**Australian Government**

**Department of Education, Employment and Workplace Relations**

# CSC07 Correctional Service Training Package

Release: 1.2

**ISC** INDUSTRY SKILLS COUNCILS
Creating Australia's Future

# CONTENTS

Government Skills Australia

# Modification History

## Version modification history of CSC07 V1.2 Correctional Services Training Package

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

| Version modification history | | |
|---|---|---|
| **Version** | **Release date** | **Comments** |
| 1.2 | 31 December 2010 | Embedding of Green Skills; packaging flexibility rules changes. Imported elective units updated. Add HLTFA201A to electives for CSC20107. Add HLTFA302A to electives for CSC30107, CSC30207 and CSC30307. Add CHCDIS301A to electives for CSC40107. |
| 1.1 | 1 July 2010 | ISC Upgrade – incorporate flexible packaging policy compliance wording in CSC30207 and CSC40107. Add HLTCPR201A to electives for CSC20107. |
| 1 | 1 May 2007 | Primary release (replacing CSC01 Correctional Services Training Package) |

# Preliminary information

## Preliminary information

## Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

**Check the version number before commencing training or assessment**

This Training Package is Version 1.2 – check whether this is the latest version by going to the National Training Information Service www.ntis.gov.au and locating information about the Training Package. Alternatively, contact Government Skills Australia www.governmntskills.com.au to confirm the latest version number.

**Explanation of version number conventions**

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

**Explanation of the review date**

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

## Version modification history of CSC07 V1.2 Correctional Services Training Package

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## Summary of AQF qualifications in CSC07 V1.2 Correctional Services Training Package

| Code | Title |
|---|---|
| CSC20107 | Certificate II in Justice Services |
| CSC30107 | Certificate III in Correctional Practice |

| CSC30207 | Certificate III in Correctional Practice (Custodial) |
| CSC30307 | Certificate III in Correctional Practice (Community) |
| CSC40107 | Certificate IV in Correctional Practice |
| CSC50107 | Diploma of Correctional Administration |
| CSC60107 | Advanced Diploma of Correctional Management |

## Summary of units of competency in CSC07 V1.2 Correctional Services Training Package

There are no prerequisite requirements for any of the units of competency in CSC07 V1.2.

| Code | Title |
|------|-------|
| CSCDH401A | Manage dogs for security purposes |
| CSCDH402A | Maintain the health and welfare of dogs |
| CSCDH403A | Prepare stimulus aids for use with dogs |
| CSCDH404A | Select dogs |
| CSCDH405A | Train detector dogs |
| CSCDH406A | Train dogs for response and control |
| CSCDH407A | Train dogs in agility work |
| CSCINT401A | Negotiate behaviour change |
| CSCINT402A | Assist offenders to change behaviour |
| CSCINT403A | Assist offenders to change drug and alcohol use |
| CSCINT404A | Assess offender risks and needs |
| CSCINT405A | Support group activities |
| CSCINT501A | Use therapeutic processes in groups to address offending behaviour |
| CSCINT502A | Use group processes to address offending behaviour |
| CSCINT601A | Coordinate intervention strategies for offenders |
| CSCOFM201A | Support offender services |

| CSCOFM202A | Monitor people in care or custody |
| CSCOFM203A | Maintain the health, safety and welfare of offenders |
| CSCOFM301A | Protect the safety and welfare of vulnerable offenders |
| CSCOFM302A | Protect the safety and welfare of Aboriginal and Torres Strait offenders |
| CSCOFM303A | Respond to offenders influenced by drugs or alcohol |
| CSCOFM304A | Protect the safety and welfare of young offenders |
| CSCOFM305A | Supervise offenders |
| CSCOFM306A | Supervise offenders in the community |
| CSCOFM307A | Support offender to maintain positive relationships |
| CSCOFM308A | Promote cooperative behaviour |
| CSCOFM309A | Process offender induction |
| CSCOFM401A | Implement planned approach to offender management |
| CSCOFM402A | Provide support to offenders in Aboriginal and Torres Strait communities |
| CSCOFM403A | Supervise community work programs |
| CSCOFM404A | Provide guidance and counsel |
| CSCOFM501A | Coordinate offender management processes |
| CSCOFM502A | Plan and review services to offenders |
| CSCOFM503A | Supervise offender management practices |
| CSCOFM601A | Establish offender management practices |
| CSCOHS201A | Use safe work practices |
| CSCOHS401A | Supervise occupational health and safety practices |
| CSCORG201A | Contribute to achieving the goals of the organisation |
| CSCORG202A | Communicate effectively |
| CSCORG301A | Prepare reports |
| CSCORG302A | Prepare reports for justice agencies |

| CSCORG303A | Conduct interviews |
| CSCORG401A | Contribute to work unit planning |
| CSCORG402A | Gather and report complex information |
| CSCORG403A | Report to a formal inquiry |
| CSCORG404A | Organise and chair meetings |
| CSCORG405A | Establish and maintain networks |
| CSCORG406A | Manage activities to meet client requirements |
| CSCORG407A | Coordinate a work team |
| CSCORG501A | Use information to make critical decisions |
| CSCORG502A | Represent and promote the organisation |
| CSCORG503A | Coordinate resource allocation and usage |
| CSCORG504A | Coordinate the implementation of change |
| CSCORG505A | Manage a work unit |
| CSCORG506A | Manage teamwork through delegations |
| CSCORG507A | Manage projects in justice and offender services |
| CSCORG508A | Determine the effective use of financial resources |
| CSCORG601A | Provide leadership in justice services |
| CSCORG602A | Plan and implement changes in justice services |
| CSCORG603A | Manage the delivery of a quality correctional service |
| CSCORG604A | Establish strategic guidance for correctional services |
| CSCORG605A | Research issues of concern in correctional services |
| CSCSAS201A | Maintain security |
| CSCSAS202A | Screen access to and exit from premises |
| CSCSAS203A | Maintain the security of premises |
| CSCSAS204A | Maintain security of the environment |

