CSCOFM305A Supervise offenders

Revision Number: 2

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Modification History

CSCOFM305A Release 2:   Layout adjusted. No changes to content.
CSCOFM305A Release 1:   Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to monitor the behaviour of offenders and others in the custodial environment or to supervise offenders under court orders to prevent and minimise risks to safety and security and to ensure compliance with orders. It includes monitoring and assessing needs, concerns and behaviour while maintaining security, identifying potential risks, responding to and reporting offender behaviour, and reacting to offender special needs.

Application of the Unit

In practice, offender supervision overlaps with other generalist or specialist work activities, such as delivering client services, handling information, preparing reports, using resources, using technology, etc.
Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **_bold italicised_** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor security and behaviour.	1.1 Maintain contact with offenders to observe and monitor offender behaviour, responses and environment and to identify potential problems, conflict or stress.
	1.2 Clarify and provide information to offenders about court imposed conditions and compliance with correctional requirements to help them comply with conditions.
	1.3 Negotiate and maintain standards of security, safety, health and hygiene and act promptly and effectively on breaches or risks concerned with these matters.
	1.4 Identify, investigate and report breaches of orders according to organisation's procedures and guidelines.
	1.5 Respond to potential risks and implement intervention strategies according to guidelines, priorities and degree of urgency.
	1.6 Report changes to requirements and routine promptly and give information about the changes to everyone who needs to know according to the degree of risk.
2 Monitor needs and concerns.	2.1 Use active communication on an ongoing basis to gain information that will assist in identifying offender's needs, problems and concerns.
	2.2 Respond to expressions of needs and concerns to promote confidence and trust and a positive approach to *addressing concerns*.
	2.3 Identify and assess changes in the mood and behaviour of offender for their impact on the welfare, safety and security of the offender and the environment.
	2.4 Analyse offender information for security, safety and welfare implications.
	2.5 Assess security, safety and welfare information, report promptly to the authorised people and take appropriate action.
	2.6 Respond to emergencies according to the nature of the risk and degree of urgency.
	2.7 Create ongoing opportunities for the offender to express concerns and problems while providing appropriate support.
	2.8 Report information about offender's needs, concerns

ELEMENT	PERFORMANCE CRITERIA
	and behaviour to appropriate specialists and seek support or make referrals according to protocol and agreed practice.
3 Supervise offenders with special needs.	3.1 *Adapt communication* with offender to reflect and respect different cultural values, practices and communication levels.
	3.2 Use forms of address and manners that acknowledge the sensitivities, circumstances and expectations of others.
	3.3 Check values and beliefs for potential conflict or difficulties in being objective and professional.
	3.4 Encourage colleagues and offenders to respect differences and values and to be fair and tolerant with people from different cultures and experiences.
	3.5 Demonstrate non-discriminatory behaviour at all times and keep actions consistent with organisation's anti-discrimination policies and procedures.
	3.6 Seek *support* from suitable advisers and agencies when required and requested.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- using a wide range of dynamic security techniques
- providing information to offenders
- identifying and responding to risks to the safety and welfare of all people in the custodial environment
- reporting concerns and incidents
- using offender information to determine offender needs and circumstances
- using communication strategies to find out about offender needs and issues
- noting changes that could indicate concerns
- raising issues with offenders and assisting them to address issues
- responding to emergencies
- adapting interpersonal methods in recognition of special needs
- using advice from specialists.

Required knowledge:

- organisation's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents
- organisation's management and accountability systems
- organisation's offender risk management procedures
- specific statutory requirements for the care and protection of offenders
- organisation's policies and statutory requirements for the protection of victims of crime
- organisation's reporting procedures and practices
- range of services provided by the justice system and the organisation
- court orders, sentence requirements and classification system
- first aid techniques
- principles of effective communication
- counselling strategies
- principal cultural observations and requirements of main cultural groups in the offender's community
- community agencies and services
- policies on non-discriminatory behaviour.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of employability skills as they relate to this unit.
Context of and specific resources for assessment	This unit contains a wide range of variables to reflect the diverse nature of offender supervision and the different services provided in and for correctional services. Selection from the range of variables will reflect the specific requirements of the work site and the defined work role. Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual supervising offenders effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine • copies of legislation, policies, procedures and guidelines relating to supervising offenders • access to appropriate learning and assessment support when required.
Method of assessment	The following assessment methods are suggested: • observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations • written and/or oral questioning to assess knowledge and understanding • completion of workplace documents and reports produced as part of routine work activities • third-party reports from experienced practitioners • completion of performance feedback from supervisors

and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any 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.

Addressing concerns may include the use of:	- close observation of high risk offenders - separation and isolation - defusing strategies - counselling techniques - using specialists and experts - intervention strategies - mediation - special watch - cultural support - referrals - searches - discipline procedures - reassessment, reclassification and change of conditions - transfers to alternative accommodation - review of program or placement.
Adapting communication will include factors such as:	- impact of values - language content and level - social and cultural expectations and conventions - mannerisms and gestures - oral and written format - formal and informal format.
Support will depend on resources and services available and could include:	- interpreter - medical and specialist teams - appropriate community support group - supervisor - Aboriginal Torres Strait Island liaison - disability - counselling - financial - travel and transport.

Unit Sector(s)

Offender management.

Competency field

Not applicable.

Co-requisite units

Not applicable.