policies and procedures related to use of force, duty of care
- principles of effective communication and use of communication techniques under pressure
- negotiation techniques
- response options that are most effective for the degree and nature of risk
- stress management techniques

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training

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Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS014 Monitor and review security systems

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS401A Monitor and review security systems. • PC 1.3, 2.3, 3.1, 3.4 and 3.6 revised

Application

This unit describes the skills required to monitor the effectiveness of security, support team members and coordinate emergency responses.

This unit applies to those working with offenders/detainees in prisons, secure custodial centres and community facilities under custodial supervision, with responsibility for coordinating and monitoring security functions and the effectiveness of the local system.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security systems.

Those undertaking this unit work autonomously and may lead small teams. The role requires organisation, communication and reflection skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor the effectiveness of security	1.1 Ensure that staff members are rostered and duties assigned to maintain effective operation of the security system. 1.2 Routinely check security information and reports according to organisational requirements. 1.3 Routinely assess the safety and welfare of all individuals regarding possible hazards. 1.4 Routinely monitor reports on effective working of equipment, and inaccuracies and malfunctions. 1.5 Ensure that effective communication and information exchange are maintained between team members, units and key centres in the organisation. 1.6 Report all security concerns promptly, clearly and accurately to management and key specialist teams.
2. Support team members	2.1 Provide team members with current information necessary to ensure the effective maintenance of the security system. 2.2 Confirm and interpret security information and procedures and promote a positive approach to change with team members. 2.3 Identify and analyse the resources needed by team members to maintain the security system in order to provide advice to management. 2.4 Identify the skills and performance development required to maintain the security system and provide advice to management and specialist units. 2.5 Promote the safety and welfare of offenders, team members and the public at all times and in components of the security system.
3. Coordinate emergency response	3.1 Interpret alarms and respond according to procedures and degree of urgency. 3.2 Coordinate team response according to the status of the emergency, the safety and welfare of individuals and emergency response procedures. 3.3 Assess the risk of escalation of incidents and coordinate team action to minimise risks. 3.4 Use codes and call systems accurately and effectively. 3.5 Complete security and incident reports, records and registers accurately and comprehensively and provide reports to management or special inquiries.

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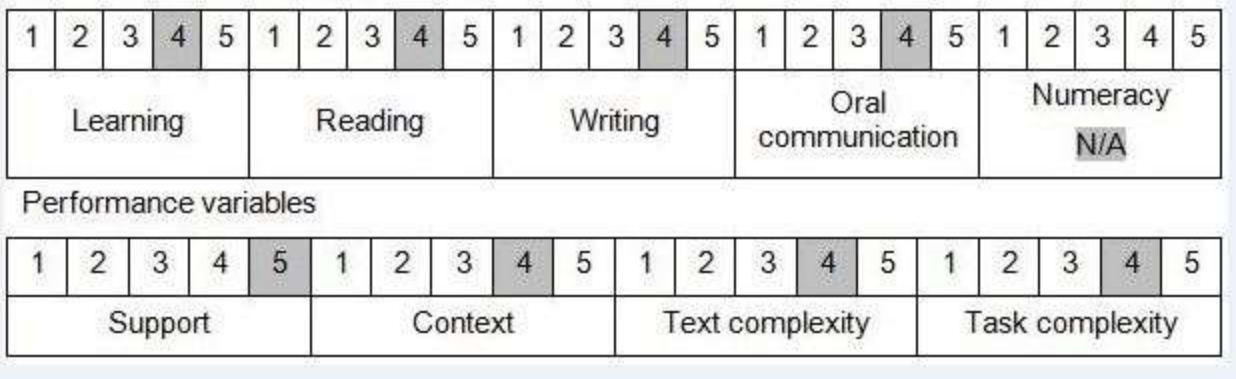
	3.6 Coordinate debriefing and post-emergency analysis.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS401A Monitor and review security systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS014 Monitor and review security systems

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- supervising, coordinating and monitoring all security equipment and strategies required by the security system of the work site and consistent with work role, responsibilities and delegation
- anticipating and interpreting the efficiencies and risks of the security system and incidents against security plans and procedures
- providing advice on the implementation of security technology and the resources required to maintain the security system
- coordinating team responses at incidents and deploying back-up and specialist resources in response to incidents and alarms
- coping with a high degree of pressure
- using a range of communication equipment and information sources during incidents
- evaluating security incidents and potential risks or emergencies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to the use of security, surveillance and information equipment and emergency response
- codes and alarms
- organisation's records and information system
- code of conduct
- communication techniques

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Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring and reviewing the security system, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS015 Manage threatening behaviour

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS402B Manage threatening behaviour.

- PC 2.5 and 2.13 added

Application

This unit describes the skills required to use communication to establish control and apply defensive control strategies.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to use of force.

Those undertaking this unit work mostly independently, drawing upon support from a range of established and new resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Use communication to establish control	**1.1** Adopt a position and stance designed to increase control and confidence and minimise provocation and aggressive response.
	1.2 Use communication techniques that focus the attention and concentration of the person in controlled directions.
	1.3 Use communication strategies that provide clear instructions and options aimed at reducing escalation of reaction.
	1.4 Use communication methods that engage the person in positive responses.
	1.5 Use non-verbal messages and body language that avoid provocation and aggressive messages.
	1.6 Use continuous and calming communication to provide distraction and personalised engagement.
	1.7 Defuse negative provocation and confrontation with the use of confident and positive proposals and alternatives.
2 Apply defensive control strategies	**2.1** Observe and monitor people using threatening behaviour, assess all relevant indications for degree and nature of risk.
	2.2 Observe and monitor the environment for factors which will contribute to or moderate the risks identified.
	2.3 Observe and assess the behaviour of people for the cause and potential escalation of aggression.
	2.4 Explain options for cooperation clearly and positively and support them when cooperation is given.
	2.5 Request assistance if available.
	2.6 Select defensive control tactics appropriate for the nature of the threat and the degree of risk.

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2.7 Select defensive control tactics that are designed to protect the safety and welfare of all involved.

2.8 Use physical restraint or deflection in a manner that is proportional to the risk and which minimises injury and loss of human dignity.

2.9 Use restraint or deflection according to the policies and procedures of the organisation.

2.10 Use verbal strategies to de-escalate tensions and re-establish personal interaction.

2.11 Use search or isolation to remove any remaining risks and maintain safety and security of those involved.

2.12 Consult and take advice from specialist support and advisers.

2.13 Provide and maintain records and reports.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS402B Manage threatening behaviour.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS015 Manage threatening behaviour

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and estimating level of conflict and degree of risk
- using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
- using observation techniques
- writing records and reports on incidents
- providing warnings and clear directions and instructions
- using communication systems to request assistance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and organisation's policies and procedures related to use of force
- duty of care
- organisation's delegations, accountability and reporting processes related to critical incidents
- principles of effective communication and use of communication techniques under pressure
- negotiation techniques
- response options that are most effective for the degree and nature of risk
- stress management techniques
- specialist support

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS016 Provide emergency response to dangerous incidents

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions
- Performance Criteria 4.6 and 4.7 renumbered

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS403A Provide emergency response to dangerous incidents.

- PC 4.1 added, PC 4.3 and 4.5 wording revised

Application

This unit describes the skills required to develop a strategic response to incidents, apply emergency strategies, monitor the environment and incident and review the effectiveness of the response.

This unit applies to those working with offenders in prisons and secure custodial centres. With changes based on different organisation's needs, it can apply to specialist emergency units and to workers in the community where this function is part of the work role. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to emergency response.

Those undertaking this unit work independently, drawing upon support from a range of established and new resources. This role requires complex task organisation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

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Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Develop a strategic response to incidents	**1.1** Assess and report on the nature, extent and degree of threat from the incident.
	1.2 Establish communication channels to allow required exchange of information with key people and relevant support agencies.
	1.3 Analyse resources and vulnerability of the situation and report issues to key people.
	1.4 Identify immediate action required and take action.
2 Apply emergency strategies	**2.1** Comply with safety and security procedures in all actions.
	2.2 Select and use personal protective equipment according to the requirements of the situation.
	2.3 Guard and protect the welfare of people as the first priority in any action.
	2.4 Maintain safe access and exit according to situational analysis.
	2.5 Assess, select and apply controls to achieve objectives with minimum damage to people and the environment.
	2.6 Provide immediate response to threat or danger to colleagues while preserving personal safety.
	2.7 Identify and report inability to respond or obstacles to response and seek instructions and support.
3 Monitor the environment and the incident	**3.1** Constantly assess factors that may create or increase risk of injury or damage, and report them to authorised people.

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	3.2	Maintain protection of evidence.
	3.3	Monitor hazard controls to ensure continued effectiveness and accuracy of information.
	3.4	Monitor and maintain own and colleagues' safety.
	3.5	Identify and report changes in behaviour and conditions.
4 Evaluate and review the effectiveness of the response	**4.1**	Document the incident accurately.
	4.2	Review and analyse experiences and observations of the incident and report on issues.
	4.3	Provide constructive and accurate observations in team discussions and analysis.
	4.4	Support formal organisational and personal debriefings and make positive contributions to requirements.
	4.5	Identify support needed by team members and provide this according to organisation's procedures.
	4.6	Identify training needs and opportunities to improve skills required for effective emergency response.
	4.7	Investigate options for training and provide expertise to inform training programs.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS403A Provide emergency response to dangerous

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incidents.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS016 Provide emergency response to dangerous incidents

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions
- Performance Criteria 4.6 and 4.7 renumbered

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

- Assessment Requirements revised
- Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- implementing strategic approaches to incident responses
- using security and surveillance equipment in the workplace according to procedures
- recording and reporting information related to incidents
- supervising a response team
- using effective communication while under pressure

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to incident response, emergency procedures and work health and safety
- organisation's delegations, accountability and reporting processes related to critical incidents
- organisation's requirements for documentation and information systems
- security, surveillance and communication equipment available
- preservation of crime scene and evidence requirements
- principles of contingency planning and responses
- employee support services
- response options that are most effective for the degree and nature of risk

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Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS017 Use firearms

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is equivalent to CSCSAS404A Use firearms.

- PC 2.3 and 3.3 wording revised

Application

This unit describes the skills required to assess the need to use firearms, handle and discharge firearms and evaluate responses post-incident.

This unit applies to those working with offenders in prisons and secure custodial centres. With changes based on different organisation's needs, it can apply to specialist emergency units, escort services, specialist roles and to workers in the community where this function is part of the work role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to discharge of firearms.

Those undertaking this unit work independently as part of a coordinated team. The role requires strong communication and decision making skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Safety and security

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Assess the need to use firearms	**1.1** Analyse incident to assess the need for the use of firearms against the degree and nature of risk to people, the organisation's use of force guidelines, and emergency response procedures.
	1.2 Anticipate risk, based on assessment of information available, observation of the hazards in the situation and likely consequences of events.
	1.3 Assess and select options for action on the basis of capacity to complete the actions and suitability of response to the degree of risk.
	1.4 Identify situations requiring assistance and request support promptly.
2 Handle and discharge firearms	**2.1** Carry firearms in a secure, protected and accessible manner that complies with legal requirements and organisation procedures.
	2.2 Employ tactical positioning that is consistent with assessment of intentions and risks and anticipates a range of different actions.
	2.3 Make judgements about the use of firearms according to use of force guidelines and legal requirements.
	2.4 Select ammunition appropriate to firearm that complies with manufacturer specifications and legal requirements.
	2.5 Select personal protective equipment according to the requirements of the situation and use it according to organisational procedures.
	2.6 Check that grip, handling and presentation of firearms comply with legal requirements and ensure retention and continued control.
	2.7 Discharge firearms where necessary according to legislation and organisational policy and procedures.

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	2.8	Maintain consistency of accuracy in the discharge of firearms as defined by organisational standards and procedures.
3 Evaluate response	**3.1**	Evaluate and review effectiveness of responses according to information, observation and outcomes of events.
	3.2	Provide accurate and constructive observations of incidents in review and debriefing of incidents.
	3.3	Complete records and reports that comply with the organisation's procedures.
	3.4	Recognise and manage the effects of stress, using stress management techniques.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS404A Use firearms.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS017 Use firearms

Modification History

Release 2. Modifications have been made to:

- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and complying with legal and procedural requirements related to the use of firearms, tactical response and defensive techniques
- estimating levels of conflict and degree of risk
- using firearms in a manner that minimises harm and injury
- applying timely reactions in the use and termination of force
- providing clear verbal warnings, directions and information
- using appropriate self-defence techniques
- using appropriate avoidance techniques
- establishing containment and isolation according to situation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to use of firearms
- code of conduct
- duty of care
- available firearms and ammunition
- response options that are most effective for the degree and nature of risk
- communication techniques
- stress management techniques
- risk factors and their impact on incidents and situations
- safe and controlled handling of firearms
- safe and correct use of ammunition

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- safe and appropriate use of tactical positions

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS018 Plan responses to incidents that jeopardise safety and security

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS501A Plan responses to incidents that jeopardise safety and security.

Application

This unit describes the skills required to determine strategies for agreed resolutions, plan and negotiate with support services, monitor plans in incidents and provide support and leadership to teams.

This unit applies to those working in a leadership role within correctional services. The unit has been designed for significant contextualisation to allow for a wide range of industry environments and work roles and responsibilities, including those in which this function is part of a generic operational role and those in which this is a specialist service function.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to responding to incidents.

Those undertaking this unit work autonomously drawing upon support from a broad range of sources to complete moderately sophisticated tasks. The role requires critical thinking, organisation and communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine strategies for agreed resolutions	1.1 Gather information on the incident from a range of sources. 1.2 Analyse all aspects of incident to determine degree of hazard, priorities, optional outcomes and appropriate strategies. 1.3 Determine immediate and long-term objectives and assess these against resources and priorities. 1.4 Apply a range of communication techniques to make and maintain contact with key people. 1.5 Provide clear and factual information to enable an honest and realistic assessment of the interests of key people and their positions. 1.6 Develop clear options for resolving the conflict, determine their likely consequences, and analyse the associated benefits and risks. 1.7 Confirm areas of agreement and re-assess points of disagreement to establish a common positive position.
2. Plan and negotiate support services	2.1 Assess the need for support services in terms of the situational analysis and determined strategies and priorities. 2.2 Negotiate resources of support services according to established procedures, protocols and availability. 2.3 Provide information on strategies to support services and establish communication protocols and channels. 2.4 Delegate roles and responsibilities according to expertise and resources.
3. Monitor plans in incidents	3.1 Assess incident for degree of risk and determine response to reduce and remove the impact of the incident, minimise risk, preserve the safety and security of all involved and restore order. 3.2 Take action to prevent the escalation of incident that is appropriate to the circumstances and agreed procedures. 3.3 Ensure that responses and emergency action give priority to the protection of individuals from harm. 3.4 Anticipate individual responses to action and stress, evaluate reactions and allocate support at the level required to minimise risks. 3.5 Ensure that guidelines for force used for the restoration of control and the maintenance of security result in humane and least-restrictive responses.

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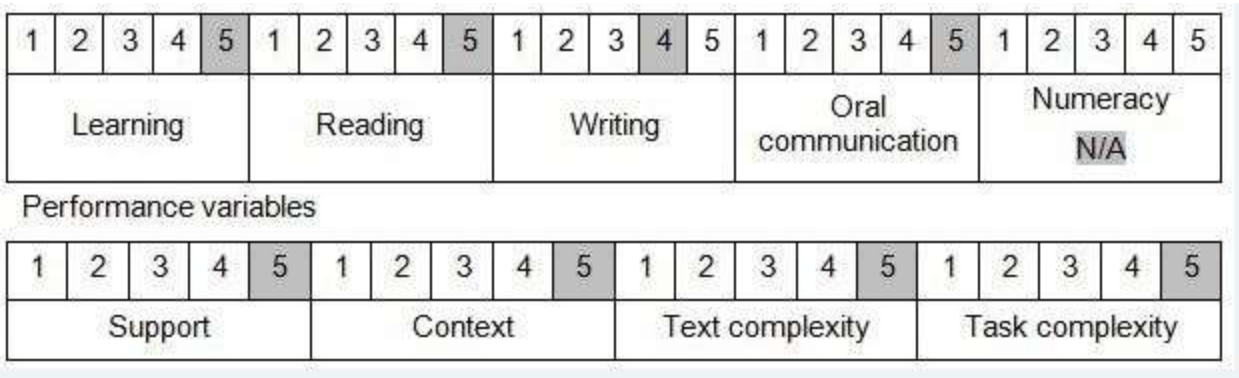
	3.6 Provide accurate and clear reports to the appropriate authority promptly. 3.7 Undertake review, evaluation and analysis of incident and organisational response to it, and report recommendations to the appropriate authority promptly and accurately.
4. Provide support and leadership to teams	4.1 Allocate roles and responsibilities taking into account the skills and contribution of team members. 4.2 Provide clear, accurate and relevant information, guidance and support to meet individual needs. 4.3 Make positive use of conflict to enhance individual growth and relationships. 4.4 Provide immediate feedback on performance in a constructive and developmental way. 4.5 Actively encourage team members to provide ideas and feedback. 4.6 Take directions and action that maintain safety and protection of team members at all times.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

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Unit Mapping Information

Supersedes and is equivalent to CSCSAS501A Plan responses to incidents that jeopardise safety and security.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS018 Plan responses to incidents that jeopardise safety and security

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- researching and analysing developments in security systems and practices
- managing effective outcomes using strategic planning, team leadership and situational analysis
- managing and coordinating a complex team of operational and specialist staff

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to control and surveillance, safety and preventing and responding to incidents
- organisational management and accountability systems
- teamwork principles and strategies
- organisation's culture and values and impact on behaviour and response
- principles of force and reaction to force
- effective communication
- organisation's reporting procedures and practices including environmental and sustainability practices
- guidelines for use of equipment and technology
- duty of care code of conduct
- emergency and response equipment
- management principles

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Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for planning effective processes for emergency responses to incidents that jeopardise safety and security as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS019 Determine response to security risks

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS502A Determine response to security risks.

Application

This unit describes the skills required to assess incidents and determine response options.

This unit applies to those working an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security, risk management and response.

