

Correctional Services Training Package CSC01

CSC20101 Certificate II in Justice Services

CSC30101 Certificate III in Correctional Practice

CSC30201 Certificate III in Correctional Practice (Custodial)

CSC30301 Certificate III in Correctional Practice (Community)

CSC40101 Certificate IV in Correctional Practice

CSC40201 Certificate IV in Correctional Practice (Custodial)

CSC40301 Certificate IV in Correctional Practice (Community)

CSC50101 Diploma of Correctional Administration

CSC60101 Advanced Diploma of Correctional Management

Endorsed by the National Training Quality Council and agreed by Ministers 30 November 2001. This training package is to be reviewed by 30 November 2004.

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1. IMPORTANT

Training packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the training package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products (ATP) website and comparing the version identifier.
- Where the ATP website shows a different version, the modification history, again shown on the ATP website in the training package sample, will display the changes made in all versions.

ATP website for version comparison: (<http://www.atpl.net.au>)

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information: <http://www.ntis.gov.au>

MODIFICATION HISTORY – ENDORSED MATERIALS

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information (<http://www.ntis.gov.au>).

Correctional Services Training Package CSC01: V1.00-CSC01

Sheet: 1 of 1

Version	Date of Release	Authorisation:	Comments
1.00	November, 2001	NTQC	Fully revised version of CSC98 resulting in all previous qualifications being reviewed plus the addition of three new qualifications.

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

Correctional Services Training Package

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What is a Training Package?

Introduction

Training Packages are a key feature of vocational education and training in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simple, flexible and relevant to the needs of industry.

This Training Package has been developed for correctional services in Australia. It covers work in all correctional services organisations, both public and private. It covers the work of all sectors in the industry; custodial, community and the wide range of specialist, support and management responsibilities.

Training Packages are developed by industry for industry

The Australian National Training Authority funds National Industry Training Advisory Bodies (ITABs) and Recognised Bodies to develop Training Packages. Extensive consultation occurs during development to ensure that the Training Package is relevant and useable. And before the completed Training Package is endorsed for use, the developer or ITAB must validate it and show that it has broad industry support.

This Training Package was developed by the National Correctional Services Advisory Committee (NCSAC), which consists of representatives from all correctional services organisations and all private companies operating under contract to provide correctional services. It also consists of representatives of the unions which have coverage of staff working in correctional services and professional associations. The NCSAC is a Recognised Body.

Members of the NCSAC

Dale Webster (Chairperson); Tasmanian Corrective Services;
Paul O'Neill (Deputy Chairperson); Queensland Department of Corrective Services;
Bernard Meatheringham (Secretary); South Australian Department for Correctional Services
Keith Broad; CORE, Victoria;
Anna Coneybeer; Northern Territory Correctional Services;
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Stephanie Withers; WA Ministry of Justice;
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Julie Davis; Probation, Parole and Community Corrections Officers Association;
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Debra Diplock; Australasian Correctional Management Pty Ltd.

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Robert Burnheim; Public Training Provider (Queensland Department of Corrective Services)
Ann-Maree Moore; Private Training Provider (AIMS Corp)
Rosemary Caruana; Community Corrections (NSW Department of Corrective Services)
Margaret Thornton; STA representative (SA Department of Education, Training and Employment)

Training Packages encourage training at work

Training may occur at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement or work simulation. Usually it involves a combination of these methods, depending on what suits the learner and the type of learning and particular vocational outcome.

Training Packages provide many pathways to competency

Australians can achieve vocational competency in many ways. Training Packages acknowledge this 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 standards and gain a qualification without completing a formal training course.

Training Package Components

A Training Package comprises two components; *endorsed material* and *support materials*. The Australian National Training Authority's National Training Quality Council oversees the endorsed component and resources the development of support materials.

Endorsed Materials

Endorsed components of a Training Package consist of three parts: Competency Standards, National Qualifications, and Assessment Guidelines. Each of these components is outlined below.

Competency Standards provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered in the Training Package. They enable enterprises to accurately define particular roles within industry, and are a useful guide when designing job classifications, workplace appraisal, and skill development. They are the basis for designing vocational education and training courses and assessment approaches for delivery off the job by registered training providers.

Key Features

- Each Unit of Competency identifies a discrete workplace requirement.
- Units incorporate the knowledge and skills that underpin competency. They encompass relevant values and attitudes, language, literacy and numeracy, and occupational health and safety requirements.
- Key Competencies are identified at the unit or qualification level.
- Units are flexible in how they can be applied, but they are sufficiently detailed to guide Registered Training Organisations (RTOs) and assessors, and to provide consistent outcomes.

National Qualifications within the Australian Qualifications Framework (AQF) are awarded when a learner (who might be an employee) has been assessed as achieving a combination of Units of Competency that provides a meaningful outcome at an industry or enterprise level. Each qualification consists of a number of core and/or elective Units of Competency that industry representatives consider workers require to perform a particular job. Where an individual achieves one or more Units of Competency without completing a qualification, a Statement of Attainment is issued that recognises their achievement.

Key Features

- Each qualification (comprising specified Units of Competency) is aligned directly against the AQF.
- The qualifications covered within a Training Package may range from Certificate I to Advanced Diploma, and will include the national title for each qualification.
- New Apprenticeship pathways will be identified within the Training Package.
- The Qualification will display the Nationally Recognised Training logo.