| CSCSAS205A | Contain incidents that jeopardise safety and security |
| CSCSAS206A | Respond to medical emergencies |
| CSCSAS207A | Operate central monitoring station |
| CSCSAS301A | Maintain security system |
| CSCSAS302A | Control incidents using defensive tactics |
| CSCSAS303A | Conduct searches |
| CSCSAS304A | Monitor control room operations |
| CSCSAS305A | Supervise attendance at court |
| CSCSAS306A | Manage conflict through negotiation |
| CSCSAS401A | Monitor and review security systems |
| CSCSAS402B | Manage threatening behaviour |
| CSCSAS403A | Provide emergency response to dangerous incidents |
| CSCSAS404A | Use firearms |
| CSCSAS501A | Plan responses to incidents that jeopardise safety and security |
| CSCSAS502A | Determine response to security risks |
| CSCTRA201A | Maintain security during escort |
| CSCTRA202A | Operate security vehicles |
| CSCTRA203A | Navigate transport |
| CSCTRA401A | Plan and monitor escorts |

## Summary mapping of CSC07 Correctional Services Training Package to CSC01 Correctional Services Training Package

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**Mapping of qualifications**

| Qualification code CSC07 | Relationship CSC01 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| CSC20107 | Replaces CSC20101 | Change to packaging requirements for the qualification. Outcomes deemed equivalent. |
| CSC30107 | Replaces CSC30101 | Change to packaging requirements for the qualification. Outcomes deemed equivalent. |
| CSC30207 | Replaces CSC30201 | Change to packaging requirements for the qualification. Outcomes deemed equivalent. |
| CSC30307 | Replaces CSC30301 | Change to packaging requirements for the qualification. Outcomes deemed equivalent. |
| CSC40107 | Replaces CSC40101<br><br>Replaces CSC40201<br><br>Replaces CSC40301 | Change to packaging requirements for the qualification. Specialist qualifications CSC40201 and CSC40301 replaced by single qualification CSC40107, with changes to packaging of units. |
| CSC50107 | Replaces CSC50101 | Change in unit content, packaging of units and range of units to increase flexibility of qualification. Outcomes deemed equivalent. |
| CSC60107 | Replaces CSC60101 | Change in unit content, packaging of units and range of units to increase flexibility of qualification. Outcomes deemed equivalent. |