Those undertaking this unit work autonomously drawing upon support from a broad range of source. The role requires moderately sophisticated research, communication and evaluation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess incidents	1.1 Identify incidents and determine responses according to use of force guidelines, legal responsibilities and organisational procedures. 1.2 Collect information about incidents from a range of different sources to allow reliable assessment of risk. 1.3 Identify causes of incidents and assess them for degree of security risk. 1.4 Maintain communication to provide accurate and relevant information to all parties.
2. Determine response options	2.1 Evaluate responses and select them to maximise safety of people according to legal requirements and organisational procedures. 2.2 Determine the need to take action to reduce the degree of risk according to delegations and organisational procedures. 2.3 Give priority in responses to the safety and protection of all people involved in the incident and reducing the possible escalation of the incident and risk factors. 2.4 Adjust or discontinue responses according to changing circumstances and use of force guidelines. 2.5 Identify situations requiring assistance and request support promptly.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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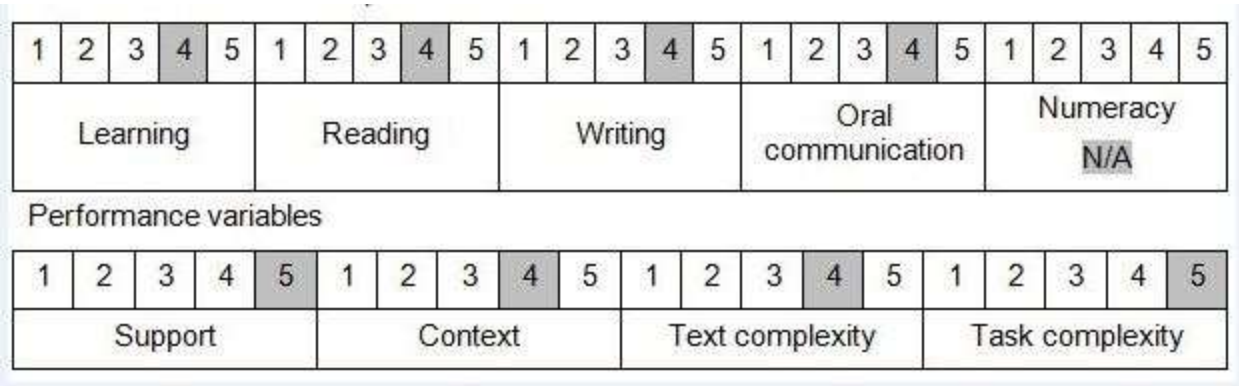
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS502A Determine response to security risks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS019 Determine response to security risks

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and complying with legal and procedural requirements
- selecting response options within specified legal and strategic limits
- selecting response options that are most effective for the objective
- using communication to reduce the level of threat or conflict
- using communication to give clear, accurate and concise information
- using security equipment
- identifying current and potential risk factors and their impact on the incident or situation
- working as part of a team
- reviewing response strategies and making adjustments according to changing circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate and/or the AQF level of the qualification being undertaken.

- legislative requirements covering use of force, duty of care, use of restraint, use of arrest and use of defensive weapons
- organisation's policies and procedures related to emergency response, use of weapons, use of restraint, incident management, recording and reporting
- principles of effective communication and use of interpersonal techniques, especially under pressure
- principles of problem solving
- team roles and responsibilities, delegations, chain of command and accountability

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- use of security equipment
- surveillance and observation techniques
- alarms and signals
- principles of cooperative teamwork

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for assessing incidents and determining appropriate responses to security risks as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS020 Manage security

Modification History

Release 2

This unit was released in CSC Correctional Services Training Package release 2.0.

Release 1

This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit involves the skills and knowledge required to manage security.

It includes the skills required to ensure compliance with security procedures, maintain the safety and security of staff and/or offenders and maintain safety and security documentation.

This unit applies to those working with offenders/detainees/staff in prisons, secure custodial centres and community facilities under custodial supervision, with responsibility for managing security matters.

Those undertaking this unit work independently, drawing upon support from a range of established resources. The role requires complex task organisation, analysis and decision making skills. Working as part of a coordinated team is integral to the role.

Statutory/legislative requirements apply to this unit and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Pre-requisite Unit

Not applicable.

Competency Field

Safety and security

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Ensure compliance with security procedures**	**1.1**	Identify all security and emergency procedures relevant to own work role
		1.2	Oversee implementation of relevant security procedures according to the level of risk
		1.3	Provide instruction to work group on potential security risks
		1.4	Report potential breaches of security and/or faults to appropriate authority
2	**Maintain safety and security of staff and/or offenders**	**2.1**	Maintain dynamic security actions by ensuring regular and consistent interaction with offenders or staff and sharing of information and observations
		2.2	Ensure security functions and activities relating to the care and wellbeing of offenders are implemented
		2.3	Respond to security breaches involving staff or offenders
3	**Maintain safety and security documentation**	**3.1**	Participate in the routine review of security procedures and responses according to own level of responsibility
		3.2	Complete security documentation
		3.3	Manage and store security files

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

No equivalent unit.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS020 Manage security

Modification History

Release 2

These Assessment Requirements were released in CSC Correctional Services Training Package release 2.0.

Release 1

These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and includes:

- using a range of communication equipment and information sources accurately
- maintaining accurate documentation
- making decisions
- using effective oral and written communication

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisation's policies and procedures related to security and security documentation
- code of conduct
- duty of care
- emergency codes and alarms
- staff roles, responsibility and delegations in security matters

Assessment Conditions

Assessors must hold credentials specified within Standard 1 of the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within Standard 1 of the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions that closely resembles normal work practice and

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replicates the range of conditions likely to be encountered by an individual providing support to offenders in Aboriginal and Torres Strait Islander communities effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace policies, procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals
- case studies and workplace scenarios to capture the range of situations likely to be encountered.

Links

CSC Correctional Services Training Package Companion Volume Implementation Guide at: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS021 Participate in incident briefing, debriefing and analysis

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to participate in incident briefings and post-incident debriefings, and to prepare incident documentation.

This unit applies to those working as part of a specialist emergency response team in prisons, secure custodial centres and community facilities under custodial supervision. With contextualisation this unit may apply in other work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to incident response and reporting.

Those undertaking this unit work autonomously drawing upon support from a range of established resources. The role involves complex task organisation and analysis in a range of contexts including those that are unfamiliar and unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in incident briefing	1.1 Ensure a safe and appropriate location is used for incident briefing. 1.2 Contribute relevant knowledge or insight to briefing to enhance incident response formulation. 1.3 Encourage all incident response team members to contribute to briefing. 1.4 Request clarification of incident response purpose, team roles and actions if required.
2. Participate in post-incident debriefing	2.1 Respond to requests to undertake post-incident debriefing actions in a timely manner. 2.2 Reflect on incident response actions of self and others, including consideration of response outcomes and organisational expectations. 2.3 Work cooperatively with all people involved in the conduct of the post-incident debriefing, recognising individual roles and responsibilities. 2.4 Identify and seek information required for the post-incident debrief from relevant people. 2.5 Actively contribute to post-incident debriefing process as required by designated role. 2.6 Complete required debriefing actions within designated timelines.
3. Contribute to incident analysis	3.1 Collect and record details of incidents as required by designated role. 3.2 Contribute to development of incident timeline. 3.3 Identify conditions and/or circumstances that contributed to the incident. 3.4 Analyse incident response to identify areas for improvement or adjustment.
4. Prepare and submit incident documentation	4.1 Prepare and submit written recommendations based on incident analysis.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables

1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS021 Participate in incident briefing, debriefing and analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective oral and written communication
- using reflection techniques to reflect on own and others' actions to inform analysis of incident response
- using analytical skills to assist in the examination of details relating to the incident and response

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to incident response and reporting
- duty of care
- code of conduct
- language and style of communication appropriate for written reporting
- available resources that may assist post-incident analysis e.g. CCTV
- organisation's IT and information systems
- effective communication techniques

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

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Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual participating in incident briefings and analysis, including coping with irregularities and communicating with others.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCTRA001 Maintain security during escort

Modification History

Release 2. Modifications have been made to:

- Application
- Assessment Conditions

Release 1. This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.

This unit supersedes and is not equivalent to CSCTRA201A Maintain security during escort.

- Elements 2 and 3 revised to reflect work role

Application

This unit describes the skills required to identify prisoner escort requirements, prepare to escort and escort prisoners.

This unit applies to those working in roles supervising secure transport of prisoners in prisoner transport vehicles. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to prisoner transport.

Those undertaking this unit work with moderate support, drawing upon familiar support resources and direction from colleagues.

Licencing requirements may apply to this unit and will vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements before undertaking this unit.

Pre-requisite Unit

Not applicable

Competency Field

Transport and escort

Unit Sector

Not applicable

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Identify prisoner escort requirements	**1.1** Check and confirm the requirements for escorts and organise resources and equipment according to escort plan and duty instructions.
	1.2 Identify special needs requiring additional resources, and make and report adjustments to escort plans.
	1.3 Ensure that all information relevant to the escort is gathered and made available to escort team.
	1.4 Provide clear, accurate information to prisoners to address concerns and problems and promote cooperation.
2 Prepare prisoners for escort	**2.1** Check and confirm the identification of all prisoners to be escorted against authorised information.
	2.2 Check and confirm prisoner property, files, security equipment and all resources needed to accompany prisoners.
	2.3 Confirm the classification and conditions of prisoners and note any special needs.
	2.4 Search prisoners according to procedures, taking account of prisoner's sex, health and safety requirements.
	2.5 Search vehicle and check all equipment is working.
	2.6 Check and confirm escort requirements against the escort plan.
	2.7 Check and confirm itinerary and route against movement plans and special needs and adjustments.

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	2.8	Advise relevant people of movements of prisoners and complete necessary records.
	2.9	Apply restraint techniques according to assignment instructions and legal requirements.
3 Escort prisoner	**3.1**	Monitor the safety and welfare of prisoners during transport and authorised activities using vehicle surveillance equipment and dynamic security methods.
	3.2	Maintain communication with base and locations using communication equipment.
	3.3	Use conflict management strategies to minimise risk to safety and welfare, disruption to the itinerary and escalation of conflict.
	3.4	Ensure that response to accidents, injuries, damage and incidents maintains the safety, security and welfare of staff, prisoners and the public.
	3.5	Report incidents promptly according to the nature and urgency of the incident.
	3.6	Complete reports and documentation in the format and time required.
	3.7	Transfer prisoners, property and files to receiving agencies to ensure the continuation of care and security.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

Supersedes and is not equivalent to CSCTRA201A Maintain security during escort.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCTRA001 Maintain security during escort

Modification History

Release 2. Modifications have been made to:

- Application
- Assessment Conditions

Release 1. These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Assessment requirements created.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- performing in both routine and non-routine circumstances
- following the procedures for prisoner escorts in real and simulated situations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational requirements regarding the maintenance of prisoner security during escort as defined by:
  - operating procedures, regulations and requirements regarding escorting offenders
  - offender information system
  - procedures and code of conduct relating to the use of restraint and force
  - principles of duty of care defined in policies and procedures
  - procedures and delegations for use of safety and security equipment when escorting clients
  - emergency procedures that relate to escorting offenders
- general vehicle maintenance and mechanical knowledge to check vehicle prior to departure

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training

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Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCTRA002 Operate security vehicles

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCTRA202A Operate security vehicles.

Application

This unit describes the skills required to maintain transport vehicles and drive to and from assignments.

This unit applies to those operating motor vehicles used for security purposes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to operation of security vehicles.

Those undertaking this unit work in coordinated teams with moderate support required. The role requires simply inferencing, communication and navigational skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport and escort

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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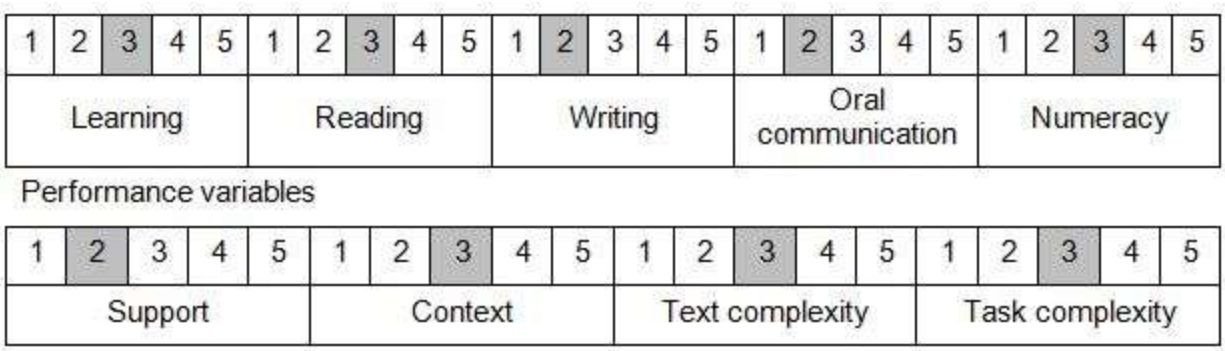
essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain vehicle	1.1 Check condition of vehicle regularly according to procedures and manufacturer specifications for care and maintenance. 1.2 Identify faults and malfunctions and report these according to procedures. 1.3 Attend to routine vehicle requirements in a timely manner and according to procedures.
2. Drive to and from assignment	2.1 Drive vehicles according to road and traffic statutes and regulations. 2.2 Organise the journey to follow the most direct route to or from the assignment chosen, having regard to traffic and road conditions. 2.3 Select the quickest route to the scene of emergency or alarm, based on traffic and road conditions. 2.4 Drive vehicles in a manner that minimises risk of injury to self and others at all times.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

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Unit Mapping Information

Supersedes and is equivalent to CSCTRA202A Operate security vehicles.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCTRA002 Operate security vehicles

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. Assessment requirements created.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- reading a map
- using landmarks to navigate and orient oneself

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to operating security vehicles
- road and traffic statutes and regulations
- basic mechanical faults and malfunctions
- routes to frequently visited locations

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for operating security vehicles effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCTRA003 Navigate transport

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCTRA203A Navigate transport.

Application

This unit describes the skills required to design efficient transport routes and navigate to a destination.

This unit applies to those navigating transport. These staff members may be from a range of occupational areas within correctional services and may include casual and contracted staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to transport navigation.

Those undertaking this unit work in a coordinated team with moderate support required. The role requires navigation, communication and simple organisation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport and escort

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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essential outcomes	further information is detailed in the range of conditions section.
1. Design efficient transport routes	1.1 Check and confirm the destination and itinerary from the assignment information. 1.2 Prepare and check maps and navigation equipment and information for relevance to assignment. 1.3 Plot positions and destination according to the assignment requirements, information from maps and site locations. 1.4 Check map information and environmental conditions and confirm to determine a safe and timed route. 1.5 Check transport and receiving agencies to ensure that access and thoroughfare are available. 1.6 Confirm permission for access to restricted sites.
2. Navigate to destination	2.1 Use records of route information and navigation aids to reach the destination. 2.2 Check and confirm locations according to procedures, safety margins and hazards. 2.3 Change routes when conditions and procedures require. 2.4 Report unexpected changes to plans. 2.5 Confirm arrival and conditions according to operating procedures. 2.6 Report transport details and incidents. 2.7 Check and confirm the status of equipment and report details and conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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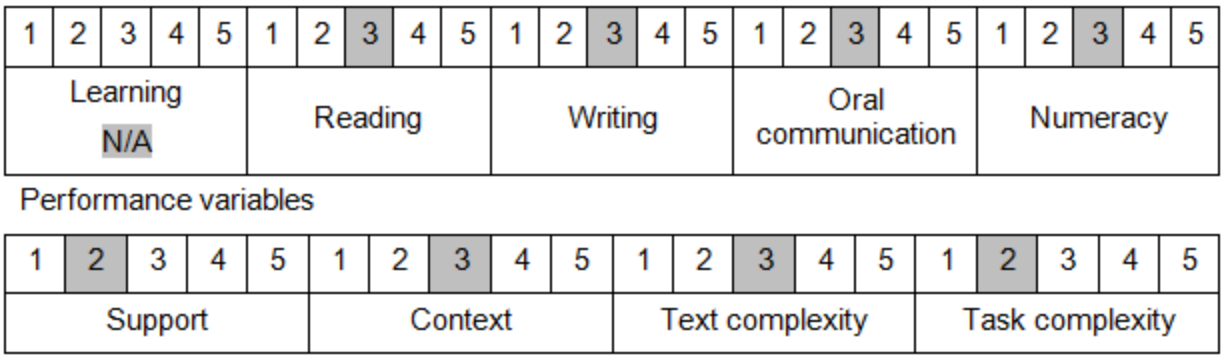
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCTRA203A Navigate transport.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCTRA003 Navigate transport

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. Assessment requirements created.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- checking and confirming factors, options and potential problems in route preparation
- interpreting maps and route directions for a range of routinely required destinations
- changing plans to take into account new conditions and requirements
- using and maintaining vehicles and related equipment according to manufacturer instructions
- completing all records and reports required by the organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies and procedures related to transport
- manufacturer instructions for use and maintenance of vehicles and related equipment
- navigational techniques

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for navigating transport as part of a coordinated team including coping with difficulties, irregularities and changes to routine.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCTRA004 Plan and monitor escorts

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is not equivalent to CSCTRA401A Plan and monitor escorts. • Unit revised to reflect planning and monitoring escorts

Application

This unit describes the skills required to prepare for and supervise vehicular escorts and protect prisoners and the public during escorts. Escorts may be for the purpose of court attendance, medical treatment, compassionate and family visits, employment programs, attendance at specialist services, interstate transfers, location transfers, and attendance at hearings and inquiries.

This unit applies to those working in the planning and monitoring of escorts. These staff members may be from a range of occupational areas within correctional services. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to prisoner transport.

Those undertaking this unit work independently, drawing upon support from a range of established resources. The role requires complex organisational, analysis and communication skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport and escort

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and coordinate escort	1.1 Develop escort plans and duties from prisoner transfer information. 1.2 Identify and assign resources, personnel and equipment needed for the escort according to escort purpose, escort plans and escort procedures. 1.3 Ensure that vehicles and equipment are checked for availability and serviceability. 1.4 Check information from agencies and/or movement orders for specific requirements and for accuracy and consistency with escort plans. 1.5 Act upon information concerning the need for any special prisoner transport requirements and factor these into escort planning. 1.6 Confirm that route plans, itinerary and timetables ensure the safest and most time-effective movements. 1.7 Provide prisoners and team members with information designed to promote cooperation and understanding, and reduce stress and mistakes.
2. Monitor escorts	2.1 Brief the escort officers on the details of the escort and routine for the day. 2.2 Adjust deployments, instructions and schedules on the basis of any late information received. 2.3 Ensure that the escort departs the base at its schedule time. 2.4 Ensure that vehicle routes are frequently reviewed to ensure the safety, security and welfare of staff, prisoners and the public is maintained. 2.5 Monitor, record and advise internal and external parties of any delays or circumstances that may result in late prisoner delivery. 2.6 Delegate any further movement orders received in a safe and timely manner.
3. Manage escort	3.1 Take charge of any emergency during prisoner movement to

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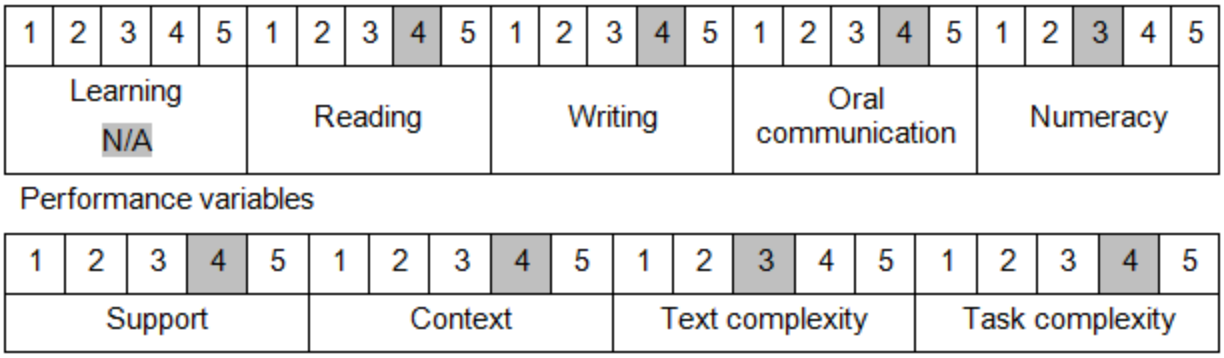
contingencies and documentation	ensure the safety, security and welfare of staff, prisoners and the public is maintained. 3.2 Liaise with agency and other officials in order to promote effective cooperation. 3.3 Check relevant logs for any variations to escort plans and ensure reasons for variances are recorded. 3.4 Anticipate and assess the impact of vehicle and equipment breakdowns and mechanical problems. 3.5 Log all prisoner movement data and incidents and report to the relevant agencies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is not equivalent to CSCTRA401A Plan and monitor escorts.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCTRA004 Plan and monitor escorts

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment requirements created.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- supervising escorts in both routine and non-routine circumstances dealing with emergencies, breaches of regulations and conflict
- taking action to protect the welfare of prisoners and the public
- dealing with and reporting breakdowns and incidents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational requirements, including:
  - sections of legislation, regulations, procedures and orders that influence the work of escorting prisoners
  - range of warrants, movement orders and court requirements relating to escorting prisoners
  - organisation's reporting requirements and information management system
  - emergency procedures

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

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Valid assessment of this unit requires:

- A license to drive the vehicles used in prison escorts.
- A workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for planning and monitoring escorts as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCWHS001 Use safe work practices

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOHS201A Use safe work practices.