**Mapping of units of competency**

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| **Key area: Dog handling** | | |
|  | CSCDH401A | New unit of competency. |
|  | CSCDH402A | New unit of competency. |
|  | CSCDH403A | New unit of competency. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
|  | CSCDH404A | New unit of competency. |
|  | CSCDH405A | New unit of competency. |
|  | CSCDH406A | New unit of competency. |
|  | CSCDH407A | New unit of competency. |
| **Key area: Intervention** | | |
| CSCINT001A | CSCINT405A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT002A | CSCINT401A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT003A | CSCINT402A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT004A | CSCINT403A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT005A | CSCINT502A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT006A | CSCINT501A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT007A | CSCINT601A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCINT008A | CSCINT404A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
|  | CHCAOD402A | Imported unit from Community Services Training Package. |
|  | CHCAOD510A | Imported unit from Community Services Training Package. |
| CHCCM1A | CHCCM401D | Imported revised unit from Community Services Training Package. |
|  | CHCCM402D | Imported unit from Community Services Training Package. |
|  | CHCCS403B | Imported unit from Community Services Training Package. |
|  | CHCCS521A | Imported unit from Community Services Training Package. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| | CHCCS9B | Imported unit from Community Services Training Package. |
| | CHCMH301A | Imported unit from Community Services Training Package. |
| | CHCDFV301A | Imported unit from Community Services Training Package. |
| | CHCDFV402C | Imported unit from Community Services Training Package. |
| | CHCDFV509C | Imported unit from Community Services Training Package. |
| | HLTCPR201A | Imported unit from Health Training Package. |
| | HLTFA301B | Imported unit from Health Training Package. |
| **Key area: Offender management** | | |
| CSCOFM001A | CSCOFM201A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM002A | CSCOFM202A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM003A | CSCOFM203A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM004A | CSCOFM301A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM005A | CCSOFM302A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM006A | CSCOFM304A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM007A | CSCOFM305A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM008A | CSCOFM306A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM009A | CSCOFM303A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM010A | CSCOFM307A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|-------|-------|---------------------------------------------------------------------|
| CSCOFM011A | CSCOFM308A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM012A | CSCOFM309A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM013A | CSCOFM401A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM014A | CSCOFM402A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM015A | CSCOFM403A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM016A | CSCOFM404A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM017A | CSCOFM501A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM018A | CSCOFM502A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM019A | CSCOFM601A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCOFM020A | CSCOFM503A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| **Key area: Occupational health and safety** | | |
| CSCOHS001A | CSCOHS201A | Replaces previous unit (not equivalent). New elements drawn from safety component of CSCSAS001A. Updated to new template requirements. |
| CSCOHS002A | CSCOHS401A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| **Key area: Organisational administration and management** | | |
| CSCORG001A | CSCORG201A | Replaces and equivalent to previous unit. Performance criteria enhanced. Updated to new template requirements. |
| CSCORG002A | CSCORG202A | Replaces the previous unit which is equivalent for qualification purposes. Descriptor enhanced. New element |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| | | added and performance criteria enhanced. Updated to new template requirements. |
| CSCORG003A | CSCORG301A | Replaces the previous unit which is equivalent for qualification purposes. New elements added and performance criteria enhanced. Updated to new template requirements. |
| CSCORG004A | CSCORG302A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCORG005A | CSCORG303A | Replaces and equivalent to previous unit. Minor changes. Descriptor enhanced. Updated to new template requirements. |
| CSCORG006A | CSCORG401A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG007A | CSCORG402A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG008A | CSCORG403A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG009A | CSCORG404A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG010A | CSCORG405A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG011A | CSCORG406A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG012A | CSCORG407A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG013A | CSCORG501A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|-------|-------|----------------------------------------------------------------------|
| CSCORG014A | CSCORG502A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG015A | CSCORG503A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG016A | CSCORG504A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG017A | CSCORG505A | Replaces and equivalent to previous unit. Minor changes. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCORG040A | | Removed and replaced by PSPPROC602B as part of rationalisation of Training Packages. |
| CSCORG041A | | Removed and replaced by PSPPM501B and PSPPM502B as part of rationalisation of Training Packages. |
| CSCORG042A | | Removed and replaced by PSPPM503B as part of rationalisation of Training Packages. |
| | BSBWOR404A | Imported unit from Business Services Training Package. |
| | BSBCMN412A | Imported unit from Business Services Training Package. |
| | BSBRSK401A | Imported unit from Business Services Training Package. |
| | BSBCMN419A | Imported unit from Business Services Training Package. |
| | BSBWOR401A | Imported unit from Business Services Training Package. |
| | BSBFLM404A | Imported unit from Business Services Training Package. |
| | BSBWOR402A | Imported unit from Business Services Training Package. |
| | BSBWOR501A | Imported unit from Business Services Training Package. |
| | BSBFLM503B | Imported unit from Business Services Training Package. |
| | BSBINM501A | Imported unit from Business Services Training Package. |
| | BSBMGT516A | Imported unit from Business Services Training Package. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| | BSBLED501A | Imported unit from Business Services Training Package. |
| | BSBMGT506A | Imported unit from Business Services Training Package. |
| | BSBMGT617A | Imported unit from Business Services Training Package. |
| | BSBSUS201A | Imported unit from Business Services Training Package. |
| | BSBSUS301A | Imported unit from Business Services Training Package. |
| | BSBSUS501A | Imported unit from Business Services Training Package. |
| | PSPCRT401B | Imported unit from Public Sector Training Package. |
| | PSPCRT410A | Imported unit from Public Sector Training Package. |
| | PSPGOV208A | Imported unit from Public Sector Training Package. |
| | PSPGOV301B | Imported unit from Public Sector Training Package. |
| | PSPGOV308B | Imported unit from Public Sector Training Package. |
| | PSPGOV312A | Imported unit from Public Sector Training Package. |
| | PSPGOV414A | Imported unit from Public Sector Training Package. |
| | PSPGOV505A | Imported unit from Public Sector Training Package. |
| | PSPGOV509A | Imported unit from Public Sector Training Package. |
| | PSPGOV512A | Imported unit from Public Sector Training Package. |
| | PSPGOV519A | Imported unit from Public Sector Training Package. |
| | PSPGOV606A | Imported unit from Public Sector Training Package. |
| | PSPHR615A | Imported unit from Public Sector Training Package. |
| | PSPMNGT602B | Imported unit from Public Sector Training Package. |
| | PSPMNGT615A | Imported unit from Public Sector Training Package. |
| | PSPOHS301A | Imported unit from Public Sector Training Package. |
| | PSPOHS501A | Imported unit from Public Sector Training Package. |
| | PSPOHS601B | Imported unit from Public Sector Training Package. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| | PSPPM501B | Imported unit from Public Sector Training Package. |
| | PSPPM502B | Imported unit from Public Sector Training Package. |
| | PSPPM503B | Imported unit from Public Sector Training Package. |
| | PSPPOL501A | Imported unit from Public Sector Training Package. |
| | PSPPROC502A | Imported unit from Public Sector Training Package. |
| | PSPPROC602B | Imported unit from Public Sector Training Package. |
| | PSPREG410B | Imported unit from Public Sector Training Package. |
| | PSPREG417A | Imported unit from Public Sector Training Package. |
| | PSPREG501B | Imported unit from Public Sector Training Package. |
| **Key area: Safety and security** | | |
| CSCSAS001A | CSCSAS201A | Replaces previous unit. Altered to distinguish more clearly from OHS unit and focus on security. Unit title changed. Updated to new template requirements. |
| CSCSAS002A | | Removed and consolidated with CSCSAS013A into CSCSAS304A. |
| CSCSAS003A | CSCSAS202A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS004A | CSCSAS203A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS005A | CSCSAS204A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS006A | CSCSAS205A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS007A | CSCSAS206A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |

| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| CSCSAS008A | CSCSAS207A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS009A | CSCSAS301A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS010A | CSCSAS302A | Replaces and equivalent to previous unit. Minor changes to reflect use of tactical communication. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS011A | CSCSAS404A | Replaces and equivalent to previous unit. Minor changes. Change of unit title. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS012A | CSCSAS303A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS013A | CSCSAS304A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS014A | CSCSAS305A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS015A | | Removed and consolidated into CSCDH401A. |
| CSCSAS016A | CSCSAS401A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS017A | CSCSAS502A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS018A | CSCSAS306A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS019 | CSCSAS402A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template |

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| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| A | | requirements. |
| CSCSAS020A | CSCSAS403A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| CSCSAS021A | CSCSAS501A | Replaces and equivalent to previous unit. Elements and performance criteria enhanced. Updated to new template requirements. |
| | MSAMOHS216A | Imported unit from Chemical, Hydrocarbons and Oil Refining Training Package. |
| | MSL954001A | Imported unit from Laboratory Operations Training Package. |
| | PRMPFES05B | Imported unit from Asset Maintenance Training Package. |
| | PSPSEC502A | Imported unit from Public Sector Training Package. |
| | PSPSEC503A | Imported unit from Public Sector Training Package. |
| | PUAEMR005B | Imported unit from Public Safety Training Package. |
| | PUAEMR006B | Imported unit from Public Safety Training Package. |
| | PUAEQU001B | Imported unit from Public Safety Training Package. |
| | PUALAW001B | Imported unit from Public Safety Training Package. |
| | PUALAW002B | Imported unit from Public Safety Training Package. |
| | PUALAW003B | Imported unit from Public Safety Training Package. |
| | PUALAW004B | Imported unit from Public Safety Training Package. |
| | PUAOPE001B | Imported unit from Public Safety Training Package. |
| | PUAPOL024B | Imported unit from Public Safety Training Package. |
| | PUAPOL034B | Imported unit from Public Safety Training Package. |
| **Key area: Transport and escort** | | |
| CSCTRA001A | CSCTRA201A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |

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| CSC01 | CSC07 | Comment in relation to the previous iteration of the Training Package |
|---|---|---|
| CSCTRA002A | CSCTRA202A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCTRA003A | CSCTRA203A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| CSCTRA004A | CSCTRA401A | Replaces and equivalent to previous unit. Minor changes. Updated to new template requirements. |
| Key area: Training and assessment | | |
| | TAADEL301C | Imported unit from the Training and Assessment Training Package. |

# Overview of Training Packages

## Overview of Training Packages

## What is a Training Package?

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

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

## How do Training Packages fit within the National Training Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

## How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

## How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.
Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.
With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

## Who can deliver and assess using Training Packages?

raining and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

## Training Package components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

### Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.
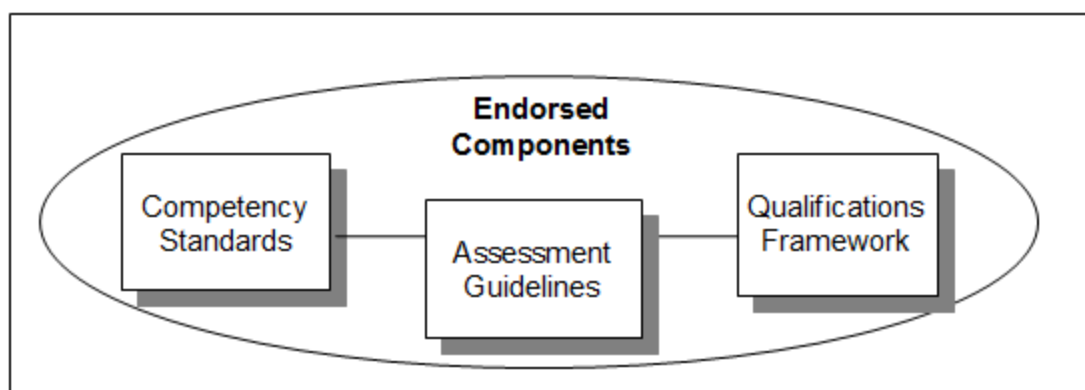
**Competency Standards**

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

**Assessment Guidelines**

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

**Qualifications Framework**

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

**Training Package support materials**

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
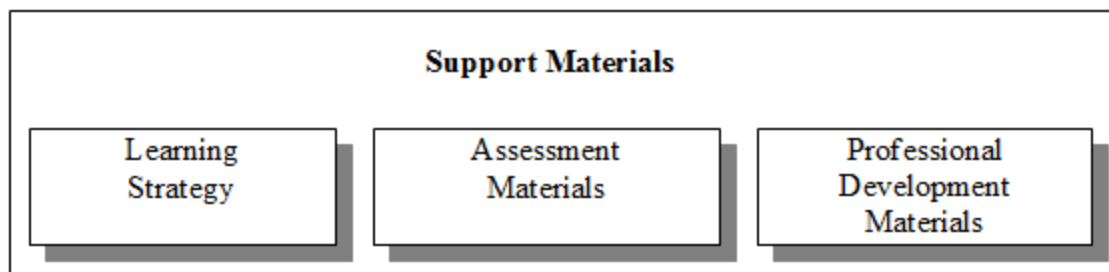


Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

## Training Package, qualification and unit of competency codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

**Training Package codes**

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example CSC07. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

**Qualification codes**

Within each Training Package, each qualification has a unique eight-character code, for example CSC20107. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

**Unit of competency codes**

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CSCORG201A;
- the first three characters signify the Training Package – CSC07 Correctional Services Training Package – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An 'A' at the end of the code indicates that this is the original unit of competency. 'B', or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

## Training Package, qualification and unit of competency titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

**Training Package titles**

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

**Qualification titles**

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- CSC30207 Certificate III in Correctional Practice (Custodial)
- CSC40107 Certificate IV in Correctional Practice

**Unit of competency titles**

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.
For example:

- CSCORG201A Contribute to achieving the goals of the organisation
- CSCSAS201A Maintain security.

## Introduction to CSC07 Correctional Services Training Package

CSC07 Correctional Services Training Package describes the qualifications required primarily for the supervision and management of offenders and detainees in the criminal justice system of Australian States and Territories. However, the competencies are also used for staff working in Immigration Detention Centres and can be used for the supervision of people detained under a range of statutory regulations such as police custody, court custody, fishery management, customs, border protection and the Australian Defence Force.
CSC07 Correctional Services Training Package has been developed in consultation with a wide range of correctional service interests, sector representatives, key people and a cross-section of industry practitioners. The qualifications are not a series of nested course requirements but rather a logical skills progression and hierarchy based on real occupational roles and workplace applications.

## Review of CSC07 Correctional Services Training Package

The CSC01 Correctional Services Training Package first developed in 1999 has now been reviewed into the current publication, CSC07 Correctional Services Training Package, to take account of emerging skill development needs within the corrections industry.
The National Correctional Services Advisory Committee (NCSAC) has played an active role in the continuous monitoring of the currency and implementation issues associated with the Training Package. In this way, a process of ongoing collection and analysis of information has been an essential part of the business of national meetings and the routine conversations of the members of the NCSAC.

The Training Package development team used a variety of techniques to ensure appropriate consultation with the industry, including:

- use of an industry advisory group to act as expert guides during the process
- workshops
- site visits
- emails
- e-bulletins and newsletters
- web consultations.

For information about the relationship of CSC01 Correctional Services Training Package to CSC07 Correctional Services Training Package, refer to the mapping table in the preliminary information section of this Training Package.