Application

This unit describes the skills required to maintain a safe and healthy work environment, maintain personal safety and the safety of others.

This unit applies to those working in any correctional services environment where detainees, prisoners or offenders are under supervision.

With contextualisation this unit may apply to those working in other work environments. The unit can apply to staff, contractors, external services and agencies, and professional support staff such as medical, education and training, employment, transport, escorts, representatives of government services, departments and authorities. For this reason the unit may be significantly customised, particularly in the assessment of knowledge, based on different organisational, sector and locational requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Work health and safety legislation includes federal, state and territory Acts, regulations and codes of practice.

Organisational policies and procedures must be consulted and adhered to, particularly those related to work health and safety and interaction with offenders and people under care.

Those undertaking this unit work with moderate support drawing upon support from co-workers. The role requires performance of routines tasks with a limited number of familiar steps.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain a safe and healthy environment	1.1 Assess equipment, materials and environment for hazards and take protective action that gives first priority to health and safety. 1.2 Record and report work health and safety issues to designated personnel. 1.3 Use approved safety measures and techniques when lifting and carrying. 1.4 Maintain awareness of workplace health and safety issues and arrangements within the organisation and scope of responsibilities.
2. Maintain personal safety	2.1 Maintain personal conduct, manner and presentation. 2.2 Select and check personal protective clothing and safety equipment to ensure it is operational prior to commencing work. 2.3 Use and maintain safety and protective clothing and equipment according to manufacturer specifications and ensure it is appropriate for the duties performed. 2.4 Identify and anticipate factors that lead to hostility and threatening behaviour and assess incidents for risk and appropriate action. 2.5 Maintain current safe practice requirements and first aid knowledge and skills to the standard required by the organisation.
3. Contribute to maintaining safety of others	3.1 Recognise impact of own actions on safety of others. 3.2 Maintain contact with other work group members at all times. 3.3 Alert others to unsafe situations clearly, ensuring relayed information is understood. 3.4 Provide assistance to persons in danger ensuring own safety is maintained.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	**2**	3	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	**2**	3	4	5	1	**2**	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOHS201A Use safe work practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCWHS001 Use safe work practices

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. Assessment requirements created

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and reading workplace safety policies and procedures electronically or in hard copy, including regulatory requirements
- operating and checking basic equipment and activities for safety
- using equipment for the purpose and in the manner intended and authorised
- identifying faults and problems in equipment and procedures
- identifying workplace safety issues
- documenting hazards in clear language according to organisational guidelines
- using approved safe manual-handling techniques
- responding to safety issues by using personal protective clothing and equipment where necessary
- using first aid equipment where necessary
- communicating verbally with others to alert them to health and safety issues

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal rights of employees and employers in the workplace
- work health and safety procedures
- workplace hazards and associated risks
- meaning of workplace work health and safety symbols and signs

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- designated workplace personnel responsible for work health and safety

Assessment Conditions

Evidence for assessment must be gathered over a significant period of time and in conjunction with evidence gathered for all other units that have a component of work health and safety. This may require opportunities for candidates to demonstrate performance in a number of locations or service areas in the organisation relevant to the range of responsibilities they may be given.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual when following workplace safety procedures, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCWHS002 Supervise occupational health and safety practices

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCOHS401A Supervise occupational health and safety practices.

Application

This unit describes the skills required to provide information to work groups about work health and safety (WHS), involve group members in WHS practices and monitor the organisation's WHS performance.

This unit applies to those working in a supervisory role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to work health and safety.

Those undertaking this unit work autonomously, drawing upon support from a range of familiar resources. This role requires task organisation, communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide information to the work group about work health and safety	1.1 Provide clear information about the requirements of work health and safety legislation and codes of practice to the work group. 1.2 Explain the organisation's WHS policies, procedures and programs clearly to the work group. 1.3 Provide regular information clearly to the work group about identified hazards, and the purpose of risk assessment and risk control.
2. Involve group members in the practices of work health and safety	2.1 Ensure that all members in the work group have the opportunity to contribute to WHS practice. 2.2 Use team meetings to raise issues and deal with practice issues. 2.3 Refer issues to appropriate personnel for resolution. 2.4 Distribute information about consultations over WHS issues to the work group.
3. Monitor the organisation's health and safety performance	3.1 Identify gaps between WHS competencies required and those held by work group members to determine training needs. 3.2 Address identified WHS training needs with both on and off-the-job training programs in consultation with relevant parties. 3.3 Complete WHS occupational injury and disease records for work area. 3.4 Analyse information from the area's WHS records to identify hazards and monitor risks.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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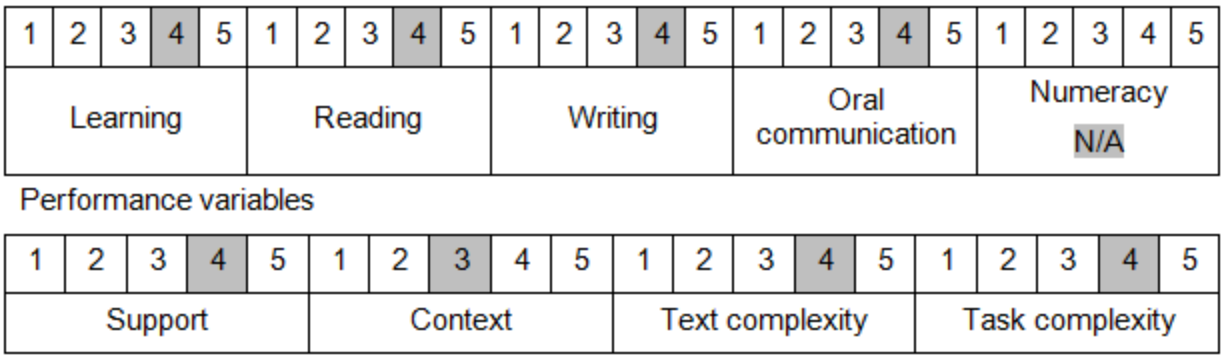
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCOHS401A Supervise occupational health and safety practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCWHS002 Supervise occupational health and safety practices

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. Assessment requirements created

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying the hierarchy of control
- reporting and documenting the processes and outcomes of WHS requirements
- communicating verbally and in written form basic information about WHS responsibilities and processes
- facilitating team meetings
- identifying gaps in WHS skills or knowledge within work group
- recognising patterns in information to identify hazards and risks in WHS records

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- working knowledge, consistent with the elements of competence, of all applicable WHS legislation, regulations and codes of practice
- organisation's policies and procedures covering WHS processes, recording and reporting
- significance of equal employment opportunity principles and practices for WHS
- significance of other management systems and procedures for WHS
- understanding of literacy levels and communication skills of work group members and consequent suitable communication techniques
- training program coordination process
- appropriate personnel for referral of WHS issues

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Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for supervising WHS practices as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CPPSEC3107 Monitor security and coordinate response from control rooms

Modification History

Release 1.

Supersedes and is equivalent to CPPSEC3020A Monitor security from control room.

Updated to meet the Standards for Training Packages.

This version first released with CPP Property Services Training Package Version 7.0.

Application

This unit specifies the skills and knowledge required to monitor security and coordinate a field response from within a control room.

It includes:

- checking security systems and equipment for correct operation and cross-checking consistent information exchange with companion monitoring systems
- monitoring security, interpreting information and alarms, assessing risk and deploying field staff for security response
- conducting regular and systematic checks with field staff to provide information and directions and assistance
- carrying out change of shift procedures, updating security databases and completing documentation.

It applies to people working independently or under limited supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

Pre-requisite Unit

Nil

Unit Sector

Security operations

Elements and Performance Criteria

Elements describe the	Performance criteria describe what needs to be done to

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essential outcomes.	demonstrate achievement of the element.
1. Prepare for control room operations.	1.1 Review workplace procedures and policies to ensure compliance with legal rights and responsibilities when conducting control room operations. 1.2 Clarify operational information in consultation with relevant persons. 1.3 Check security system and equipment to confirm correct operation following manufacturers' instructions. 1.4 Identify system or equipment faults or malfunctions and rectify or report for remedial action in accordance with workplace requirements. 1.5 Cross-check systems and equipment with companion monitoring systems and confirm accurate and consistent information exchange.
2. Monitor security and deploy field staff.	2.1 Operate and monitor security systems and equipment to maintain security. 2.2 Receive and interpret security information and alarm, and assess incident nature and risk. 2.3 Deploy field staff to carry out security response proportionate to the nature of incident and risk. 2.4 Conduct regular and systematic checks with field staff to provide information and directions and to maintain security. 2.5 Respond promptly to irregular or non-responses from field staff to maintain safety and security of people, property and premises.
3. Finalise control room operations and complete documentation.	3.1 Carry out change of shift procedures ensuring monitoring and system continuity. 3.2 Update security database following workplace procedures. 3.3 Complete and securely maintain workplace documentation in accordance with workplace requirements.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria:

- language skills to use security industry approved communication terminology, codes and signals
- writing skills to:

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  - maintain workplace documentation
  - complete routine reports and forms
- reading skills to interpret:
  - procedures and policies that clarify legal rights and responsibilities
  - technical information contained in manufacturers' instructions
  - visual information contained in closed circuit television (CCTV) screens and security cameras
- speaking and listening skills to:
  - use questions to clarify and verify spoken security information
  - use communication equipment to give clear, sequenced instructions and information when deploying field staff
- numeracy skills to estimate time and resources required to carry out operational tasks
- problem solving skills to:
  - formulate response options to match alarm or security risk situation
  - rectify equipment or system malfunctions
- teamwork skills to adjust personal communication styles in response to the opinions, values and needs of others
- technology skills to input, manipulate, retrieve and store electronic data in a variety of formats including databases.

Unit Mapping Information

Supersedes and is equivalent to CPPSEC3020A Monitor security from control room.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPSEC3107 Monitor security and coordinate response from control rooms

Modification History

Release 1.

Supersedes and is equivalent to CPPSEC3020A Monitor security from control room.

Updated to meet the Standards for Training Packages.

This version first released with CPP Property Services Training Package Version 7.0.

Performance Evidence

To demonstrate competency in this unit, a person must monitor security and coordinate response from control rooms to four alarm events covering different risk scenarios in each event.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when monitoring security and coordinating a response from a control room:
  - casinos and gaming
  - counter terrorism
  - duty of care
  - information privacy and confidentiality
  - licensing requirements and limits of own authority
  - surveillance
  - workplace health and safety (WHS)
- approved communication terminology, call signs and radio channels used in the security industry
- chain of command relevant to control room operation
- communication formats relating to security systems (high speed, contact ID etc.)
- crowd behaviour, dynamics and movement patterns that can threaten security
- current national terrorism threat level and context
- difference between local and monitored alarms
- factors that may indicate escalation of conflict or risk and situations requiring specialist assistance

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- operational principles of a range of security systems, equipment and software used in control rooms
- procedures for change of shift
- procedures for communicating and collaborating with emergency services
- procedures for deploying field staff to respond to security risks and alarms
- procedures for preparing, storing and retrieving surveillance footage
- process of dynamic risk assessment and how it is applied
- purpose of Australia's *Strategy for Protecting Crowded Places from Terrorism* and understanding of:
  - definition of crowded places
  - key security issues for crowded places
  - objectives, characteristics and identification of active armed offenders
  - definition of hostile vehicles and methods of attack
  - signs of chemical weapons attack and recommended response
- general features of improvised explosive devices and recommended incident response
- range of security risk or incident situations and appropriate response procedures implemented from a control room
- roles and responsibilities of field staff
- signs of possible harassment or assault
- surveillance recording systems (digital and analogue) and interfaces
- the phonetic alphabet and how it is used
- types of computer operating systems used in a control room
- types of behavioural anomalies and suspect behaviours that can indicate criminal activity, hostile reconnaissance or the potential for terrorist activity
- types of detectors monitored from a control room including passive infrared sensor (PIR), and dual tech
- ways that social and cultural differences may be expressed.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations (RTOs). All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainer's licence (where such a licence exists within the relevant jurisdiction) and a security operative licence that authorises the security activities about which the individual is training/assessing. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment of performance must be undertaken in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media.

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Assessment of performance evidence is only valid where the learner has been assessed performing the role of a security officer. Assessors are responsible for ensuring that the person demonstrating competency has access to:

- specifications of assessment tasks to monitor security and coordinate response from control rooms
- appropriate documents, materials, equipment and personal protective equipment (PPE) currently used in industry
- standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations
- a security control room with operational equipment and systems.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPSEC3108 Store, protect and dispose of security information

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC3012A Store and protect information.

Significant changes made to the unit to reflect current industry needs.

This version first released with CPP Property Services Training Package Version 7.0.

Application

This unit specifies the skills and knowledge required to store, protect and dispose of security information, including evidence that may be used in future judicial proceedings.

It includes:

- storing information for future retrieval using methods that preserve and maintain data integrity
- monitoring information movement and security
- disposing of security information using appropriate disposal methods and maintaining records to track information disposal.

It applies to people working independently or under limited supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

Pre-requisite Unit

Nil

Unit Sector

Security operations

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe what needs to be done to demonstrate achievement of the element.
1. Collect, assess and record security	1.1 Review and apply workplace procedures and policies when storing, protecting and disposing of security information.

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information.	1.2 Collect security information and assess for accuracy and potential future use to meet client requirements. 1.3 Clarify legal rights and responsibilities and apply to work tasks when protecting, storing and disposing of security information to meet client requirements with relevant persons. 1.4 Use information technologies to label, register and record security information in accordance with workplace requirements.
2. Store security information for future retrieval.	2.1 Assess storage requirements and address factors that may impact on the safety of stored information in consultation with relevant persons. 2.2 Store security information using methods that are appropriate to the required storage timeframe, that preserve information integrity and condition, and that prevent loss. 2.3 Safely store security information for future analysis, dissemination and use in accordance with workplace requirements. 2.4 Establish and maintain continuity logs to monitor information movement and security.
3. Dispose of security information.	3.1 Verify authorisation, with relevant persons, to dispose of security information. 3.2 Assess type of security information and select appropriate disposal method. 3.3 Dispose of security information using legal disposal methods. 3.4 Complete and securely maintain records to track information disposal in accordance with workplace requirements.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria:

- language skills to use security industry approved terminology
- writing skills to label, register and record security information and continuity logs, using information technology and using concise and factual data
- reading skills to interpret:
  - procedures and policies that clarify legal rights and responsibilities
  - security information and evidence in a range of written, digital and diagrammatic or pictorial formats, such as film, photos, legal documents and text messages
- speaking and listening skills to:

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  - use questions and active listening to clarify and discuss factors that may impact on the safety of stored information
  - use paraphrasing to check understanding when verifying authorisation to dispose of security information
  - interpret information contained in audio files
- numeracy skills to interpret and calculate security data in numerical format
- problem solving skills to:
  - validate the accuracy of security information
  - assess potential future use of security information
  - select storage methods that are suitable for the preservation requirements of different types of security information
  - select information disposal methods
- technology skills to use a range of common information technologies to access, store, study, retrieve, transmit and manipulate data and information.

Unit Mapping Information

Supersedes and is non-equivalent to CPPSEC3012A Store and protect information.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPSEC3108 Store, protect and dispose of security information

Modification History

Release 1.

Supersedes and is non-equivalent to CPPSEC3012A Store and protect information.

Significant changes made to the unit to reflect current industry needs.

This version first released with CPP Property Services Training Package Version 7.0.

Performance Evidence

To demonstrate competency in this unit, a person must store, protect and dispose of security information for two different security assignments. For each assignment, the person must use information technology to collect, assess, record, store and successfully retrieve in its original condition the following types of security information:

- two audio files
- two digital images
- two hard copy documents
- two text messages
- two emails.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements when storing, protecting and disposing of security information:
  - anti-discrimination and diversity
  - duty of care
  - limits of own authority
  - privacy and surveillance
  - workplace health and safety (WHS)
- approved communication terminology used in the security industry
- basic research techniques that can be used to collect and assess security information
- different types and formats of security information and evidence that require storage and preservation and may be used in future judicial proceedings
- factors that may impact on the safety of stored security information
- interpret security information provided in different formats and contexts

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- legal methods for disposing of different types of security information and evidence
- methods for complying with privacy and confidentiality regulations when collecting, storing and disposing of security information
- operational functions of a range of information technologies used to collect, store, record, retrieve and dispose of security information in a range of formats
- procedures for verifying authorisation to dispose of security information
- storage and preservation methods for a range of security information and evidence formats that:
  - are appropriate to the required storage timeframe
  - are suitable for the effective retention and preservation of information in original condition
  - prevent cross contamination
  - prevent damage
  - prevent interference or tampering
  - prevent theft
- techniques for establishing and maintaining continuity logs to monitor information movement and security
- techniques for validating the accuracy and reliability of security information.

Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations (RTOs). All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainer's licence (where such a licence exists within the relevant jurisdiction) and a security operative licence that authorises the security activities about which the individual is training/assessing. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment of performance must be undertaken in an operational workplace environment or environment that reflects workplace conditions. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically or by an assessor observing the learner via audio and visual media.

Assessment of performance evidence is only valid where the learner has been assessed performing the role of a security officer.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- specifications of assessment tasks to store, protect and dispose of security information
- appropriate documents, materials, equipment and personal protective equipment (PPE) currently used in industry
- information technologies required to gather, organise and present security information and documentation

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- standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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HLTAID001 Provide cardiopulmonary resuscitation

Modification History

Release	Notes
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Updated mapping information. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. Revised evidence requirements, including volume and frequency of assessment.

Application

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide CPR, in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for CPR 1.4 Seek assistance from emergency response services
2. Perform CPR procedures	2.1 Perform cardiopulmonary resuscitation in accordance with ARC guidelines 2.2 Display respectful behaviour towards casualty 2.3 Operate automated external defibrillator (AED) according to manufacturer's instructions
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID001 Provide cardiopulmonary resuscitation

Modification History

Release	Notes
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Updated mapping information. Equivalent outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. Revised evidence requirements, including volume and frequency of assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

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  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an automated external defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to the provision of CPR
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- Legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- Considerations when providing CPR, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
- Basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest

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- response/consciousness
- upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor Requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 4	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

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  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - respiratory distress, including asthma
  - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - Infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing basic emergency life support, including:
  - airway obstruction due to body position

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  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
- principles and procedures for first aid management of the following scenarios:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - cardiac conditions, including chest pain
  - chocking and airway obstruction
  - respiratory distress, including asthma
  - shock
  - stroke
- basic anatomy and physiology relating to:
  - considerations in provision of first aid for specified conditions
  - chest
  - how to recognise a person is not breathing normally
  - response/consciousness
  - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandage
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressing

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Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID009 Provide cardiopulmonary resuscitation

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) guidelines.

This unit applies to all persons who may be required to provide CPR, in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for cardiopulmonary resuscitation (CPR). 1.4. Seek assistance from emergency services.
2. Perform CPR procedures.	2.1. Perform CPR in accordance with the ARC guidelines. 2.2. Display respectful behaviour towards casualty. 2.3. Operate an automated external defibrillator (AED) according to manufacturers' instructions.
3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Maintain privacy and confidentiality of information in line with statutory or organisational policies.

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4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID001 Perform cardiopulmonary resuscitation

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID009 Provide cardiopulmonary resuscitation

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
  - handing over to emergency services
  - providing an accurate verbal report of the incident
  - reviewing the incident
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - relevant ARC guidelines to managing the unconscious breathing and non-breathing casualty and provision of CPR
  - potential incident hazards and risk minimisation processes when providing first aid

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  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
- legal, workplace and community considerations, including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- AED training devices
- personal protective equipment (PPE).

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Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID010 Provide basic emergency life support

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

This unit applies to all persons who may be required to provide an emergency response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID002 Provide basic emergency life support

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID010 Provide basic emergency life support

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - shock
- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE)

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- providing appropriate first aid treatment
- conveying incident details to emergency services or advising casualty on any required post incident action
- providing an accurate verbal report of the incident
- reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

guidelines and procedures including:

- ARC guidelines relevant to the provision of first aid
- first aid guidelines from Australian national peak clinical bodies
- potential incident hazards and risk minimisation processes when providing first aid
- infection control procedures, including use of standard precautions and resuscitation barrier devices
- requirements for currency of skill and knowledge
- first aid codes of practice
- appropriate workplace or site procedures relevant to the provision of first aid
- contents of first aid kits

- legal, workplace and community considerations, including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- Signs, symptoms and management of the following conditions or injuries:

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- allergic reaction
- anaphylaxis
- asthma
- non-life-threatening and life-threatening bleeding
- cardiac conditions, including chest pain
- choking
- shock
- stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- workplace first aid kit
- adrenaline auto-injector training device
- AED training devices
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE).

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID011 Provide First Aid

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock

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- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally

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  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, strains and sprains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID013 Provide First Aid in remote or isolated site

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in a remote or isolated site over an extended period of time until medical assistance is provided, or evacuation occurs.

This unit applies to any site where medical assistance is likely to be delayed.

First aid is to be provided in line with guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare equipment for first aid response in remote or isolated site.	1.1. Evaluate information about remote or isolated site and identify potential injuries and illnesses requiring extended management. 1.2. Select first aid equipment and resources to manage a range of potential incidents, according to organisational emergency response and first aid procedures. 1.3. Select communication equipment to facilitate emergency response in remote or isolated site. 1.4. Complete pre-departure safety and serviceability checks on equipment.
2. Assess the situation.	2.1. Recognise and assess an emergency situation. 2.2. Ensure safety for self, bystanders and casualty. 2.3. Assess casualty to determine extent of first aid response. 2.4. Identify need for medical assistance and relay initial and

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	concise information.
	2.5. Triage when multiple casualties are involved.
3. Apply appropriate first aid procedures.	3.1. Perform single-rescuer or two-rescuer cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines and availability of rescuers.
	3.2. Provide first aid in accordance with established first aid principles.
	3.3. Display respectful behaviour towards casualty.
	3.4. Obtain consent from casualty where possible.
	3.5. Use available resources and equipment to make the casualty as comfortable as possible.
	3.6. Operate first aid equipment according to manufacturers' instructions.
	3.7. Monitor the casualty's condition and respond in accordance with first aid principles.
	3.8. Assess need to evacuate casualty, ability to transport to medical assistance or need for external assistance.
	3.9. Administer medication as required according to medical instructions.
4. Communicate details of the incident.	4.1. Accurately convey incident details to emergency services.
	4.2. Report details of incident in line with appropriate workplace or site procedures.
	4.3. Complete applicable workplace or site documentation, including incident report form.
	4.4. Maintain privacy and confidentiality of records and information in line with applicable statutory or organisational policies.
5. Coordinate evacuation and first aid activities until assistance arrives.	5.1. Determine need, in consultation with external services, to evacuate casualty.
	5.2. Provide accurate information about location of incident, number of casualties, their condition and their position to enable deployment of appropriate resources.
	5.3. Continue to provide treatment using available resources until help arrives.
	5.4. Prepare site for evacuation of patient.
	5.5. On approach, assist emergency services to locate the site of the incident.
	5.6. Follow instructions and provide assistance to emergency services personnel during evacuation.
6. Review the incident.	6.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.
	6.2. Contribute to a review of the first aid response as required.

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID005 Provide first aid in remote situations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID013 Provide First Aid in remote or isolated site

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) guidelines and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performing at least 2 minutes of ventilation and at least 2 minutes of compressions during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - responding appropriately in the event of regurgitation or vomiting
  - demonstrating a rotation of operators with minimal interruptions to compressions
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - minor wound cleaning and dressing
  - nosebleed
  - shock
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques for remote situations and appropriate equipment improvisations

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  - head, neck and spinal injuries
  - hypothermia and hyperthermia
  - life threatening bleeding requiring use of tourniquets and haemostatic dressings
- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - conducting a secondary survey assessment
  - assessing vital signs respirations, pulse, temperature
  - level of consciousness
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident
- conducted a basic triage for a multiple casualty incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies including those relevant to remote or isolated sites
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of medication

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  - legal requirements
  - the five rights
  - the responsibilities of the first aider
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions or injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, sprains and strains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke
  - life threatening bleeding including use of tourniquets and haemostatic dressings

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- considerations when providing first aid including:
  - assessment, interpretation and documentation of vital signs, including normal clinical values for respirations, temperature, pulse and level of consciousness
  - how to conduct a secondary assessment of a casualty
  - basic triage processes
  - ongoing care requirements of casualty beyond initial treatment
- remote considerations in the provision of first aid, including:
  - the nature of remote or isolated sites and how this may impact on first aid management
  - key features, functions and limitations of different types of emergency communication equipment used in remote or isolated sites, and factors that affect choice:
    - radio equipment
    - mobile phones
    - satellite phones
    - alerting and tracking devices including personal locator beacons (PLBs)
  - management options relating to transporting casualty, including aero-medical evacuation
  - specific considerations contextualised to alpine, desert, marine, rural or remote settings and tropical environments
  - methods used to assist emergency services to locate incident sites and the key features, functions and limitations of resources used to assist:
    - verbal directions
    - flags
    - flares or smoke
    - fires
  - use of man-made and natural resources to supplement first aid equipment
  - content of remote area first aid kits
  - content of remote area medication boxes
- psychological impacts of first aid incidents on rescuers and how to seek help.
-

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Scenarios must concentrate on the significance of remote or isolated site circumstances.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

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- adult and infant resuscitation manikin following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- placebo bronchodilator and spacer device
- haemostatic dressings
- haemostatic wound packing trainer
- thermometers
- tourniquets
- tourniquet trainer
- different types of wound dressings and bandages
- blankets and items to manage a casualty for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties
- remote first aid kits
- immobilisation devices.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID015 Provide advanced resuscitation and oxygen therapy

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to use specialised equipment in the provision of resuscitation and oxygen therapy in line with the Australian Resuscitation Council (ARC) guidelines.

This unit applies to persons who may be required to use specialised equipment to provide resuscitation or oxygen therapy in a range of complex situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Pre-requisite Unit

HLTAID011 Provide First Aid

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3 Assess the casualty and recognise the need for CPR, advanced resuscitation response or oxygen therapy. 1.4. Manage life-threatening bleeding. 1.5. Seek assistance from emergency services. 1.6. Ensure environment is safe for delivery of oxygen.
2. Perform resuscitation procedures.	2.1. Perform single-rescuer cardiopulmonary resuscitation (CPR) or two-rescuer resuscitation procedures, including use of oxygen, in accordance with the ARC guidelines and availability of rescuers.

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	2.2. Display respectful behaviour towards casualty.
	2.3. Use available resources and equipment according to manufacturers' instructions.
3. Deliver oxygen therapy.	3.1. Identify need for oxygen therapy, including by using a pulse oximeter.
	3.2. Use appropriate delivery device to provide oxygen.
	3.3. Monitor casualty condition and rectify issues preventing adequate treatment.
4. Communicate details of the incident.	4.1. Accurately convey incident details to emergency services.
	4.2. Report details of incident in line with appropriate workplace or site procedures.
	4.3. Complete applicable documentation, including incident report form.
	4.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
5. Review the incident.	5.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.
	5.2. Contribute to a review of the first aid response as required.
	5.3.Check, maintain and clean equipment ready for future use.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID007 Provide advanced resuscitation.

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Assessment Requirements for HLTAID015 Provide advanced resuscitation and oxygen therapy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performing at least 2 minutes of bag-valve-mask (with oxygen) ventilation and at least 2 minutes of compression during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
  - selecting and inserting an appropriate basic airway adjunct
  - responding appropriately using positioning and suctioning in the event of regurgitation or vomiting
  - demonstrating a rotation of operators with minimal interruptions to compressions
  - following the prompts of an Automated External Defibrillator (AED) to deliver at least one shock
  - managing oxygen equipment appropriately
  - handing over to emergency services
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed a casualty with life-threatening bleeding requiring use of tourniquets and haemostatic dressings
- used personal protective equipment (PPE) as required
- managed a conscious casualty who requires supplemental oxygen, including:
  - assessing vital signs respirations, pulse, oxygen saturation
  - level of consciousness

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  - selecting and preparing correct oxygen equipment
  - checking area for ventilation and sources of ignition
  - administering oxygen safely at correct flow rate
  - managing an equipment malfunction
  - providing an accurate verbal and written report of the incident
  - reviewing the incident
- monitored and coordinated maintenance of resuscitation equipment and oxygen therapy equipment, including:
  - dismantling
  - storage
  - disposal
  - cleaning and decontamination
  - checking and diagnosis of faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to life threatening bleeding, managing the unconscious breathing and non-breathing casualty and provision of CPR and oxygen therapy
  - potential incident hazards and risk minimisation processes when providing first aid, including Oxygen Therapy and Advanced Resuscitation Techniques
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - safe work practices to deal with oxygen cylinders and associated equipment
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of oxygen:
  - legal requirements
  - the five rights
  - the responsibilities of the first aider

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- considerations when providing resuscitation, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
  - use of suction devices
  - benefits, contraindications and complications with the use of a basic airway adjunct
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- assessment and interpretation of vital signs including normal clinical values for respirations, pulse, oxygen saturation
- level of consciousness
- how to use a suction device
- signs, symptoms and management of life-threatening bleeding including use of tourniquets and haemostatic dressings
- considerations when providing oxygen to a casualty, including:
  - circumstances and conditions where oxygen is beneficial
  - circumstances and conditions where oxygen should not be used
  - contraindications and complications associated with providing oxygen and suction while delivering advanced resuscitation techniques
  - benefits, contraindications and complications of suction during advanced resuscitation
  - complications with the use of a bag-valve-mask device and suitable strategies to minimise these
  - selection and operation of oxygen masks and other appropriate oxygen therapy devices
- methods for cleaning, replenishing, recharging and maintaining resuscitation and oxygen equipment including:
  - actions to rectify problems
  - procedures to ensure operational readiness as per manufacturers' guidelines and site procedures
  - storage, cleaning, decontamination and safe disposal of consumables
  - troubleshooting to identify minor and major faults
- psychological impacts of first aid incidents on rescuers and how to seek help.

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Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment. Evidence of the learner's currency as required by the first aid codes of practice must be confirmed prior to assessment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- anatomical model for use with a basic airway adjunct
- AED training devices
- bag-valve-mask
- basic airway adjunct
- oxygen resuscitation system with oxygen cylinder and regulator
- pulse oximeter
- selection of oxygen masks and tubes
- suction devices
- personal protective equipment (PPE)
- haemostatic dressings
- haemostatic wound packing trainer
- tourniquet trainer
- tourniquets
- workplace incident, injury, trauma or illness record or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID016 Manage first aid services and resources

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to establish, maintain and facilitate the provision of appropriate first aid in the workplace.

The unit applies to workers in nominated occupational first aid or management roles.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine workplace first aid requirements.	1.1. Identify workplace hazards and assess associated risks as a basis for determining first aid resource requirements. 1.2. Identify first aid equipment, resources and personnel required to address workplace requirements. 1.3. Develop first aid action plans in consultation with relevant parties. 1.4. Provide information to minimise risk and enable access to first aid facilities.
2. Establish and maintain workplace first aid facilities.	2.1. Monitor and maintain availability of first aid equipment and personnel to support workplace first aid response. 2.2. Conduct inspections of first aid stock and equipment to ensure currency and operational readiness in line with workplace requirements. 2.3. Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures. 2.4. Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturers' or suppliers' instructions. 2.5. Deploy appropriate equipment and personnel to ensure

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	timely and effective first aid response in line with workplace requirements.
3. Maintain workplace first aid records.	3.1. Ensure documentation is completed in line with legislation and workplace procedures. 3.2. Maintain first aid records in line with legislative requirements and workplace security practices. 3.3. Send relevant documents to appropriate bodies in line with workplace and legislative requirements. 3.4. Maintain privacy and confidentiality of records and information in line with privacy legislation and organisational policies.
4. Review the provision of first aid in the workplace.	4.1. Participate in incident debriefing or evaluation to improve future operations and address individual needs. 4.2. Evaluate management of workplace first aid incidents in relation to required equipment, personnel, current organisational procedures and individual first aid action plans. 4.3. Contribute to the review of workplace policies and procedures in accordance with risk assessment and evaluation of first aid provision.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to HLTAID008 Manage first aid services and resources

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID016 Manage first aid services and resources

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with State or Territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a workplace risk assessment and evaluation of first aid provisions
- developed a first aid action plan including strategies for management of incidents and individuals needs in accordance with workplace policies and procedures
- used a first aid checklist to service a workplace first aid kit for supplies' replacement and equipment maintenance
- maintained first aid equipment and resources according to manufacturers' instructions
- used and maintained documentation required by the workplace and regulatory authorities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state/territory regulations, first aid codes of practice and workplace procedures including:
  - workplace requirements for first aid provision in line with the relevant state/territory Work Health and Safety requirements
  - duty of care in relation to first aid provision
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions based on incident
  - requirements for currency of skill and knowledge
- legal, workplace or community issues relating to the provision of first aid including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - consent
  - capabilities of emergency management services
  - privacy and confidentiality requirements

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- importance of debriefing.

Assessment Conditions

Skills must be demonstrated in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure access to:

- first aid kit and contents checklist
- workplace injury, trauma and/or illness record, or other applicable workplace or site incident report form
- relevant State or Territory Work Health and Safety First Aid Code of Practice.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTPAT005 Collect specimens for drugs of abuse testing

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0*. Changes to performance evidence. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to confirm collection requirements, prepare client and equipment and collect specimens via urine and/or oral and breath testing following the special procedures that apply for drugs of abuse testing.

This unit applies to individuals working in collection centres, in hospitals, in other health care environments and workplaces where drugs of abuse testing takes place.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm collection requirements	1.1 Greet client courteously and identify self 1.2 Identify client following organisation and regulatory

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	procedures
	1.3 Confirm that client meets pre-testing criteria for required collection
	1.4 Obtain, interpret and accurately record personal and clinical information in accordance with organisation policies and procedures
	1.5 Explain collection procedure to client
	1.6 Obtain consent for collection procedure from client
2. Prepare for collection procedure	2.1 Ensure collection environment is prepared according to requirements of standards
	2.2 Confirm method of collection based on correct interpretation of clinical request
	2.3 Select equipment and ask client to select collection kit according to organisation procedures if applicable to standard
	2.4 Prepare client for procedure by removing excess clothing and other possessions, and store these securely if applicable to standard
	2.5 Provide accurate advice to client about procedure
3. Collect specimen	3.1 Follow procedures for sample collection according to standard and organisational procedure
	3.2 Adopt standard and additional infection control guidelines and precautions according to organisation documented procedure
	3.3 Observe client during and after collection for potential tampering and respond according to organisation procedures
	3.4 Assure sample integrity by testing and securing sample immediately following collection and for duration of time that sample is responsibility of the collector

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Follow post collection procedures	4.1 Dispose of waste in accordance with infection control protocols and organisation policies and procedures 4.2 Accurately label specimens in accordance with standards requirements and organisation procedures 4.3 Confirm information accuracy and sample security with client 4.4 Complete other collection documentation in accordance with standards and organisation procedures 4.5 Prepare and secure collected samples for transit or storage according to standards and organisational requirements, ensuring chain of custody is maintained

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential *to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTPAT005 Collect specimens for drugs of abuse testing

Modification History

Release	Comments
Release 2	This version was released in *HLT Health Training Package release 3.0.* Changes to performance evidence. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. New unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- followed established technical, infection control and safety procedures plus those required by the relevant standard, during collections from at least 3 different clients
- selected, prepared and used compliant equipment and collection kits
- collected urine, oral fluid or breath specimens for drugs of abuse testing

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- context for drugs of abuse testing including industry, social services, prisons, medical and legal purposes
- legal and ethical considerations (national and state/territory), including the requirements of AS/NZS 4308:2008 or AS 4760-2006 and any revisions thereof, and how these are applied in organisations:
  - duty of care

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  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries
  - work health and safety
- pre-collection, during and post-collection procedures required to meet chain of custody requirements, including:
  - suitable environment to collect sample
  - client privacy
  - staff safety
  - specific environmental and specimen requirements to eliminate tampering
- collection procedures required to meet chain of custody requirements, including:
  - client supervision and seclusion
  - collection procedures that eliminates the opportunity to tamper with specimen
  - documentation requirements
  - integrity testing of samples as required by standard
- storage and transportation procedures required to meet chain of custody requirements, including:
  - chain of custody process
  - security satchels and labels
  - storage
  - courier requirements
- drugs of abuse, including:
  - types of drugs included
  - chemistry
  - effect on body
  - types of collection
  - methods of analysis

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, required by the relevant standard:
- modelling of industry operating conditions, including:
  - interaction with non-compliant clients
  - presence of situations requiring problem solving
- supervision of candidate's work activities by a person currently working in a collection role for at least 18 hours in a fortnight time period

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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MSMWHS216 Operate breathing apparatus

Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS216A Operate breathing apparatus

Application

This unit of competency covers the skills and knowledge required to operate and maintain breathing apparatus and equipment in an irrespirable atmosphere, as defined by the Australian Standard AS/NZS 1715:2009 Selection, use and maintenance of respiratory protective equipment.

This unit of competency applies to operators who are required to wear breathing apparatus because they are working:

- in a confined space
- with hazardous gases/vapours
- in an oxygen deficient atmosphere
- in other situations requiring the wearing of breathing apparatus.

Operators may also be required to wear breathing apparatus in emergency situations, however, this is not the prime focus of this unit.