## Qualifications Framework

## Qualifications Framework

## The Australian Qualifications Framework

### What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf
The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.
Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

### Qualifications

Training Packages can incorporate the following eight AQF qualifications.
Certificate I in ...
Certificate II in ...
Certificate III in ...
Certificate IV in ...
Diploma of ...
Advanced Diploma of ...
Vocational Graduate Certificate of ...
Vocational Graduate Diploma of ...
On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

**Statement of Attainment**

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

**AQF guidelines and learning outcomes**

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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**Certificate I**

*Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

*Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:


demonstrate knowledge by recall in a narrow range of areas;

demonstrate basic practical skills, such as the use of relevant tools;

perform a sequence of routine tasks given clear direction

receive and pass on messages/information.

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**Certificate II**

*Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:

demonstrate basic operational knowledge in a moderate range of areas;

apply a defined range of skills;

apply known solutions to a limited range of predictable problems;

perform a range of tasks where choice between a limited range of options is required;

assess and record information from varied sources;

take limited responsibility for own outputs in work and learning.

**Certificate III**

*Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:


demonstrate some relevant theoretical knowledge

apply a range of well-developed skills

apply known solutions to a variety of predictable problems

perform processes that require a range of well-developed skills where some discretion and judgement is required

interpret available information, using discretion and judgement

take responsibility for own outputs in work and learning

take limited responsibility for the output of others.

**Certificate IV**

*Characteristics of learning outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

*Distinguishing features of learning outcomes*

Do the competencies enable an individual with this qualification to:

demonstrate understanding of a broad knowledge base incorporating some theoretical concepts

apply solutions to a defined range of unpredictable problems

identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas

identify, analyse and evaluate information from a variety of sources

take responsibility for own outputs in relation to specified quality standards

take limited responsibility for the quantity and quality of the output of others.

**Diploma**

*Characteristics of learning outcomes*

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas

analyse and plan approaches to technical problems or management requirements

transfer and apply theoretical concepts and/or technical or creative skills to a range of situations

evaluate information, using it to forecast for planning or research purposes

take responsibility for own outputs in relation to broad quantity and quality parameters

take some responsibility for the achievement of group outcomes.

**Advanced Diploma**

*Characteristics of learning outcomes*

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

Do the competencies or learning outcomes enable an individual with this qualification to:

demonstrate understanding of specialised knowledge with depth in some areas

analyse, diagnose, design and execute judgements across a broad range of technical or management functions

generate ideas through the analysis of information and concepts at an abstract level

demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills

demonstrate accountability for personal outputs within broad parameters

demonstrate accountability for personal and group outcomes within broad parameters.

**Vocational Graduate Certificate**

*Characteristics of competencies or learning outcomes*

The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.

Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.

Generate and evaluate ideas through the analysis of information and concepts at an abstract level.

Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.

Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

**Vocational Graduate Diploma**

*Characteristics of competencies or learning outcomes*

The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.

Further specialisation within a systematic and coherent body of knowledge.

Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.

The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.

Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.

Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.

Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.

Demonstrate full responsibility and accountability for personal outputs.

Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

# The correctional services qualification framework

The qualification packaging rules and framework to support CSC07 Correctional Services Training Package have been developed to support the key industry need for flexibility.
The Correctional Services Training Package is designed to allow qualifications to be packaged using units of competency drawn from across all streams of the Training Package as well as from imported units.
The framework includes general and specialist qualifications.
The general qualifications allow a selection for generalist applications and maximum transferability for staff whose work is not defined within the two major sector roles. There are general qualifications at all levels.

The specialist qualifications define the two major operational roles within the industry: custodial and community corrections officers. These are required where entry level specifies occupational specialisation and mandatory training and qualifications.

Units of competency that are common to all qualifications at the same level are included, thus promoting flexible transfer of staff and skills throughout the services of the industry.

All certificate level qualifications have the same common core unit: CSCSAS201A Maintain security.

## Qualifications by key area

### General qualifications

CSC20107     Certificate II in Justice Services

CSC30107     Certificate III in Correctional Practice

CSC40107     Certificate IV in Correctional Practice

CSC50107     Diploma of Correctional Administration

CSC60107     Advanced Diploma of Correctional Management


### Specialist qualifications

CSC30207     Certificate III in Correctional Practice (Custodial)

CSC30307     Certificate III in Correctional Practice (Community)

## Correctional Services Training Package qualification pathways



Advanced Diploma of Correctional Management

Diploma of Correctional Administration

Certificate IV in Correctional Practice

Certificate III in Correctional Practice

Certificate III in Correctional Practice (Custodial)

Certificate III in Correctional Practice (Community)