This unit of competency applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work health and safety

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Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes		Performance criteria describe the performance needed to demonstrate achievement of the element	
1	Conduct pre-donning checks and tests on breathing apparatus	1.1	Inspect breathing apparatus for immediate use in accordance with procedures
		1.2	Report/record faulty or damaged equipment in accordance with procedures
2	Operate breathing apparatus	2.1	Identify, monitor and control hazards in accordance with the procedures
		2.2	Establish and maintain communication with appropriate personnel throughout the activity
		2.3	Use breathing apparatus for the required activities in accordance with procedures
		2.4	Monitor remaining working time available and return to a respirable atmosphere as required
		2.5	Implement entrapment procedures in accordance with procedures
		2.6	Maintain personal safety at all times
3	Conclude operations in accordance with procedures	3.1	Close down breathing apparatus set
		3.2	Remove breathing apparatus set
		3.3	Undertake after-use cleaning and maintenance of breathing apparatus
		3.4	Make equipment ready for operational use

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements:
- *AS/NZS 1715:2009 Selection, use and maintenance of respiratory protective equipment* or its authorised replacement

Procedures

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- temporary instructions
- any similar instructions provided for the smooth running of the plant

Breathing apparatus

Breathing apparatus includes one or more of open circuit:

- self-contained breathing apparatus (SCBA)
- airline equipment
- other similar breathing apparatus

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It does not cover the use of rebreather (closed circuit) apparatus.

Hazards Hazards include one or more of the following:

- entrapment
- failure to maintain a face seal
- exhaustion of air supply
- heated atmospheres
- asphyxiating atmosphere (oxygen deficient)
- (non-skin absorption) toxic or poisonous atmosphere
- smoke or suspended particles/fibres in atmosphere
- malfunction of equipment
- disorientation in smoke, darkness or confinement
- fire and explosion
- dust or other atmospheric hazards
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- structural collapse
- equipment failures
- industrial (machinery, equipment and product)
- equipment or product mass
- noise, rotational equipment or vibration
- limited head spaces or overhangs
- flammability and explosivity
- hazardous products and materials
- unauthorised personnel
- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- extreme weather
- other hazards that might arise

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOHS216A Operate breathing apparatus

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMWHS216 Operate breathing apparatus

Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS216A Operate breathing apparatus

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- conduct pre-donning tests on breathing apparatus
- correctly don and operate breathing apparatus
- identify hazards and apply control measures according to procedures
- communicate while using breathing apparatus
- determine the available working time from a breathing apparatus set
- correctly close down, remove and clean breathing apparatus
- report faults and/or damage to breathing apparatus.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- the effects of irrespirable atmospheres on the body and the need for protective equipment
- characteristics, component parts, operation of compressed air breathing apparatus
- operational testing, standard operating procedures (SOPs) and safe work practices when wearing breathing apparatus
- use of procedures, personal lines and tallies
- pre-use tests and checks
- breathing apparatus control
- entrapment procedures
- communications while wearing breathing apparatus.

Assessment Conditions

- Competency must be achieved before performing this work unsupervised. Therefore this unit will typically be assessed off the job. Where assessment is undertaken on the job appropriate supervision and safety precautions must be provided.
- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:

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  - should provide evidence of the ability to perform over the range of situations which might be expected to be encountered, including typical disruptions to normal, smooth work conditions
  - must include the use of breathing apparatus, appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems
  - may use industry-based simulation particularly where safety, lack of opportunity or significant cost is an issue.
- Off-the-job assessment must sufficiently reflect realistic operational workplace conditions that cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - demonstration of skills
  - industry-based case studies/scenarios
  - 'what ifs'.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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PSPGEN009 Work effectively in the organisation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV301B Work effectively in the organisation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work effectively in a public sector organisation with a focus on self-management. It includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Evaluate and develop own expertise	1.1 Make self-assessment of work-related competencies by reflecting on own workplace experience and training, and from monitoring feedback on performance in the workplace. 1.2 Undertake research to identify possible careers and compare the requirements of these careers with current skill base and development opportunities available within the organisation and across the public sector. 1.3 Identify areas requiring competency development by comparing current competencies with the competency requirements of current or anticipated duties. 1.4 Set personal learning goals and monitor progress towards them. 1.5 Identify and access potential competency recognition or development opportunities. 1.6 Maintain records of competency development and convey work-related competencies and experience to relevant people as required.
2. Work within the organisational structure and context	2.1 Develop and use a comprehensive knowledge of the organisation's structure and function. 2.2 Develop and use an understanding of the organisation's context. 2.3 Identify the work unit's position in the organisational structure, examine its relationship with other organisational work units and determine any protocols, difficulties or special requirements. 2.4 Identify and confirm the contribution of the work role and the work unit to the organisation's vision, goals and outcomes. 2.5 Undertake work in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision.
3. Manage own work	3.1 Identify, clarify and prioritise individual work goals. 3.2 Identify and manage risks to the achievement of personal work outcomes in accordance with organisational risk management requirements. 3.3 Select work strategies with regard to applicable work parameters. 3.4 Monitor progress with work against set goals, strategies and outcomes. 3.5 Achieve work goals and revise work plans to attend to ongoing or new responsibilities.

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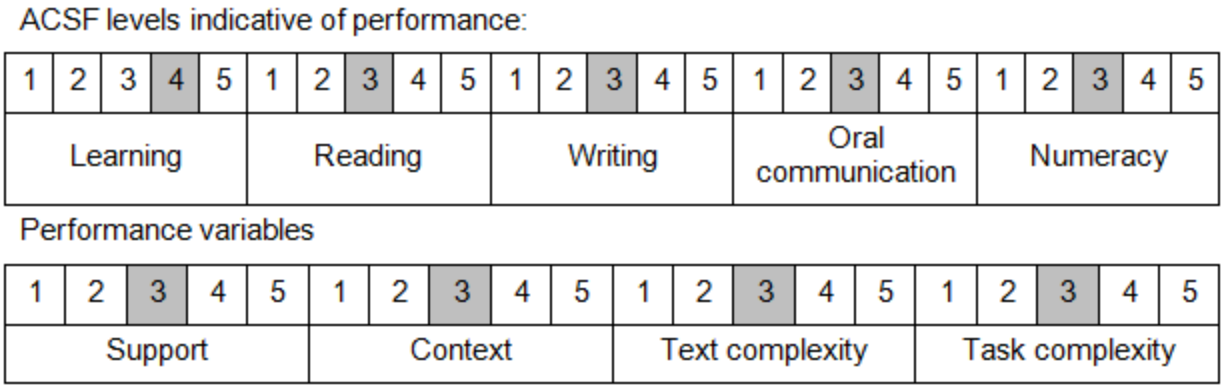
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV301B Work effectively in the organisation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN009 Work effectively in the organisation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking self-reflection
- communicating with diverse audiences including discussion of competency recognition or development needs
- presenting/reporting information to others
- writing including work plans, curriculum vitae, records, reports, referrals
- reading and interpreting organisational materials
- planning and time management
- using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to work in the public sector
- competency requirements of current duties
- principles of career planning/development and taking responsibility for own learning and development
- self-assessment techniques
- alternative work strategies

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- range of learning and development strategies
- the organisation's risk management procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN015 Work effectively with diversity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV308B Work effectively with diversity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work effectively with a diverse range of clients and colleagues, while recognising and valuing individual differences.

This unit applies to those working with diversity in the workplace, in a workgroup and delivering a service to clients.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team where support is available for more complex situations, performing routine tasks in a range familiar of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise and value individual differences	1.1 Identify diversity of workgroup and the benefits this provides the organisation. 1.2 Acknowledge and use each person's individuality and strengths for the benefit of workplace activities, stakeholder relationships and outcomes. 1.3 Identify and value aspects of diversity which enhance the workplace environment for all.
2. Work effectively with diverse clients and colleagues	2.1 Develop a range of communication styles used to respect and reflect the diversity of the workplace. 2.2 Comply with the requirements of legislation relating to workplace diversity through personal conduct in the workplace. 2.3 Seek feedback from clients and the workgroup to continuously improve personal effectiveness in working with diversity.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV308B Work effectively with diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN015 Work effectively with diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication styles to suit different audiences and purposes
- demonstrating respect and inclusiveness to people from diverse backgrounds
- accessing and reading documents, including legislation and codes of conduct, and applying them to work practices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural diversity, including issues of racism, harassment and victimisation
- the benefits of workplace diversity
- organisational policies and procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN016 Address client needs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV309A Address client needs. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to address client needs. It includes assisting clients to articulate their needs, and exercising judgement to resolve client service issues.

This unit applies to those working in customer service roles within the public service dealing with external clients addressing their needs and resolving issues.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist clients to articulate needs	1.1 Explore, specify and agree on client needs. 1.2 Match available services and/or products to client needs. 1.3 Advise clients of options and explain in a manner suited to client requirements. 1.4 Assist clients to evaluate options to satisfy their needs. 1.5 Communicate to clients their rights and responsibilities in relation to the service and/or product.
2. Satisfy client needs	2.1 Determine preferred product and/or service and prioritise for action. 2.2 Develop and deliver customised solutions within limits of own authority. 2.3 Explain reasons why if the required service cannot be provided. 2.4 Recommend an acceptable alternative to clients and if none is available, explain further actions that can be taken.
3. Exercise judgment to resolve client service issues	3.1 Identify potential difficulties in client service delivery and its impact for clients and the organisation. 3.2 Explain options for resolution, within limits of own authority. 3.3 Propose viable options and address issues. 3.4 Refer matters where a solution cannot be found.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV309A Address client needs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN016 Address client needs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to client service
- communicating with a diverse range of clients
- negotiating variations and changes with clients within limits of own authority and referring to senior staff as required
- using a variety of words and language structures to explain sometimes complex ideas to different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to privacy, anti-discrimination and harassment, consumers and environment
- public sector management Acts
- risk management guidelines
- ethics and accountability standards
- public sector standards
- organisational standards for client service

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN035 Provide workplace mentoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV414A Provide workplace mentoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish and develop a professional mentoring relationship. It includes establishing the need for mentoring, developing a mentoring plan, facilitating the mentoring relationship, terminating the mentoring arrangement, and evaluating the effectiveness of mentoring.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the need for mentoring	1.1 Identify purpose of the mentoring relationship. 1.2 Clarify expectations and goals of the mentoring relationship with the other party. 1.3 Identify and confirm skill sets that may be shared within the objectives of the mentoring relationship. 1.4 Negotiate and agree upon a mentoring agreement in accordance with the identified need, personal expectations and cultural or other considerations.
2. Develop a mentoring plan	2.1 Identify the scope and boundaries of the mentoring relationship. 2.2 Establish ground rules and negotiate realistic expectations. 2.3 Establish and maintain confidentiality of the relationship. 2.4 Manage the perceptions of others outside the mentoring relationship.
3. Facilitate mentoring relationship	3.1 Share personal experiences and knowledge with the person being mentored, in accordance with agreed objectives. 3.2 Support the person being mentored to develop skills in problem solving and decision making. 3.3 Use personal and professional networks to assist the person being mentored. 3.4 Assist the person being mentored to identify and access opportunities for development. 3.5 Use techniques for resolving differences without damaging the relationship, or seek assistance.
4. Monitor mentoring relationship	4.1 Provide planning assistance and guidance as requested. 4.2 Provide feedback on progress towards achieving the expectations and goals of the mentoring process. 4.3 Recognise and discuss changes in the mentoring relationship. 4.4 Negotiate and manage closure of the mentoring arrangement.
5. Evaluate effectiveness of mentoring	5.1 Establish and discuss benefits gained from the mentoring process. 5.2 Identify and report the benefits and outcomes of the mentoring arrangement for the organisation.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV414A Provide workplace mentoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN035 Provide workplace mentoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- setting goals
- engaging in relationship building including trust, confidentiality and rapport building
- using communication strategies, including listening, questioning, giving and receiving feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the provision of workplace mentoring in the public sector
- cultural diversity related to mentoring
- codes of conduct
- codes of ethics
- learning styles
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN037 Monitor performance and provide feedback

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV416A Monitor performance and provide feedback. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to monitor the work performance of another person and provide feedback.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with supervisory responsibilities, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for performance monitoring and feedback	1.1 Identify and agree upon standards for performance monitoring in consultation with stakeholders. 1.2 Provide agreed standards to the parties directly involved in the performance monitoring process. 1.3 Identify or develop performance monitoring processes and guidelines and provide to the parties directly involved.
2. Monitor performance and document outcomes	2.1 Gather evidence relating to performance from a range of sources. 2.2 Assess performance. 2.3 Discuss and document performance monitoring decisions.
3. Provide feedback and determine action	3.1 Provide feedback on the outcome of performance monitoring to the person monitored, and to other personnel as agreed in the relevant guidelines. 3.2 Negotiate agreement on follow-up required with the person monitored, and document an action plan. 3.3 Prepare reports and take further action if necessary where agreement cannot be reached. 3.4 Identify and include learning and development opportunities related to performance standards as required. 3.5 Use ongoing monitoring to ensure that follow-up occurs in accordance with agreement.
4. Review performance monitoring and feedback	4.1 Gather information related to the performance monitoring process from all stakeholders. 4.2 Review the performance monitoring process and amend if necessary to enhance its validity, reliability, efficiency and fairness.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV416A Monitor performance and provide feedback.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN037 Monitor performance and provide feedback

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others
- identifying learning and development opportunities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to performance monitoring
- organisation policies, practices and procedures
- workplace performance requirements and issues
- performance monitoring requirements
- expertise in work being performance monitored

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN047 Promote diversity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV505A Promote diversity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote diversity within an organisation. It includes providing diversity input to strategies, policies and plans, attracting, developing and promoting a diverse workforce, and monitoring diversity outcomes.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide diversity input to strategies, policies and plans	1.1 Collect, analyse and use quantitative and qualitative workplace diversity data for planning strategies, policies and plans to achieve a more diverse workforce. 1.2 Compare workplace diversity data with data on the diversity of the organisation's client base and the community it serves to ensure strategies, policies and plans are responsive to all stakeholders. 1.3 Develop diversity strategies in consultation with stakeholders, including people from key equity groups and clients. 1.4 Develop measures to evaluate the effectiveness and outcomes of workplace strategies, policies and plans in relation to diversity. 1.5 Include actions to address the implementation of workplace diversity objectives in workplace business plans. 1.6 Incorporate reporting and feedback processes into strategies and plans.
2. Attract, develop and promote a diverse workforce	2.1 Integrate diversity principles and underpin human resources policies and practices in the work area. 2.2 Promote and implement strategies to increase the recruitment and retention of equity groups and others who don't fit the dominant organisational paradigm. 2.3 Identify barriers that prevent the recruitment, retention and progression of staff from diverse backgrounds and develop strategies to address them. 2.4 Identify and tailor development opportunities to address the needs of a diverse workforce in accordance with diversity objectives and resourcing constraints. 2.5 Identify and mentor individuals with the capacity to operate in a variety of business and cultural settings to maximise their contribution to the organisation and its clients. 2.6 Create a harmonious and supportive work environment by valuing and promoting the benefits of a diverse workforce to those working within the business unit and/or the organisation.
3. Monitor diversity outcomes	3.1 Evaluate employee data and feedback from staff or interviews to identify changes and trends in diversity outcomes for the work area. 3.2 Monitor progress against workplace diversity effectiveness measures and policy and/or legal obligations, report outcomes

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	and make adjustments to the diversity strategy or objectives to ensure its continued relevance and success.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV505A Promote diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN047 Promote diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing diversity data
- planning and developing diversity objectives and effectiveness measures
- developing, monitoring and reporting on the progress of diversity strategies
- communicating with people from diverse backgrounds
- responding to diversity, including disability and gender
- managing diverse teams
- applying intercultural management
- using communication involving exchanges of complex oral information
- using a variety of words and language structures to explain complex ideas to diverse audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and accuracy of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- qualitative and quantitative data analysis
- cultural diversity, including issues of racism, discrimination, harassment and victimisation
- benefits of workplace diversity
- strategies to overcome challenges associated with workplace diversity

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- equal employment opportunity, access and equity principles
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- the relationship between a culture of valuing diversity and the achievement of the organisation's core business plans and strategies
- institutional racism and resulting indirect discrimination
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN051 Conduct evaluations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV509A Conduct evaluations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to evaluate the full range of processes and outcomes in the public sector including policy, procedures, processes, structures, service delivery, and projects. It includes identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the purpose of the evaluation	1.1 Confirm the purpose, scope and terms of reference of the evaluation with key stakeholders and seek approvals. 1.2 Identify the range of documentary evidence, individuals and organisations that can provide specialist input and seek commitment for their contribution to the evaluation. 1.3 Determine information critical to the evaluation to inform the selection of the evaluation methodology and tools. 1.4 Determine ownership of the evaluation data and right of access to the reported results.
2. Identify evaluation methodology and tools	2.1 Identify and communicate to stakeholders the criteria for the evaluation and the audience for evaluation results. 2.2 Select evaluation methods from a range of alternatives to suit the scope, purpose and outcome requirements of the evaluation. 2.3 Select or develop measuring tools and media to ensure valid and reliable evaluation results. 2.4 Formulate an evaluation strategy in consultation with key stakeholders to ensure acceptance and commitment. 2.5 Determine resource needs in accordance with budgetary constraints and source. 2.6 Establish evaluation infrastructure in accordance with evaluation requirements and resource constraints.
3. Implement evaluation	3.1 Define and clarify implementation tasks with stakeholders. 3.2 Implement evaluation strategy and collect, collate and record data against evaluation criteria. 3.3 Manage expectations and identify barriers to the evaluation and address or refer. 3.4 Monitor progress of the evaluation and negotiate changes as needed to timeframes, methodology or tools. 3.5 Analyse data or refer for specialist analysis, and compare results with evaluation criteria. 3.6 Present preliminary results for stakeholder feedback. 3.7 Conduct the evaluation.
4. Report outcomes	4.1 Prepare evaluation report that compares outcomes to the evaluation criteria established at the outset, and provides supporting evidence. 4.2 Make recommendations for action in accordance with the terms

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	of reference, supported by the evaluation outcomes. 4.3 Report unbiased and objective evaluation outcomes in a form and language to suit the intended audience of the report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV509A Conduct evaluations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN051 Conduct evaluations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- implementing planning, research and analysis
- using negotiation and problem-solving
- undertaking project management
- applying statistical analysis of evaluation data
- communicating with different audiences and purposes
- explaining complex and formal documents, including legislation and codes of conduct, and applying them to work practices
- developing objectives and evaluation criteria
- accessing legislation and codes of conduct

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- evaluation principles – time, cost, quality, quantity, efficiency
- qualitative and quantitative evaluation methodologies and data analysis
- reporting requirements of a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values and codes of conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN054 Use complex workplace communication strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV512A Use complex workplace communication strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing complex tasks, in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for complex communication	1.1 Clarify communication objectives, confirm those to be present and identify the communication mode. 1.2 Undertake analysis to anticipate the likely positions to be taken by those present on the matters under discussion. 1.3 Research and organise subject matter, identify and record key points to be conveyed, and summarise information to counter other positions. 1.4 Identify and incorporate requirements of legislation, policy and guidelines relevant to the discussion.
2. Analyse and respond to opinions	2.1 Evaluate discussion to identify impartiality, bias or unsupported argument. 2.2 Record points of view of other speakers and present information to counter opposing views. 2.3 Analyse reaction to speakers and their point of view to identify and manage emotional reactions and maintain objectivity. 2.4 Examine opposing or challenging views for their value in achieving the same ends. 2.5 Use active listening and questioning to clarify own understanding, challenge or justify other points of view.
3. Present a convincing argument	3.1 Choose communication approach to suit the given audience. 3.2 Assert prepared position with conviction and purpose. 3.3 Adjust verbal and non-verbal behaviour to maintain listener interest if the audience is unresponsive. 3.4 Use questions to elicit feedback and check audience understanding. 3.5 Respond to audience questions and arguments and support answers by reasoned explanation. 3.6 Negotiate agreement where possible, concluding with a summary of agreed items.
4. Develop a range of communication strategies	4.1 Seek feedback from others and assess the outcomes of communication. 4.2 Record and use lessons learnt to underpin future interactions. 4.3 Develop and practise language structures and features that influence audiences to a preferred point of view. 4.4 Explore and practise communication strategies for a range of

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	workplace applications.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV512A Use complex workplace communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN054 Use complex workplace communication strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- clarifying meaning, exploring issues and problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences
- ways to influence the interpretation of spoken communication

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN060 Manage performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV519A Manage performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage performance in accordance with the organisation's performance management system. It includes linking individual and/or workgroup activities to organisational goals, setting performance expectations, measuring performance achievements, and renegotiate performance and development plans.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervision responsibilities, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Link individual and/or workgroup activities to organisational goals	1.1 Identify, link and explain the organisation's mission, vision and goals in accordance with each individual's needs. 1.2 Align individual and workgroup activities with organisational goals in consultation with workgroup members. 1.3 Prioritise individual and workgroup activities.
2. Set performance standards expectations	2.1 Identify and clarify performance standards. 2.2 Consult, negotiate and agree upon performance standards. 2.3 Develop and agree upon performance, learning and/or development plans to document team and individual performance targets, standards and professional development objectives. 2.4 Develop performance targets and key performance indicators. 2.5 Implement performance plans.
3. Measure performance achievements	3.1 Monitor, appraise measure and address individual performance against performance goals and required business outcomes. 3.2 Manage and document disagreement or conflict. 3.3 Recognise and/or reward outstanding performance. 3.4 Identify and implement areas and strategies for improvement to continuously improve performance and outcomes.
4. Renegotiate performance and learning/ development plans	4.1 Document and use the results of performance management to identify strengths and performance gaps. 4.2 Capture learning to inform knowledge management strategies and transfer skills to other staff. 4.3 Renegotiate and agree upon performance standards. 4.4 Identify and agree upon learning and development objectives to enhance performance and meet developing organisational and workgroup goals. 4.5 Document agreed performance standards and related professional development.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV519A Manage performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN060 Manage performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to performance management
- giving feedback on performance
- maintaining confidentiality
- communicating with a diverse workforce including listening, questioning, clarifying, negotiating and managing conflict
- identifying future learning and development requirements
- applying time management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to performance management
- grievance procedures
- disciplinary procedures
- code of conduct
- privacy legislation
- freedom of information
- organisation's performance management system
- organisation's learning and development system
- impact of learning and development opportunities on performance

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- remuneration systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN071 Prepare high-level written communication

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV606A Prepare high-level/sensitive written materials. • Unit code updated • Unit title changed • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare high-level written communication including the preparation of complex, sensitive materials. It includes preparing for high-level written communication, critically analysing other positions and preparing persuasive written communication.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to write high-level communication	1.1 Clarify communication objectives, identify stakeholders and determine political or other sensitivities. 1.2 Undertake research to anticipate the likely attitudes of and positions of stakeholders on the matter under consideration. 1.3 Research and organise subject matter, identify key messages and plan written materials that will maximise outcomes.
2. Critically analyse other positions	2.1 Evaluate other positions critically to identify complex meaning in written communication. 2.2 Examine written materials to identify subtext, bias or unsupported argument. 2.3 Explore complex concepts and ideas to clarify understanding, and justify, or challenge interpretations. 2.4 Compare and contrast evidence and evaluate sources for reliability and authenticity. 2.5 Use evidence to test other positions and draw conclusions about their validity and strengths.
3. Prepare persuasive written communication	3.1 Choose communication approach to positively influence and remove barriers to understanding for the audience. 3.2 Undertake a risk assessment and implement risk management in relation to document preparation and content. 3.3 Analyse input information provided by others for fit with the chosen approach and consistency with values. 3.4 Synthesise information and prepare complex documents. 3.5 Seek feedback from others on document effectiveness for the purpose intended, assess outcomes, and use feedback to underpin future writing. 3.6 Provide feedback to contributors of information to improve future input in a manner that provides learning opportunities for the contributors.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV606A Prepare high-level/sensitive written materials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN071 Prepare high-level written communication

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing at a level to cope with complex and sensitive workplace materials, including identifying:
  - subtext
  - significant inclusions and exclusions
  - socio-cultural values
  - attitudes and bias
  - assumptions
- critically analysing and synthesising information to compose complex written documents
- researching other pertinent information, including supporting/opposing position papers
- refining content, structure and sequence according to the required purpose of written material
- analysing and using language structures and features that influence the interpretation of written communication, including:
  - using spelling, punctuation and grammar for workplace documents at an experienced level
  - providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research and document input
- cross-cultural communication requirements

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality, copyright and intellectual property
- critical analysis of complex information in a government context
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- persuasive written language devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures combine to influence the interpretation of written information

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGOV208A Write routine workplace materials

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

In practice, writing routine materials overlaps with other generalist or specialist public sector work activities such as working in a public sector environment, using routine communication techniques, delivering client service, handling information, using technology, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

- PSPGOV313A Compose workplace documents
- PSPGOV413A Compose complex workplace documents
- PSPGOV513A Refine complex workplace documents
- PSPGOV606A Prepare high-level/sensitive written materials
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Read, interpret and act on routine written materials	1.1 Intended recipients and purpose of incoming ***written materials*** are determined with assistance from others. 1.2 Key points are identified and used to record, store or forward incoming materials in accordance with organisational procedures. 1.3 Information from ***tables, charts and other graphic information*** is used to plan and organise work. 1.4 ***Procedural information*** is read and followed to implement workplace routines or remedy problems. 1.5 Assistance is sought with difficult or ambiguous materials in accordance with organisational procedures.
2. Prepare routine written materials	2.1 Requirements of ***written materials*** are confirmed and followed in accordance with ***legislation, organisational procedures*** and standard templates. 2.2 Information is included that is accurate, clear and concise and meets organisational guidelines for the type of document. 2.3 Material is checked to ensure correct grammar, spelling and punctuation, and to correct any inaccuracies in content. 2.4 Written information is presented in accordance with organisational standards for format and accuracy.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Written information is prepared and submitted for approval/final editing within required timeframes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with routine workplace materials
- identifying key messages in written information
- writing and sequencing paragraphs according to the required purpose of written material
- linking ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at a practical level
- responding to diversity requirements, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written materials such as privacy, freedom of information, information security, confidentiality, copyright
- organisational policy for recordkeeping
- principles of effective written communication
- differences between requirements for written as opposed to spoken English
- government style manual/writing guide
- organisational writing/formatting guidelines
- organisation processes and protocols
- email protocols and records management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPGOV201B Work in a public sector environment
  - PSPGOV203B Deliver a service to clients
  - PSPGOV204B Access and use resources
  - PSPGOV205B Participate in workplace change
  - PSPGOV206B Handle workplace information
  - PSPGOV207B Use technology in the workplace
  - PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- routine workplace materials written for a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written workplace materials
- examples of routine workplace materials
- government style manual and organisational writing guidelines
- case studies and workplace scenarios to capture the range of routine reading and writing situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reading and writing routine workplace materials, including coping with difficulties, irregularities and breakdowns in routine
- routine workplace materials written for a range of (3 or more) contexts (or occasions, over time)

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	Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women • young people • older people • people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • case studies • demonstration • portfolios • projects • questioning • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Written materials to be read may include:	• agendas • emails • facsimiles • flyers • help screens • instructions • letters • manuals • memos

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	• messages • minutes • reports • schedules • timetables • web calendars • web sites
Tables, charts and other graphic information may include:	• work schedules • organisation charts • timetables • pay scales • leave rosters
Procedural information may include:	• supporting diagrams • manufacturers'/operating instructions/technical instructions • work unit/organisation guidelines and procedures • supervisor's/team leader's instructions • occupational health and safety procedures • style manuals
Written materials may include:	• correspondence • emails • memos • file notes • meeting notes • summaries • short reports • leave applications • travel forms • petty cash vouchers
Legislation and organisational procedures may include:	• State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, privacy, copyright, confidentiality, equal employment opportunity, diversity, occupational health and safety • Commissioner's instructions • public sector standards • fraud control standards • codes of practice • codes of ethics • security standards for government information • administrative procedures • writing guides/style manuals

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Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPMGT001 Manage resources

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT602B Manage resources. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage resources in accordance with planned business strategies. It includes analysing resource requirements, developing resource plans, allocating resources, reviewing and reporting on resource usage.

This unit applies to those involved in the management of organisation resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse resource requirements	1.1 Develop resource bids in line with outputs identified in business plans. 1.2 Consult key stakeholders in determining the nature and level of resources required. 1.3 Analyse resource requirements to identify proposed costs and benefits. 1.4 Identify opportunities to share resources across business units within the organisation.
2. Develop resource plans to support achievement of business unit objectives	2.1 Develop resource plans that detail the acquisition and allocation of resources, and the relationship to business strategies, contingencies, plans, programs and processes. 2.2 Identify internal resourcing capabilities and external resourcing requirements. 2.3 Identify procedures for the evaluation of resource allocation. 2.4 Include processes for managing changing government priorities. 2.5 Obtain approval from senior management.
3. Allocate resources	3.1 Manage resource allocation to enable achievement of business unit objectives. 3.2 Negotiate and obtain resources within required timeframe. 3.3 Develop and implement systems to enable accurate monitoring and review of resource usage. 3.4 Incorporate efficient use of technology into work practices.
4. Review and report on resource usage	4.1 Develop and implement procedures to review resource allocation against business unit objectives. 4.2 Monitor compliance with program and project budgets and recommend and apply corrective action where necessary. 4.3 Prepare reports that indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT602B Manage resources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT001 Manage resources

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies, procedures and guidelines relating to resource management in the public sector
- using effective consultation and negotiation with stakeholders
- writing reports requiring reasoning and precision of expression
- communicating using complex exchange of oral information
- applying budgeting and financial management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- financial management and budgetary processes in the organisation
- business strategies
- risk management concepts
- organisational goals, policies and procedures
- jurisdictional legislation and guidelines applicable to resource management, including work health and safety and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM011 Plan to manage a contract

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC506A Plan to manage a contract. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish arrangements for contract management. It includes confirming contract requirements, preparing a contract management plan, developing stakeholder relationships and implementing contract strategies and contractual arrangements.

This unit applies to those working in roles involving procurement contract management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm contract requirements	1.1 Identify legislation, public sector standards and organisational requirements relating to probity, financial management, approvals and other considerations for inclusion in the contract management plan. 1.2 Re-confirm contract requirements with all parties. 1.3 Determine obligations to the contractor, limits of authority and delegations according to contractual arrangements. 1.4 Confirm start-up or transition arrangements.
2. Prepare contract management plan	2.1 Identify contract risks and develop a risk management plan. 2.2 Determine procedures to identify, receive and address contract variations. 2.3 Determine procedures to investigate, resolve or refer disputes or complaints. 2.4 Develop and negotiate key performance indicators and identify and approve administrative processes for the life of the contract. 2.5 Document, obtain approval on and maintain a contract management plan that addresses key elements. 2.6 Apply expected standards of behaviour, probity and privacy principles to all elements of contract management plan. 2.7 Apply environmental, sustainability and corporate social responsibility principles to all elements of contract management plan.
3. Develop stakeholder relationships	3.1 Identify stakeholder networks and relationships. 3.2 Use networking strategies to establish, develop and maintain working relationships to promote benefits to the contract requirements. 3.3 Develop and maintain confidence of stakeholders through high standards of behaviour and ethical conduct. 3.4 Use negotiation strategies to achieve positive outcomes when difficult situations arise. 3.5 Identify and confirm communication requirements in line with contractual obligations and stakeholder needs.
4. Implement contract strategies	4.1 Identify requirements of confidentiality and freedom of information for the contract. 4.2 Develop communication and/or information strategy that matches needs of the organisation, the contract and the contractor's

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	business environment. 4.3 Establish contract review requirements with stakeholders. 4.4 Develop contract review strategy to review management of the contract, contractor performance and user satisfaction.
5. Implement contractual arrangements	5.1 Establish and manage business relationship with contractor. 5.2 Implement start-up or transition arrangements. 5.3 Establish financial, administrative and information management processes. 5.4 Implement contractual arrangements according to contract management plan. 5.5 Maintain appropriate records for the life of the contract.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC506A Plan to manage a contract.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM011 Plan to manage a contract

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with contractors and stakeholders
- developing a written contract management plan and sub-plans
- reading and applying complex documents, including contracts, legislation and guidelines
- provide feedback
- modelling effective team management approaches
- referring issues to the correct person
- applying understanding of supplier issues and supply chain management in the context of procurement risk management
- planning and organising skills to manage and update the contract management plan and sub-plans
- maintaining currency of best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- use electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing, sustainability and corporate social responsibility guidance relevant to the contract
- organisational procurement policies, practices and approval processes

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- contract management planning for diverse contractual situations
- privacy and confidentiality issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- financial and accounting issues relevant to the contract

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM023 Manage strategic contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC607A Manage strategic contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage contracts for strategic purchases, to effectively minimise risks and achieve value for money to meet an organisation's core objectives. It includes managing the establishment, performance and evaluation of strategic contracts.

This unit applies to those working in roles that involve the acquisition of strategic assets.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage contract establishment	1.1 Discuss and agree upon requirements of contracts and strategic initiatives with all parties. 1.2 Assign responsibilities for establishing and carrying out procedures to achieve contract outcomes. 1.3 Establish and implement effective communication strategies and processes to assist ongoing communication between internal and external stakeholders and contractors. 1.4 Perform relationship management with all levels of personnel involved in procurement and contract management, within probity boundaries. 1.5 Establish strategic relationships within probity boundaries to improve procurement capability and performance. 1.6 Update risk management plans.
2. Manage contract performance	2.1 Monitor progress of contracts against set targets and performance measures to ensure success of procurement activities. 2.2 Take action to rectify performance where set targets, performance measures and probity requirements are not being met. 2.3 Provide advice and support to solve problems, make improvements and maintain progress. 2.4 Manage disputes promptly according to contractual conditions to achieve resolution and maintain contract performance and progress. 2.5 Seek and negotiate opportunities to continuously improve procurement outcomes with contractors. 2.6 Provide or gain approvals for contract variations that are negotiated and agreed between the parties. 2.7 Provide opportunities for stakeholders and contractors to have input into and receive feedback on progress during the performance of the contract. 2.8 Engage internal and external stakeholders as necessary throughout the life of the contract to maintain progress.
3. Manage contract evaluation	3.1 Evaluate contract performance relative to planned performance measures and in consultation with stakeholders and contractors. 3.2 Undertake dispute resolution where stakeholders and contractors do not agree. 3.3 Detail conclusions against agreed criteria to provide a complete

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	picture of performance of contractors, organisation's procurement processes and value for money. 3.4 Measure performance of strategic initiatives relative to planned outcomes in consultation with industry and other stakeholders. 3.5 Document lessons learnt from evaluations of contracts and strategic initiatives and use to continuously improve future procurement activities. 3.6 Advise contractors and stakeholders of evaluation outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC607A Manage strategic contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM023 Manage strategic contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing complex documents
- managing teams of expert negotiators in functions identifying and resolving strategic contract management issues
- identifying, assessing and implementing opportunities for performance improvement
- manage strategic procurement contracts, contract management plans and sub-plans

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to managing strategic contracts, including environmental purchasing guidance.
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to managing strategic contracts
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- government procurement environment
- implications of particular contracting arrangements
- whole-of-life considerations
- cultural issues relating to contract management and industry development

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- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to managing strategic contracts

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY006 Develop organisation policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL501A Develop organisation policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop or review internal policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

This unit applies to public sector staff working in policy development.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Policy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need for policy development and/or review	1.1 Identify internal and external factors, issues, events, directions or government and/or board policies likely to cause changes to organisation policy. 1.2 Identify the likely implications and impact of factors on policy development in consultation with stakeholders. 1.3 Conduct a critical analysis of the need for new or revised policy including a scan of the wider internal and external environment. 1.4 Recommend priority areas for policy development and/or review. 1.5 Detail confirmation of the need for policy development and/or review with supporting evidence.
2. Plan the policy development process	2.1 Confirm the approving authority and relevant organisational procedures and protocols. 2.2 Identify and analyse issues likely to impact on the policy development process and address risks in planning. 2.3 Outline policy requirements in a policy development plan.
3. Gather and analyse information for policy development	3.1 Identify and engage with stakeholders through the establishment and maintenance of a representative and relevant policy network. 3.2 Identify, gather, analyse and interpret information required to support the policy development process. 3.3 Determine and apply an analytical framework for the development of the policy.
4. Determine policy direction	4.1 Develop a range of policy options and criteria for choice and communicate them to those responsible for selecting the policy direction. 4.2 Promote specific policy options to executives within the organisation. 4.3 Recommend preferred policy option. 4.4 Determine risk treatments in accordance with the policy development plan. 4.5 Obtain approvals.
5. Draft policy	5.1 Implement a cyclical process of consultation, feedback,

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	identification of changes and re drafting. 5.2 Implement risk management processes in accordance with the policy development plan to ensure progress against the timeframe and milestones. 5.3 Add an implementation plan in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy. 5.4 Add mechanisms within the policy for monitoring compliance, quality assurance, and evaluation of the policy.
6. Finalise development of policy	6.1 Clear policy through organisational channels, and gain agreement of critical stakeholders. 6.2 Ensure all stakeholders, particularly those who will be responsible for implementing the new or revised policy, are informed of the outcomes, and manage fallout from dissenting stakeholders. 6.3 Release and promote policy.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL501A Develop organisation policy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY006 Develop organisation policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents
- researching, analysing and presenting information
- preparing written reports
- consulting on and validating policy
- dealing with different points of view and dissenting stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- policy cycles
- analytical policy development frameworks
- current policies underpinning the work area
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG020 Conduct prosecutions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG501B Conduct prosecutions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review a brief of evidence and prosecute offences while acting as the prosecutor in court.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for prosecution	1.1 Review and clarify brief of evidence with the authorised officer, where necessary, prior to court proceedings. 1.2 Identify precedents as relevant. 1.3 Prepare questions to address the facts of the brief. 1.4 Brief personnel involved. 1.5 Agree upon parameters for negotiating out of court prior to prosecution with authorised organisational personnel.
2. Conduct a prosecution	2.1 Follow evidentiary procedures and conduct prosecution according to court processes, protocols, rules of evidence and organisational instructions. 2.2 Maintain personal presentation. 2.3 Complete file endorsements. 2.4 Follow up or complete matters arising from proceedings. 2.5 Review the outcome of the prosecution to provide input or recommendations for handling future cases.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG501B Conduct prosecutions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG020 Conduct prosecutions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- making presentations including participating in complex oral exchanges in briefing sessions and in court
- reading complex, lengthy documents to ascertain key elements
- undertaking research to identify precedents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- court prosecution process, procedures and protocols
- court conduct
- enabling legislation and offences
- sections of the Evidence Act
- types of evidence
- rules of evidence
- possible defences
- burden of proof
- role of expert witnesses
- hearsay
- public sector legislation, including WHS and environment in the context of conducting prosecutions

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC012 Develop security risk management plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC502A Develop security risk management plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to treat security risks through the development of a security risk management plan. It includes identifying security countermeasures and developing a plan with schedule for implementing, monitoring and evaluating security strategies.