Certificate II in Justice Services

Recognition of Prior Learning

Entry to the Industry

Industry Experience
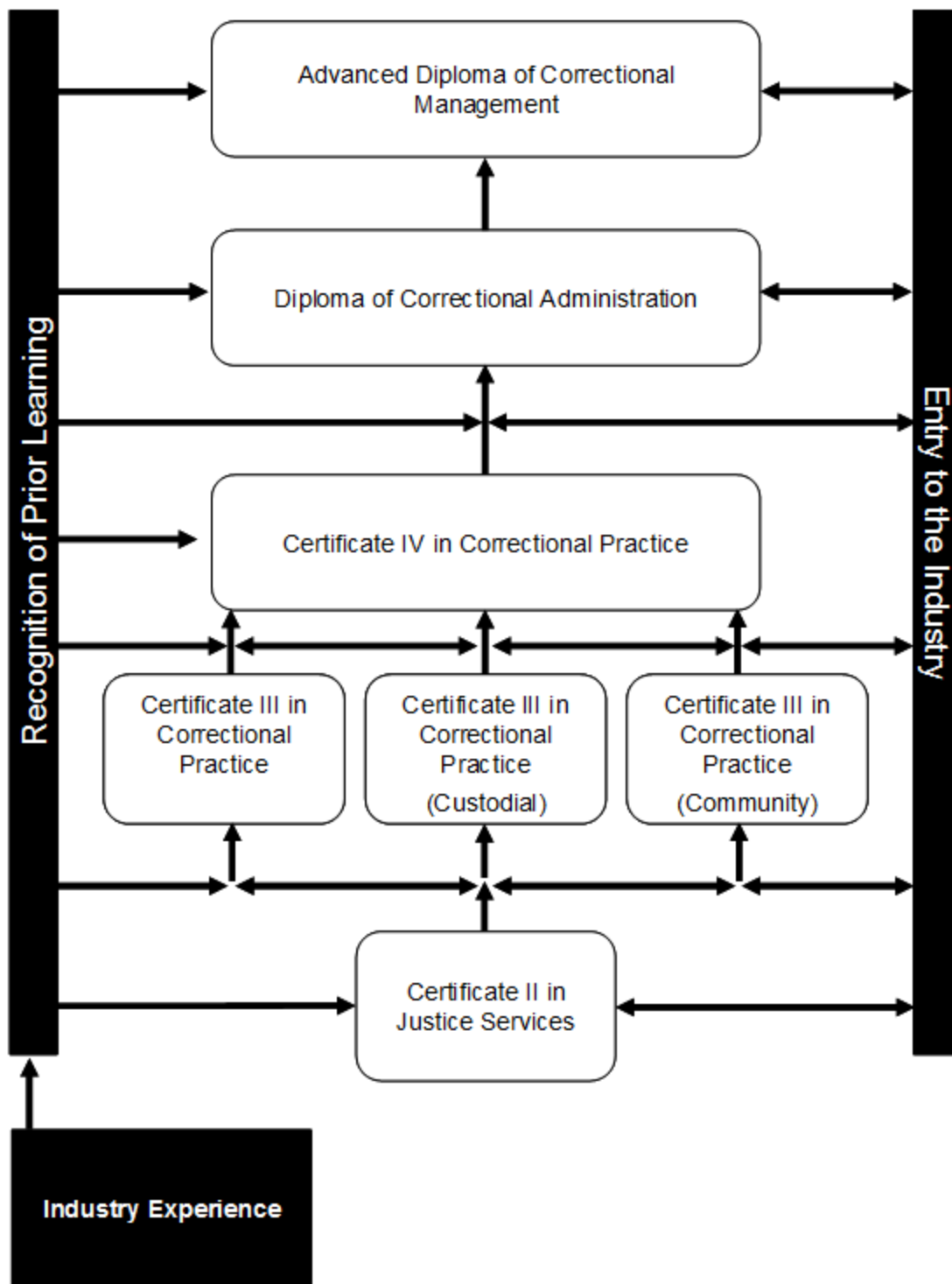
# Employability skills

## Employability skills

## Employability skills replacing key competency information from 2006

In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 employability skills will progressively replace key competency information in Training Packages.

**Background to employability skills**
Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight employability skills:[1]

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

[1] Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an organisation's business activity.

**Employability Skills Framework**
The following table contains the employability skills facets identified in the report *Employability Skills for the Future*.

           Government Skills Australia

| Skill | Facets |
|---|---|
|  | Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. |
| **Communication** that contributes to productive and harmonious relations across employees and customers | <ul><li>listening and understanding</li><li>speaking clearly and directly</li><li>writing to the needs of the audience</li><li>negotiating responsively</li><li>reading independently</li><li>empathising</li><li>using numeracy effectively</li><li>understanding the needs of internal and external customers</li><li>persuading effectively</li><li>establishing and using networks</li><li>being assertive</li><li>sharing information</li><li>speaking and writing in languages other than English</li></ul> |
| **Teamwork** that contributes to productive working relationships and outcomes | <ul><li>working across different ages irrespective of gender, race, religion or political persuasion</li><li>working as an individual and as a member of a team</li><li>knowing how to define a role as part of the team</li><li>applying teamwork to a range of situations e.g. futures planning and crisis problem solving</li><li>identifying the strengths of team members</li><li>coaching and mentoring skills, including giving feedback</li></ul> |
| **Problem solving** that contributes to productive outcomes | <ul><li>developing creative, innovative and practical solutions</li><li>showing independence and initiative in identifying and solving problems</li><li>solving problems in teams</li><li>applying a range of strategies to problem solving</li><li>using mathematics, including budgeting and financial management to solve problems</li><li>applying problem-solving strategies across a range of areas</li><li>testing assumptions, taking into account the context of data and circumstances</li><li>resolving customer concerns in relation to complex project issues</li></ul> |
| **Initiative and enterprise** that contribute to innovative outcomes | <ul><li>adapting to new situations</li><li>developing a strategic, creative and long-term vision</li><li>being creative</li><li>identifying opportunities not obvious to others</li></ul> |

    

| Skill | Facets |
|---|---|
|  | Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. |
|  | • translating ideas into action<br>• generating a range of options<br>• initiating innovative solutions |
| **Planning and organising** that contribute to long and short-term strategic planning | • managing time and priorities – setting time lines, coordinating tasks for self and with others<br>• being resourceful<br>• taking initiative and making decisions<br>• adapting resource allocations to cope with contingencies<br>• establishing clear project goals and deliverables<br>• allocating people and other resources to tasks<br>• planning the use of resources, including time management<br>• participating in continuous improvement and planning processes<br>• developing a vision and a proactive plan to accompany it<br>• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria<br>• collecting, analysing and organising information<br>• understanding basic business systems and their relationships |
| **Self-management** that contributes to employee satisfaction and growth | • having a personal vision and goals<br>• evaluating and monitoring own performance<br>• having knowledge and confidence in own ideas and visions<br>• articulating own ideas and visions<br>• taking responsibility |
| **Learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes | • managing own learning<br>• contributing to the learning community at the workplace<br>• using a range of mediums to learn – mentoring, peer support and networking, IT and courses<br>• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)<br>• having enthusiasm for ongoing learning<br>• being willing to learn in any setting – on and off the job<br>• being open to new ideas and techniques<br>• being prepared to invest time and effort in learning new skills<br>• acknowledging the need to learn in order to accommodate change |
| **Technology** that contributes to the effective carrying out | • having a range of basic IT skills<br>• applying IT as a management tool<br>• using IT to organise data |

      

| Skill | Facets |
|---|---|
|  | Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. |
| of tasks | • being willing to learn new IT skills<br>• having the OHS knowledge to apply technology<br>• having the appropriate physical capacity |

**Employability Skills Summary**

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
- 

## Assessment Guidelines

## Assessment Guidelines

**Introduction**

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

**Assessment system overview**

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements, licensing/registration requirements and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

**Benchmarks for assessment**

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

**Principles of Assessment**

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

**Validity**

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance

(b) assessment of knowledge and skills must be integrated with their practical application

(c)     judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).   The specific evidence requirements of each unit of competency provide advice on sufficiency

## Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

## Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

## Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

## Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.     Sufficiency is also one of the rules of evidence.

## Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

## Valid

 Valid evidence must relate directly to the requirements of the unit of competency.   In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance.     Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

**Sufficient**

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

**Current**

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

**Authentic**

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

**Assessment requirements of the Australian Quality Training Framework**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.
The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from <www.training.com.au>.
The following points summarise the assessment requirements.

*Registration of training organisations*

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

*Quality training and assessment*

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

*Assessor competency requirements*

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2.

*Assessment requirements*

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

*Assessment strategies*

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

*National recognition*

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

*Access and equity and client outcomes*

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

*Monitoring assessments*

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 Essential Standards for Initial and Continuing Registration.

*Recording assessment outcomes*

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

*Issuing AQF qualifications and Statements of Attainment*

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook—available on the AQF Council website www.aqf.edu.au.

*Licensing/registration requirements*

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.
Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and the Department cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis. Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact: http://www.governmentskills.com.au.

*Requirements for assessors*

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

| LICENCE/REGISTRATION | JURISDICTION | REQUIREMENTS |
|---|---|---|
| N/A | | |

**Pathways**

The competencies in this Training Package may be attained in a number of ways including through:
formal or informal education and training
experiences in the workplace
general life experience, and/or
any combination of the above.
Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.

**Pathway options**
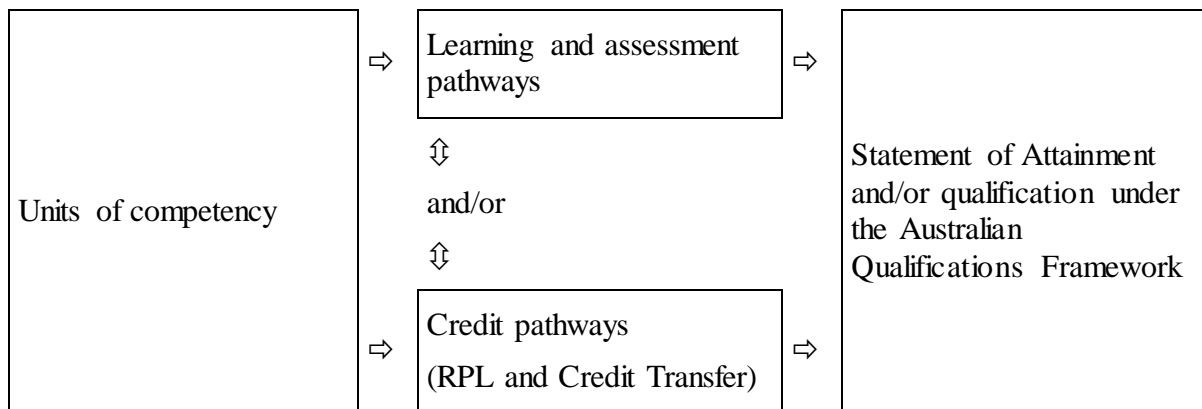


Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package , the AQTF and, where relevant, the Australian Qualifications Framework.

**Learning and assessment pathways**

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

## Credit pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

## Recognition of prior learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

existing workers;

individuals with overseas qualifications;

recent migrants with established work histories;

people returning to the workplace; and

people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

questioning (oral or written)

consideration of a portfolio and review of contents

consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component

mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components

observation of performance, and

participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

authentic (the candidate's own work);

valid (directly related to the current version of the relevant endorsed unit of competency);

reliable (shows that the candidate consistently meets the endorsed unit of competency);

current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and

sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).


**Credit transfer**

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification

making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications

setting out the agreed credit outcomes in a documented arrangement or agreement, and publicising the arrangement/agreement and credit available.

**Combination of pathways**

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.
In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

**Assessor requirements**

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

**Assessor competencies**

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

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1.4      Training and assessment are conducted by trainers and assessors who:

a)   have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b)  have the relevant vocational competencies at least to the level being delivered or assessed, and

c)  can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d)  continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2

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# Designing assessment tools

This section provides an overview on the use and development of assessment tools.

**Use of assessment tools**

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.
There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

**Using prepared assessment tools**

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register www.ntis.gov.au.

**Developing assessment tools**

When developing their own assessment tools, assessors must ensure that the tools:
are benchmarked against the relevant unit or units of competency;
are reviewed as part of the validation of assessment strategies required under the AQTF; and
meet the assessment requirements expressed in the AQTF 2010 Essential Standards for Initial and Continuing Registration.
A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

**Language, literacy and numeracy**

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

# Conducting assessment

This section details mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

**Mandatory assessment requirements**

Assessments must meet the criteria set out in the AQTF 2010 Essential Standards for Initial and Continuing Registration.   For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration are as follows:

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1.5     Assessment, including Recognition of Prior Learning (RPL):

a)  meets the requirements of the relevant Training Package or accredited course

b)  is conducted in accordance with the principles of assessment and the rules of evidence

c)  meets workplace and, where relevant, regulatory requirements

d)  is systematically validated.