This unit applies to those working in a security role with some responsibility for addressing organisational risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to developing risk management plans.

Those undertaking this unit would work autonomously occasionally accessing and evaluating support from a broad range of sources. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify counter-measures	1.1 Review documented risks and threats and validate management decisions on acceptable and unacceptable risks. 1.2 Determine treatment options and countermeasures to reduce the likelihood of occurrence or consequences of the risk. 1.3 Propose treatments which include continuity plans where appropriate. 1.4 Propose treatments which match the level and type of risk and importance of the function or resource. 1.5 Conduct a cost-benefit analysis to determine countermeasures. 1.6 Consult stakeholders on the cost-benefit analysis and determine and submit countermeasures for prioritising.
2. Develop security plan	2.1 Prepare a security plan containing explanatory information on the importance of security and the organisation's security objectives in achieving corporate and business objectives. 2.2 Summarise the threat assessments undertaken, current exposure and current protective security arrangements in the plan. 2.3 Outline security strategies for implementing, monitoring and evaluating countermeasures. 2.4 Include timeframes and security budget for implementing countermeasures including assigned responsibilities and methodologies to be used. 2.5 Submit security plan for approval and communicate to stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC502A Develop security risk management plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC012 Develop security risk management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to security risk management plans
- using evaluation, deductive reasoning, problem solving and decision making
- communicating with diverse stakeholders involving presentation, listening, questioning, paraphrasing, clarifying, summarising
- reading and analysing complex information in standards and security plans
- writing reports requiring formal language and structure
- representing numerical, graphical and statistical information in diverse formats

Knowledge Evidence

- Operational knowledge of:
  - Crimes Act 1914 and Criminal Code 1985
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - fraud control policy
  - Australian Government Information Security Manual (ISM)
  - Protective Security Policy Framework
  - Australian standards, quality assurance and certification requirements
  - international treaties and protocols
  - requires comprehensive knowledge of cross-jurisdictional protocols
  - organisation's strategic objectives

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- national strategic objectives
- formats for different types of reports
- cost-benefit analysis techniques
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of security risk assessment

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when developing risk management plans.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC013 Implement and monitor security risk management plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC503A Implement and monitor security risk management plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement and monitor a security risk management plan. It includes implementing the plan, monitoring the risk environment and evaluating the plan.

This unit applies to those working in a security role with some responsibility for addressing organisational risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to implementing risk management plans.

Those undertaking this unit would work autonomously, occasionally accessing and evaluating support from a broad range of sources, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Implement security plan	1.1 Implement countermeasures and treat security risks. 1.2 Follow and meet timeframes and budgetary requirements. 1.3 Comply with legal, government and organisational policy requirements. 1.4 Document and monitor residual risks.
2. Monitor the risk environment	2.1 Determine and document strategies to monitor the risk environment. 2.2 Monitor security risks, types and sources of threats to detect changing circumstances that may alter risk management priorities. 2.3 Conduct monitoring on a regular basis. 2.4 Monitor organisational changes to identify circumstances where re-examination of the security environment becomes necessary. 2.5 Document and act upon results of monitoring.
3. Evaluate security plan	3.1 Monitor risk treatments to gauge extent and effectiveness of implementation. 3.2 Evaluate treatments against the objectives of the security plan. 3.3 Obtain feedback from stakeholders on the adequacy and need for current security measures affecting their work area. 3.4 Identify and address weaknesses in the security plan. 3.5 Review the plan on an ongoing basis, to detect exceptional incidents, breaches, and changes in circumstances. 3.6 Update the plan to reflect current circumstances.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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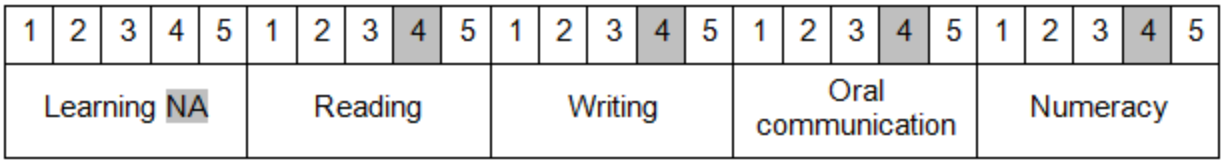
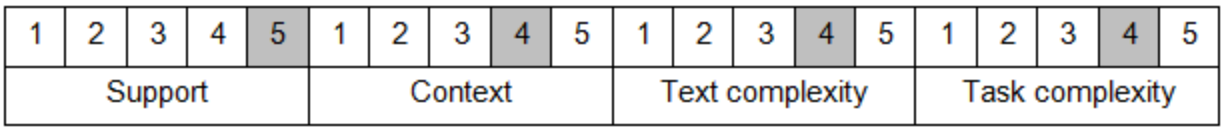
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC503A Implement and monitor security risk management plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC013 Implement and monitor security risk management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to security risk management
- auditing in the context of security risk management
- communicating with diverse stakeholders involving presentation, listening, questioning, paraphrasing, clarifying, summarising
- reading and analysing complex information in standards and security plans
- writing reports requiring formal language and structure
- representing numerical, graphical and statistical information in diverse formats

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Operational knowledge of:
  - public service Acts
  - Crimes Act 1914 and Criminal Code 1985
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - fraud control policy
  - protective security policy
- Complex knowledge of:

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- Australian Government Information Security Manual (ISM)
- Protective Security Policy Framework
- Australian standards, quality assurance and certification requirements
- organisation's strategic objectives and security plan
- national strategic objectives
- security constraints
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of implementation and monitoring of security risk management plans

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when implementing risk management plans.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PUACOM004 Manage organisational communication strategies

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Application

This unit of competency involves the skills and knowledge required to develop, implement, review and evaluate communication strategies and to promote communication techniques in the work place. It includes developing communication strategies by identifying and maintaining communication pathways.

The unit is applicable to personnel who have an organisational wide role in the development and management of communication strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Communication

Unit Sector

Public Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Develop communication strategies	**1.1** Strategies for internal and external dissemination of information are developed to meet organisational requirements
	1.2 Special communication needs are identified when developing strategies to avoid discrimination in the

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		organisation
	1.3	Communication strategies are analysed, evaluated and revised to ensure they are effective
2 Establish and maintain communication pathways	**2.1**	Communication pathways are established to meet requirements of organisation and personnel
	2.2	Communication pathways are maintained and reviewed to ensure personnel are updated on relevant information
3 Promote use of communication strategies	**3.1**	Information is provided to all areas of the organisation to facilitate communication strategy implementation
	3.2	Communication techniques are articulated and modelled to personnel, in accordance with organisational procedures
	3.3	Personnel are given guidance about adapting communication strategies to suit a range of contexts

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to PUACOM004B Manage organisational communication strategies.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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Assessment Requirements for PUACOM004 Manage organisational communication strategies

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- developing communication strategies
- following organisational policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- identifying, applying and maintaining communication pathways
- managing communication strategies by building relationships, coaching, resolving conflict, listening, negotiating, networking and communicating verbally
- promoting use of communication strategies

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- communication barriers and opportunities
- communication needs of personnel
- communication strategies
- communication techniques
- organisational documentation, policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- privacy principals
- strategy development to suit organisational objectives

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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PUAEMR005 Treat operational risk

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Application

This unit of competency involves the skills and knowledge required to identify, plan and implement treatment options to reduce risk. It includes making risk decisions by identifying, assessing and implementing risk control measures, treatment options and monitoring and reviewing risk mitigation processes.

The unit applies to personnel working in a relatively simple and routine workplace in which organisational policy and procedures are used. They would normally have local supervisory and/or management responsibility and will apply appropriate solutions to a variety of predictable problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

PUAEMR027 Assess operational risk

Competency Field

Emergency Management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Make risk decisions	**1.1** Hazards are identified and risks are assessed, in accordance with operational policies and procedures

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	1.2	Risk that is determined as unacceptable is documented and noted for treatment
2 Identify and select treatment options	**2.1**	Treatment options of known risks are identified and confirmed, in accordance with organisational standards, guidelines and supervisor's guidance
	2.2	Treatment options under consideration are evaluated for effectiveness within the given context
	2.3	Selected treatment options are documented and communicated, in accordance with organisational policies and procedures
3 Implement treatment options	**3.1**	Treatment plans incorporating selected options are implemented, in accordance with organisational policies and procedures
	3.2	Treatment plans are communicated within the workplace, in accordance with organisational policies and procedures
4 Monitor and review risks and process	**4.1**	Effectiveness and efficiency of the treatment plan is monitored, reviewed and recorded, in accordance with organisational policies and procedures, to ensure compliance and validity
	4.2	Residual risk is calculated and communicated to supervisors, so that a decision can be made whether to accept the risk or re-establish the risk management process
	4.3	Treatments are adjusted and communicated following the review process

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to PUAEMR026 Treat operational risk.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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Assessment Requirements for PUAEMR005 Treat operational risk

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least three separate occasions and includes

- communicating with personnel at all levels of organisation and risk management specialists
- following organisational policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- implementing and monitoring designated actions
- implementing treatment options including identifying and selecting treatment options
- interpreting information and data to identify areas for improvement
- making observations and recording outcomes accurately
- managing simple project implementation
- monitoring and reviewing risks mitigation processes
- undertaking basic research to access relevant information and data
- using consultation and negotiation skills in relation to developing plans

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- duty of care
- communication techniques
- legislation including regulations, codes of practice, associated standards and guidance material
- organisational documentation, policies, procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- guidelines relevant to risk
- risk assessment including
  - benefits to individual and organisation
  - cost benefits from implementation of treatment
  - cost of implementing treatment option
- risk management terminology and language relevant to industry standards including

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  - acceptable risk
  - residual risk
  - unacceptable risk
- specified methods or tools for use in the identification and analysis of risk
- team work principles and strategies
- techniques and methods used to identify or analyse risk management information
- techniques for giving and receiving feedback in a constructive manner
- treatment options for risks including
  - avoidance of risk
  - changing consequences of an identified hazard impact
  - changing likelihood of an initiating event or source of risk occurring
  - hazard impacting on elements at risk
  - removing a risk source
  - retaining risk based on an informed decision
  - risk mitigation
  - sharing risk
  - treatment options may
- treatment plans including
  - budgeting
  - expected outcome of treatments
  - performance measures
  - responsibilities
  - review process to be used
  - schedules

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder involvement throughout the treatment process and that an informed analysis and selection of treatment options has been

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undertaken using the methodology and procedures approved by the organisation.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operational manuals.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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PUAEMR006 Assess operational risk

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Application

This unit involves the skills and knowledge required to identify and assess risk in an operational environment. It includes establishing the risk context by identify, analysing and evaluating risk.

The unit of competency applies to personnel at a relatively simple and routine level, in which they are using established organisational policy and procedures. Personnel would normally have local supervisory or management responsibility and apply appropriate solutions to a variety of predicable problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Emergency Management

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Establish the risk context	**1.1** Risk assessment objectives and scope are identified using organisational risk management procedures, industry standards and guidelines
	1.2 Risk criteria are identified and confirmed, in accordance with organisational policies, procedures or with

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		supervisor's guidance
	1.3	Structure for planning required to conduct a risk assessment is determined
	1.4	Stakeholder aims and objectives are identified and recorded, in accordance with organisational procedures and guidelines
2 Identify risk	**2.1**	Sources of risk which affect the situation or objectives are identified and recorded, in consultation with stakeholders
	2.2	Risks are identified using a specified methodology or tool, in accordance with organisational procedures and guidelines
	2.3	Risk statements describing consequences are generated, in accordance with organisational procedures
3 Analyse risk	**3.1**	Risks are analysed by estimating the likelihood of consequences, in accordance with organisational procedures
	3.2	Levels of risk are determined, documented and communicated, in accordance with organisational policies and procedures
4 Evaluate risk	**4.1**	Levels of risks are prioritised for control, in consultation with stakeholders
	4.2	Risk assessment rating is compared to established risk evaluation criteria and is communicated to the supervisor
	4.3	Risks are monitored and reviewed until appropriate treatment measures have been implemented

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to PUAEMR027 Assess operational risk.

Links

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Assessment Requirements for PUAEMR006 Assess operational risk

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least three separate occasions and includes

- analysing organisational information and data
- communicating with stakeholders
- contributing to the assessment of resources
- establishing risk context and identifying, analysing and evaluating risk
- following organisational policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- interpreting information and data to identify areas for improvement
- making observations including interactions between personnel, their activities, equipment, environment and systems
- preparing detailed reports for a range of target groups including WHS/OHS or risk committee, WHS/OHS representatives, managers and supervisors
- undertaking basic research including accessing information and data
- using consultation and negotiation skills in relation to developing plans and implementing and monitoring designated actions

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of

- communication techniques including language style and active listening
- concept of duty of care in emergency risk management
- organisational documentation, policies, procedures and guidelines including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- principles of operational risk assessment
- risk management terminology and language
- risk profiles or criteria including
  - how likelihood will be defined
  - level at which risk becomes acceptable or tolerable

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  - nature and types of causes and consequences that can occur and how they will be measured
  - risk mitigation and how level of risk is determined
  - roles and responsibilities in assessing risk
  - timeframes of likelihood or consequences
  - views of stakeholders
  - whether combinations of multiple risks should be considered and if so how and which combinations should be considered
- specified methods and tools used in the identification and analysis of risk
- structure and forms of legislation including regulations, codes of practice, industry standards and guidance material
- techniques and methods used to identify and analyse information

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder involvement throughout the process and that an informed analysis of the risks has been undertaken using tools and methodology approved by the organisation.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operational manuals.

Links

PUA Training Package Companion Volume Implementation Guide is found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf

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PUAEQU001 Prepare, maintain and test response equipment

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Application

This unit of competency involves the skills and knowledge required to inspect, maintain and test a range of equipment. It includes inspecting response equipment, testing response equipment and cleaning, maintaining and restowing equipment

The unit applies to personnel who have either a primary role in the maintenance of equipment or are required to test and maintain equipment as part of an operational role.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

The fire sector is those sections of government departments, statutory authorities or organisations that have responsibility under jurisdictional arrangements for the delivery of firefighting and fire management services.

It is essential that the prerequisite units listed below are obtained prior to the issuance of this unit to individuals within the fire sector or the units contributing to the attainment of a fire qualification

PUAFIR210 Prevent injury

Competency Field

Equipment

Unit Sector

Public Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Inspect response equipment	**1.1**	Equipment is inspected, in accordance with organisational procedures
	1.2	Missing parts are identified and reported, in accordance with organisational procedures
	1.3	Faulty or damaged equipment is reported and recorded, in accordance with organisational procedures
2 Test response equipment	**2.1**	Equipment is tested, in accordance with organisational procedures and standards and is identified as fit for purpose
	2.2	Test results are recorded, in accordance with regulatory requirements and organisational procedures
	2.3	Defective equipment and substandard performance is reported and recorded, in accordance with organisational procedures
3 Clean, maintain and restow equipment	**3.1**	Equipment is cleaned, maintained, assembled and stowed, in accordance with organisational procedures
	3.2	Equipment records are updated, in accordance with organisational procedures
	3.3	Equipment is recovered, restowed and made ready for future use

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to PUAEQU001B Prepare, maintain and test response equipment.

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Assessment Requirements for PUAEQU001 Prepare, maintain and test response equipment

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- applying organisational policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements and risk mitigation
- cleaning, maintaining and restowing response equipment
- communicating information in accordance with organisational procedures
- complying with safety data sheets
- inspection, testing and servicing of response equipment
- safely using cleaning agents and chemicals

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- communication techniques
- environmental legislation relating to waste water runoff and pollution
- organisational documentation, policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements and risk mitigation
- procedures for using, testing, cleaning and servicing response equipment
- response equipment used by the organisation
- safe working practices

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

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PUALAW001 Protect and preserve incident scene

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Application

This unit of competency involves the skills and knowledge required to conduct an initial assessment on receipt of a call, when enroute and/or at the incident and to then take action to maintain public safety, preserve scene and record details and information on arrival at the scene of an accident or incident.

The unit is applicable personnel who are the first to arrive at the scene of an accident or incident. It applies to public safety personnel at an incident who need to understand the importance of maintaining the legal integrity of a scene.

The fire sector is those sections of government departments, statutory authorities or organisations that have responsibility under jurisdictional arrangements for the delivery of firefighting and fire management services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Fire

Unit Sector

Fire

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Secure and preserve scene	**1.1** Participation in initial assessment when enroute and at

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		the incident is undertaken to identify factors which will impact on public safety and scene preservation
	1.2	Incident and/or accident site is secured to preserve the scene, identify evidence and area of origin and to maintain public safety, in accordance with legislative requirements
2 Record and report details of incident scene	**2.1**	Details of the scene are noted, recorded and reported, in accordance with organisational policies and procedures
	2.2	Witness details and information volunteered is recorded, in accordance with organisational and legislative requirements
	2.3	Information is communicated to relevant personnel, in line with organisation's procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

types of incident scene must include one or more of the following	• aircraft • animal incident • crime scene • explosions • hazardous materials • incident involving death or injury to person or damage to property • industrial/mining accident • marine • natural disaster • search for missing persons or evidence • structure fire • train • urban scene • vehicle accident • vehicle fire

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- wildfire

Unit Mapping Information

This unit replaces and is equivalent to PUALAW001B Protect and preserve incident scene.

Links

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Assessment Requirements for PUALAW001 Protect and preserve incident scene

Modification History

Release 1. This is the first release of this unit of competency in the PUA Public Safety Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements, performance criteria and range of conditions on at least one occasion and includes

- applying questioning skills to gain accurate information
- applying Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) organisational requirements
- communicating information and liaising with all stakeholders
- conducting assessment enroute and at the incident scene
- implementing organisational policies and procedures
- observing scene and surrounding environment
- recording and reporting details of incident scene in accordance with organisational requirements
- securing and preserving scene, evidence and area or origin
- securing scene including removing non-emergency personnel from scene, isolating scene and erecting barriers
- taking notes accurately

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements, performance criteria and range of conditions and includes knowledge of

- factors impacting on public safety and scene preservation including those that could impact on safety of investigators, response team, security and/or preservation of actual site, security and preservation of situational evidence and traffic
- factors that may impact security of scene including topography, climatic conditions, human interference, animal interference, preservation of life/property, structural integrity and availability of personnel
- methods of securing scene
- organisational and legislative requirements
- organisational documentation, policies and procedures
- organisational procedures relative to scene preservation, collecting information and taking

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witness details

- tactical factors affecting quality of investigation including environmental circumstances, chronology of events, access to scene, number of persons at scene, availability of support services and boundaries
- types of incident scenes
- witness details including name, contact details and other details are recorded, in accordance with organisational policies, procedures and legislative requirements
- Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) organisational requirements including risk mitigation

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry
- applicable documentation including organisational procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

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TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to contribute to the assessment process.

It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm the purpose of the assessment with relevant people 1.2 Discuss and confirm benchmarks for assessment with the qualified assessor 1.3 Access, read and clarify assessment plan with the qualified assessor 1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment 2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear 2.3 Discuss and confirm with the relevant people the assessment context, including the candidate's characteristics and any need for reasonable adjustments 2.4 Confirm and arrange resource requirements in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain the assessment process to the candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to the qualified assessor, prior to undertaking assessment activities 3.2 Use assessment instruments to gather quality evidence within the available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to the assessment system's policies and procedures 4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment, and whether the evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence for future assessment activities

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.2	• Seeks feedback to build knowledge to improve process and professional practice
Reading	1.3, 2.1, 2.2, 2.4, 3.2	• Sources and interprets procedural, and compliance information
Writing	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 4.1, 4.3	• Completes workplace documentation accurately using the appropriate language
Oral Communication	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	• Communicates information and process requirements clearly, based on techniques appropriate to the audience and environment • Uses appropriate speaking and listening techniques to obtain specific information, and to support the assessment process
Navigate the world of work	2.1, 2.2, 3.2, 4.1	• Accesses, confirms and takes responsibility for adherence to policies, procedures, and legal and ethical requirements
Interact with others	4.2	• Asks questions to clarify understanding, and seeks feedback and further information
Get the work done	3.1, 4.1	• Organises work according to defined requirements, taking some responsibility for decisions regarding the format of information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS301 Contribute to assessment	TAEASS301B Contribute to assessment	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- clarifying the role to be taken during the assessment
- clarifying the assessment plan with the qualified assessor, including agreement about:
  - what evidence will be collected
  - how the evidence will be collected
- carrying out a minimum of three evidence-gathering activities and, on each occasion:
  - document evidence in a clear and concise manner
  - document feedback from others involved in the assessment

reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment
- the principles of assessment
- the rules of evidence
- the different purposes of assessment
- the diversity of assessment contexts
- different types of evidence
- evidence-gathering methods
- the purpose and features of assessment tools, and assessment plans

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- potential barriers and processes relating to evidence-gathering procedures, and assessment processes
- the organisational policies and procedures relevant to this unit of competency.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to qualified assessors for consultation.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Gather and check instruction, demonstration objectives, and seek assistance if required 1.4 Access and review relevant learning resources and learning

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ELEMENT	PERFORMANCE CRITERIA
	materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2 Follow the learning program and/or delivery plan to cover all learning objectives 2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training 2.4 Use delivery techniques to structure, pace and enhance learning 2.5 Apply coaching techniques to assist learning 2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7 Provide opportunities for practice during instruction and through work activities 2.8 Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge 3.2 Monitor learner progress and outcomes in consultation with the learner 3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs
4. Review personal training performance	4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	4.1	• Reflects on practice to improve
Reading	1.1, 1.3, 1.4, 2.2	• Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery
Writing	1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2	• Accurately maintains learner records and documentation appropriate to the learning context and audience
Oral Communication	1.1, 1.6, 2.3, 2.4, 2.6	• Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups
Interact with others	1.2, 1.3, 2.1, 2.5, 2.8, 3.2	• Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes • Asks questions in order to clarify understanding, and to provide and seek feedback • Builds rapport to establish effective working relationships and to achieve effective outcomes
Get the work done	1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2	• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL301 Provide work skill instruction	TAEDEL301A Provide work skill instruction	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
  - different learning objectives
  - a range of delivery techniques and effective communication skills appropriate to the audience.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret learning environment and delivery requirements	1.1 Access, read, and interpret learning program documentation to determine delivery requirements 1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics 1.3 Identify and assess constraints, and risks to delivery

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm personal role and responsibilities in planning, and delivering training, with relevant personnel
2. Prepare session plans	2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2 Develop session plans and document these plans for each segment of the learning program 2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1 Contextualise learning materials to meet the needs of the specific learner group 3.2 Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3 Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1 Conduct each session according to the session plan, modified where appropriate to meet learner needs 4.2 Use the diversity of the group as another resource to support learning 4.3 Employ a range of delivery methods to optimise learner experiences 4.4 Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1 Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met 5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3 Manage inappropriate behaviour to ensure that learning can take place 5.4 Maintain and store learner records according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 3.1, 5.1	• Access, read and interpret documentation relevant to the learning context, including program documents, learning materials, policies and procedures relevant to the context
Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.4	• Develops and maintains workplace documentation accurately and in response to required needs
Oral Communication	1.2, 1.3, 4.1, 4.3, 4.4	• Uses communication techniques to build rapport and explore requirements • Facilitates training in an appropriate style for both individuals and groups
Navigate the world of work	1.4, 5.4	• Recognises and follows organisational protocols, policies and procedures relevant to own role
Interact with others	1.4, 3.3, 4.4, 5.3	• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that outcomes meet requirements • Recognises inappropriate behaviours and the potential for conflict, and implements strategies to maintain an appropriate learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1-5.4	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to problems and opportunities for improvement and considers options for different approaches • Uses information and communications technology (ICT) based tools to access, organise, analyse and display information relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL401 Plan, organise and deliver	TAEDEL401A Plan, organise and deliver	Updated to meet Standards	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
group-based learning	group-based learning	for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- facilitating group-based learning by preparing and delivering at least three training sessions, including:
  - at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals
  - at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed
- identifying and responding to individual needs
- accessing and using documented resources, and any support personnel required to guide inclusive practices.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learning theories and principles
- resources available to identify different learner styles
- the relevant industry area and subject matter of the delivery
- the learner group profile, including characteristics and needs of individual learners in the group
- the requirements of the learning program and/or delivery plan, and the content purpose
- different delivery methods and techniques appropriate to face-to-face group delivery

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- different techniques for the recognition and resolution of inappropriate behaviours
- behaviours that may indicate learner difficulties, and the methods used to address these difficulties
- the purpose of organisational record-management systems and reporting requirements
- evaluation and revision techniques used to improve session plans
- specific resources, equipment and support services available for learners with special needs
- assessment and risk control measures relating to the facilitation of group-based learning
- policies and procedures relevant to the learning environment.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to learning program designs in use in the learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish effective work environment for learning	1.1 Establish, and agree upon, the objectives and scope of the work-based learning 1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning
2. Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work 2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway 2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1 Identify the context for learning and the individual's learning style 3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner 3.3 Develop, document and discuss an individualised learning plan with the learner 3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment 3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement the work-based learning pathway	4.1 Explain the objectives of work-based learning, and the processes involved, to the learner 4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.3 Encourage learner to take responsibility for learning and to self-reflect 4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge
5. Maintain and develop the learning-facilitation relationship	5.1 Prepare for each session 5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum 5.4 Practise ethical behaviour at all times 5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties

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ELEMENT	PERFORMANCE CRITERIA
6. Close and evaluate the learning-facilitation relationship	6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship 6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 6.4 Recommend improvements to work-based practice in light of the review process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	• Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements
Writing	1.1, 2.3, 3.3, 4.1, 6.3	• Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements
Oral Communication	2.2, 3.3, 4.2, 5.5, 6.1	• Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice • Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups
Navigate the world of work	1.3, 2.1, 5.4	• Follows organisational protocols, policies and procedures in the management of records • Recognises and responds to contractual and ethical requirements associated with own role
Interact with others	1.1, 2.3, 3.5, 4.3, 6.2	• Asks questions to clarify understanding, and seeks feedback and further information • Cooperates and collaborates with others as part of

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		routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.3	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs • Identifies and responds to problems and opportunities for improvement, considering options for different approaches • Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL402A Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0*.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing a minimum of two examples of developing work-based learning pathways, that include:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conducting a learning facilitation relationship:
  - with at least two individuals
  - demonstrating communication skills and flexibility
  - demonstrating one or more of the processes, or techniques, identified.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways

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- workplace health and safety (WHS) relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of WHS information.
  -

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TLIC1051 Operate commercial vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to maintain the safety of and to operate, a commercial vehicle across a variety of job roles.

It includes monitoring traffic and associated equipment, managing vehicle condition and performance, and effectively managing hazardous situations.

Driving must be carried out in accordance with relevant state/territory roads and traffic authority licence requirements and regulations.

Driving is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

Licensing, legislative, regulatory or certification requirements are applicable to this unit. Provisional car licence must be held prior to commencement of this unit of competency.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Operate commercial vehicle	**1.1** Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.2 Driving hazards are identified and/or anticipated and avoided
	1.3 Vehicle lights and indicators are used in accordance with traffic regulations and manufacturer instructions
	1.4 Vehicle is secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
	1.5 Appropriate procedures are followed in a driving emergency
	1.6 Appropriate low-risk driving behaviour is displayed towards other road users in accordance with workplace procedures
	1.7 Vehicle is positioning and moved conveniently and safely for loading and unloading in accordance with regulatory and workplace instructions
	1.8 All associated equipment is operated in accordance with manufacturer and workplace instructions
2 Monitor traffic and road conditions	**2.1** Most efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	**3.1** Vehicle performance and safety is maintained through vehicle pre-operational inspections
	3.2 Performance and efficiency of vehicle operation is monitored during use
	3.3 Vehicle is driven in a manner that incorporates eco-driving principles
	3.4 Defective or irregular performance or malfunctions are

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repaired as a minor repair or reported to appropriate authority

3.5 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to TLIC1051A Operate commercial vehicle.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC1051 Operate commercial vehicle

Modification History

Release 2. This is the second release of this unit of competency in the TLI Transport and Logistics Training Package:

- Minor statement changes in Assessment Conditions.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required actions to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- completing relevant documentation
- demonstrating low-risk driving behaviours
- monitoring and anticipating traffic hazards and taking appropriate actions
- monitoring performance of vehicle and taking appropriate actions
- operating a commercial vehicle and associated equipment
- reporting and/or rectifying identified problems, faults or malfunctions promptly in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information and signs.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions, and related actions that can be taken
- fatigue management strategies including on-road techniques
- lifestyles that promote effective long-term fatigue management

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- low-risk driving behaviours
- map reading and road navigation techniques
- pre-operational checks carried out on vehicle and related actions
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental/emissions procedures and regulations
- relevant state/territory road and traffic authority road rules, regulations, permits and licence requirements
- vehicle controls, instruments and indicators and their use
- vehicle handling procedures
- workplace driving and operational instructions.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or simulations
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF2010 Apply fatigue management strategies

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to apply fatigue management strategies within the transport and logistics industry. Work is undertaken in compliance with relevant legislation, regulations, codes and guidelines.

It includes identifying and acting on signs of fatigue and implementing appropriate strategies to minimise fatigue during work activities, in particular when operating equipment, trains, vehicles, load shifting equipment, marine vessels and aircraft.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

F – Safety Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify and act on signs of fatigue	1.1 Potential causes of fatigue are identified and action is taken to minimise their effects in accordance with company procedures

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	1.2 Personal warning signs of fatigue are recognised and necessary steps are taken in accordance with workplace procedures, to ensure that effective work capability and alertness are maintained
2 Implement strategies to minimise fatigue	2.1 Workplace procedures are assessed to minimise fatigue
	2.2 Factors that increase the risk of fatigue-related accidents and incidents are minimised
	2.3 Fatigue management strategies are implemented in accordance with workplace policy
	2.4 Lifestyle choices are made that promote the effective long-term management of fatigue
	2.5 Effective practices in combating fatigue are adopted and applied
	2.6 Personal fatigue management strategies are communicated to relevant people
	2.7 Appropriate counter measures are planned to combat fatigue

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIF2010A Apply fatigue management strategies.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIF2010 Apply fatigue management strategies

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adapting to changes in rosters and standard operating procedures as they relate to fatigue management
- adjusting lifestyle patterns to ensure effective fatigue management during work activities
- applying precautions and required action to minimise and control the effects of fatigue when carrying out own work functions
- applying relevant legislation and workplace procedures
- communicating effectively with others when applying fatigue management strategies
- identifying and meeting own learning needs about fatigue management related matters
- modifying activities and taking appropriate initiatives to manage fatigue in the workplace depending on work contexts, risk situations and environments
- reading and interpreting instructions, procedures, regulations and signs related to fatigue management and applying them to work activities
- recognising symptoms of fatigue and taking appropriate action in accordance with fatigue management regulations and workplace procedures
- working collaboratively with others to manage and minimise the effects of fatigue during work activities.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and effects of fatigue on workers
- factors that increase fatigue-related accidents
- how fatigue affects workplace performance

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- how fatigue contributes to workplace accidents
- lifestyles that promote effective long-term fatigue management
- relevant fatigue management codes, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) regulations as they relate to fatigue
- risks and hazards created by workplace fatigue
- sources of information on fatigue
- strategies and ways of managing fatigue
- ways of recognising fatigue
- workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulation
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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CSC Correctional Services Training Package

Modification History

Version	Comments
1	Primary release to comply with new standards for CSC Correctional Services Training Package (replacing CSC12 Correctional Services Training Package).

Credit Arrangements

Qualification Code	Qualification Title	Credit Arrangements
CSC20115	Certificate II in Justice Services	At the time of endorsement of this training package no credit arrangements exist.
CSC30115	Certificate III in Correctional Practice	At the time of endorsement of this training package no credit arrangements exist.
CSC40115	Certificate IV in Correctional Practice	At the time of endorsement of this training package no credit arrangements exist.
CSC50115	Diploma of Correctional Administration	At the time of endorsement of this training package no credit arrangements exist.
CSC60115	Advanced Diploma of Correctional Management	At the time of endorsement of this training package no credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSS00002 Electronic Monitoring Operator Skill Set

Modification History

Release 1. This is a new Skill Set.

Description

This Skill Set reflects the skills and knowledge required by individuals employed to remotely monitor individuals in the community who are subject to electronic monitoring.

Pathways Information

The CSCSS0002 Electronic Monitoring Operator Skill Set is part of the CSC Correctional Services Training Package.

These units provide credit towards CSC20115 Certificate II in Justice Services and CSC30119 Certificate III in Correctional Practice.

Licensing/Regulatory Information

Statutory/legislative requirements apply to this Skill Set and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Skill Set Requirements

A total of 5 **units of competency must be attained.**

CSCORG001	Contribute to achieving the goals of the organisation
CSCORG002	Communicate effectively
CSCORG003	Prepare reports
CSCSAS001	Maintain security
CSCWHS001	Use safe work practices

Target Group

This Skill Set CSCSS0002 Electronic Monitoring Operator is suitable for those who conduct electronic monitoring of individuals in the community.

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Suggested words for Statement of Attainment

The CSCSS0002 Electronic Monitoring Operator Skill Set is from the CSC Correctional Services Training Package and meets the needs of individuals employed to remotely monitor individuals in the community who are subject to electronic monitoring.

Custom Content Section

Not applicable.

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CSCSS00003 Detector Dog Handler Skill Set

Modification History

Release 1. This is the first release of this Skill Set in the CSC Correctional Services Training Package Release 3.0

Description

This Skill Set addresses the skills required to handle detector dogs within a custodial environment.

Pathways Information

Units from this Skill Set can contribute to credit towards CSC40120 Certificate IV in Correctional Practice.

Licensing/Regulatory Information

Statutory/legislative requirements apply to this Skill Set and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Skill Set Requirements

A total of 4 **units of competency** must be attained.

Where a pre-requisite unit is attached to a unit, learners must be assessed as competent in the pre-requisite unit prior to the determination of competency in the subsequent unit.

CSCDOG008 Assess dogs for custodial purposes

CSCDOG009 Maintain the health and welfare of dogs

CSCDOG010 Manage detector dogs

CSCDOG012 Prepare stimulus aids for use with dogs

Target Group

This Skill Set is suitable for Correctional Service officers who handle detector dogs within a custodial environment.

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Suggested words for Statement of Attainment

The CSCSS00003 Detector Dog Handler Skill Set is from the CSC Correctional Services Training Package and meets the needs of individuals whose work requires them to handle detector dogs within a custodial environment.

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CSCSS00004 General Purpose Dog Handler Skill Set

Modification History

Release 1. This is the first release of this Skill Set in the CSC Correctional Services Training Package Release 3.0

Description

This Skill Set addresses the skills required to handle dogs for security, general or multiple purposes within a custodial environment.

Pathways Information

Units from this Skill Set can contribute to credit towards CSC40120 Certificate IV in Correctional Practice.

Licensing/Regulatory Information

Statutory/legislative requirements apply to this Skill Set and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Skill Set Requirements

A total of 4 **units of competency** must be attained.

Where a pre-requisite unit is attached to a unit, learners must be assessed as competent in the pre-requisite unit prior to the determination of competency in the subsequent unit.

CSCDOG008	Assess dogs for custodial purposes
CSCDOG009	Maintain the health and welfare of dogs
CSCDOG011	Manage dogs for security purposes
CSCDOG012	Prepare stimulus aids for use with dogs

Target Group

This Skill Set is suitable for Correctional Service officers who handle dogs in a custodial environment for security, general or multiple purposes.

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Suggested words for Statement of Attainment

The CSCSS00004 General Purpose Dog Handler Skill Set is from the CSC Correctional Services Training Package and meets the needs of individuals whose work requires them to handle dogs for security, general or multiple purposes in a custodial environment.

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CSCSS00005 Offender Engagement Skill Set

Modification History

Release 1. This is the first release of this Skill Set in the CSC Correctional Services Training Package Release 3.0

Description

This Skill Set addresses the skills required to engage with offenders to identify their individual interests and strengths and refer to appropriate rehabilitation support services and programs.

Pathways Information

Units from this Skill Set can contribute to credit towards CSC40120 Certificate IV in Correctional Practice.

Licensing/Regulatory Information

Statutory/legislative requirements apply to this Skill Set and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Skill Set Requirements

A total of 6 **units of competency** must be attained.

CHCCCS016 Respond to client needs

CSCINT002 Assist offenders to change behaviour

CSCINT004 Assess offender risks and needs

CSCOFM03 Support offender rehabilitation and reintegration in the community
0

CSCORG00 Communicate effectively
2

CSCORG02 Conduct interviews
9

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Target Group

This Skill Set is suitable for Correctional Service officers who engage with offenders and contribute to offender case management.

Suggested words for Statement of Attainment

The CSCSS00005 Offender Engagement Skill Set is from the CSC Correctional Services Training Package and meets the needs of individuals whose work requires them to engage with offenders in a correctional services context.

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CSCSS00006 Train Dog Handler Teams Skill Set

Modification History

Release 1. This is the first release of this Skill Set in the CSC Correctional Services Training Package Release 3.0

Description

This Skill Set addresses the skills required to train dog handler teams to handle dogs within a custodial environment.

Pathways Information

Units from this Skill Set can contribute to credit towards CSC40120 Certificate IV in Correctional Practice.

Licensing/Regulatory Information

Statutory/legislative requirements apply to this Skill Set and may vary across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

Skill Set Requirements

A total of 6 **unit**s **of competency** must be attained.

Where a pre-requisite unit is attached to a unit, learners must be assessed as competent in the pre-requisite unit prior to the determination of competency in the subsequent unit.

BSBLED401	Develop teams and individuals
BSBLDR403	Lead team effectiveness
CSCDOG013	Train dog handler teams
TAEASS301	Contribute to assessment
TAEDEL401	Plan, organise and deliver group-based learning
TAEDEL402	Plan, organise and facilitate learning in the workplace

Target Group

This Skill Set is suitable for Correctional Service officers who train dog handler teams to handle

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dogs in a custodial environment.

Suggested words for Statement of Attainment

The CSCSS00006 Train Dog Handler Teams Skill Set is from the CSC Correctional Services Training Package and meets the needs of instructors whose work requires them to train dog handler teams to handle dogs in a custodial environment.

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