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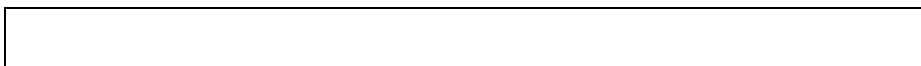
## Assessment of employability skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.
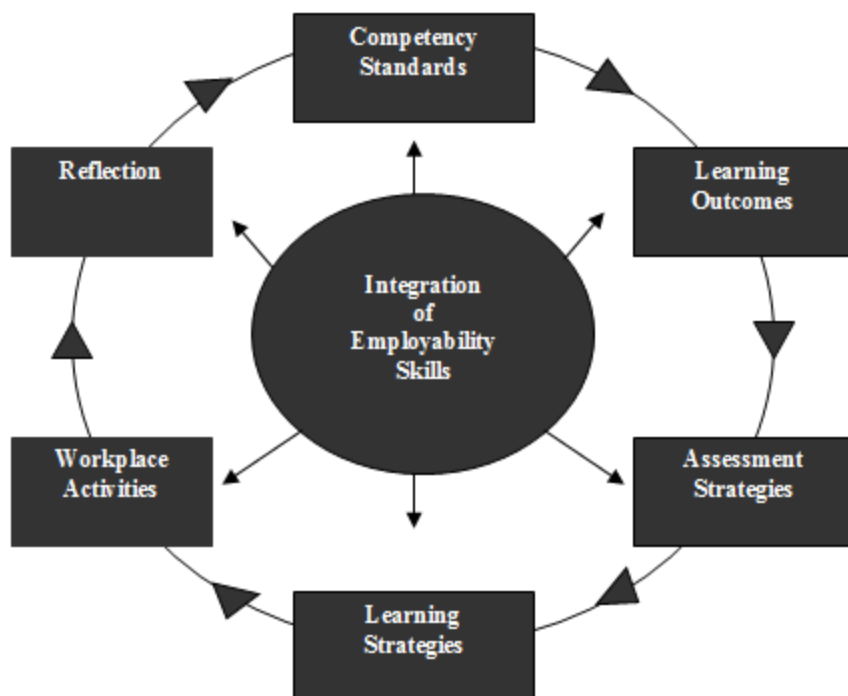


Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:
reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from http://www.training.com.au/.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at http://employabilityskills.training.com.au

For more information on Employability Skills in Government Skills Australia Training Packages go to the Government Skills Australia website at www.governmentskills.com.au.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

### Access and equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.
Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

### Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.
Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.
An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.
An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.
The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments.   Go to http://www.deewr.gov.au/tpdh/Pages/home.aspx

## Further sources of information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

**Contacts**

| | |
|---|---|
| Government Skills Australia<br><br>47-49 Waymouth St<br><br>Adelaide SA 5000<br><br><br>GPO Box 2146<br><br>ADELAIDE SA 5000<br><br><br>Telephone: (08) 8410 3455<br>Fax: (08) 8410 3455<br><br>Web: *www.governmentskills.com.au*<br>Email: admin@governmentskills.com.au | TVET Australia Ltd<br><br>Level 21, 390 St Kilda Road<br>MELBOURNE VIC 3004<br><br><br>PO Box 12211<br><br>A'Beckett St PO<br>MELBOURNE VIC 8006<br><br><br>Telephone: (03) 9832 8100<br>Fax: (03) 9832 8199<br>Web: www.atpl.net.au<br>Email: sales@atpl.net.au |
| Innovation and Business Skills Australia<br><br>Level 11, 176 Wellington Pde<br><br>EAST MELBOURNE VIC 3002<br><br><br>Telephone: (03) 9815 7000<br><br>Facsimile: (03) 9815 7001<br><br>Web: *www.ibsa.org.au*<br>Email: admin@bsitab.org | |

**General resources**

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 www.aqf.edu.au

Australian Quality Training Framework (AQTF) and AQTF 2010 Users' Guide to the Essential Standards for Registration –
http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

**Assessment resources**

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC. http://www.productservices.tvetaustralia.com.au/

Government Skills Australia – http://www.governmentskills.com.au

## Competency Standards

## Competency Standards

## What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

## Contextualisation of units of competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

## Components of units of competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

### Unit title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

### Unit descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency and any licensing requirements.

### Employability skills

This sub-section contains a statement that the unit contains Employability skills.

### Pre-requisite units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

### Application of the unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

**Competency field (Optional)**

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

**Sector (optional)**

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

**Elements of competency**

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

**Performance criteria**

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

**Required skills and knowledge**

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

**Range statement**

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

**Evidence guide**

The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context.
The evidence guide describes:

- conditions under which competency must be assessed, including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence
- the required underpinning knowledge and skills.

**Employability skills in units of competency**

The detail and application of employability skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of employability skills which are incorporated into the relevant units of competency and qualifications.

Employability skills are not a discrete requirement contained in units of competency (as was the case with key competencies). Employability skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine employability skills requirements.

**How employability skills relate to the key competencies**

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of employability skills may find the following comparison useful.

| Employability skills | Mayer key competencies |
|---|---|
| Communication | Communicating ideas and information |
| Teamwork | Working with others and in teams |
| Problem solving | Solving problems<br>Using mathematical ideas and techniques |
| Initiative and enterprise | |
| Planning and organising | Collecting, analysing and organising information<br>Planning and organising activities |
| Self-management | |
| Learning | |

| Technology | Using technology |
| --- | --- |

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

**Explicitly embedding employability skills in units of competency**

This Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills must be both explicit and embedded within units of competency. This means that employability skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

**Sample unit of competency components showing Employability Skills**

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

| Unit component | Example of embedded employability skill |
| --- | --- |
| **Unit title** | Give formal presentations and take part in meetings **(Communication)** |
| **Unit descriptor** | This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)** |
| **Element** | Proactively resolve issues. **(problem solving)** |
| **Performance criteria** | Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)** |

| | |
|---|---|
| **Range statement** | Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. **(technology)** |
| **Required skills and knowledge** | Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)** Work collaboratively with others during a fire emergency. **(teamwork)** Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)** |
| **Evidence guide** | Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: <ul><li>assess response options to identified crime-prevention needs and determine the optimal action to be implemented</li><li>in consultation with relevant others, design an initiative to address identified issues. **(Initiative and enterprise).**</li></ul> |

**Employability Skills Summaries and units of competency**

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.