A **Statement of Attainment** is issued to individuals who have been assessed and deemed competent against a Unit of Competency. Statements of Attainment issued by one RTO must be recognised by other RTOs. Accrual of specified Statements of Attainment can eventually lead to a learner meeting all the requirements of a qualification.

Key Features

- Statements of Attainment will identify the Units of Competency for which the individual has been assessed and is deemed competent by the RTO.
- They will display the Nationally Recognised Training logo.
- They will identify the RTO.

Assessment Guidelines provide a framework for accurate, reliable and valid assessment of the applicable Competency Standards. They ensure that all assessments are thorough, consistent and valid. They provide important quality assurance in the issuing of qualifications.

Endorsed components of a Training Package may be complemented and supported by the development of optional learning strategies, assessment tools and professional development materials.

Support Materials

Support materials to be used in conjunction with Training Package can be produced by RTOs, private and commercial developers, DETYA, State Training Authorities or through ANTA. They can consist of:

- *learning strategies* that assist training providers to design specific training programs that will help trainees attain the required competencies;
- *assessment materials* that can be used by assessors to gather sufficient evidence of competency to make reliable judgements about whether a person has met the required Competency Standard;
- *professional development materials* that provide information, hints and resources for trainers and assessors that will help them successfully implement the Training Package.



RTOs will usually develop their own supporting resources. They can also draw upon any other resources developed specifically to support the Training Package. Support materials that have passed successfully through ANTA's official "Noting" process can use the official logo to indicate that they meet specified quality criteria. The logo is depicted here.

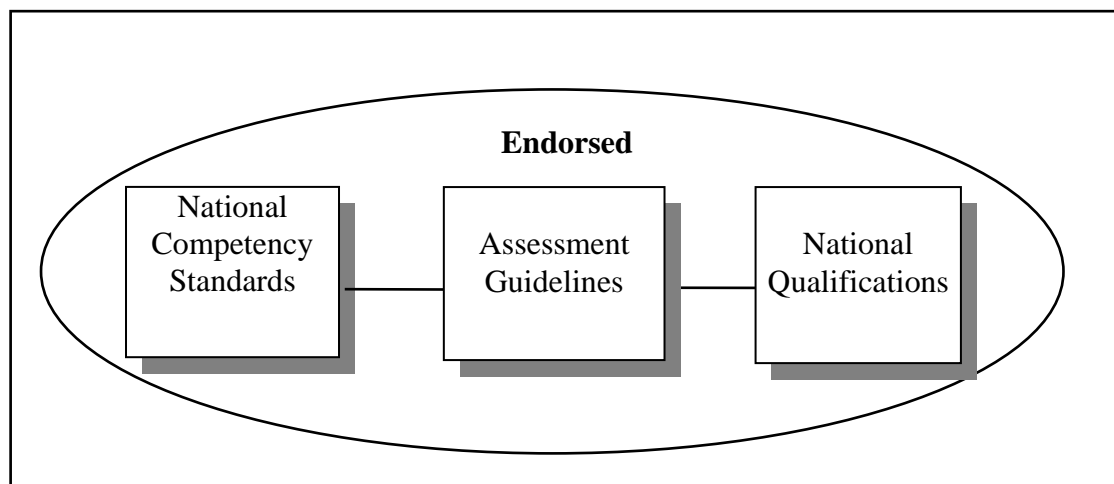
Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on their availability and the type of product. NTIS can be

located on <http://www.ntis.gov.au>

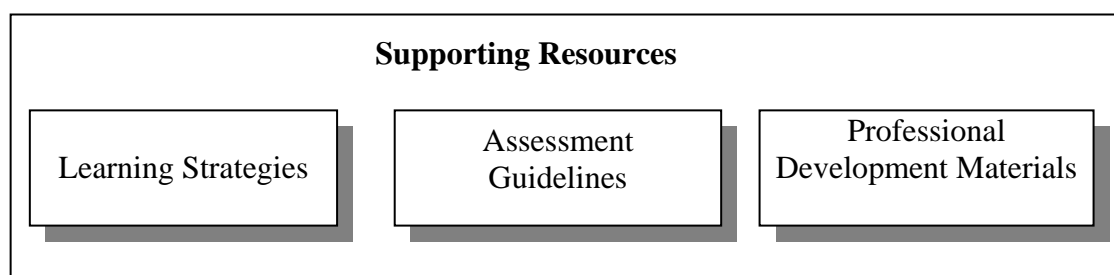
Although the noting process has been adopted as a guide to quality-assured supporting resources, it is not compulsory for RTOs to submit their support resources to ANTA. They are at liberty to use whatever resources are available to them to meet the requirements of a qualification or a Unit of Competency.

General Information

The components of an endorsed Training Package are illustrated in the following diagram:



Supporting resources are generally produced to directly relate to a single or multiple units of competency, industry sector, qualification or the total Training Package. They tend to fall into one or more of the categories illustrated below.



Version Control

ANTA has a system for tracking changes across subsequent editions of Training Packages and their constituent components. Anyone using a Training Package should follow ANTA's recommended procedure for determining the currency of the information in their edition.

Training Package

Each Training Package has been assigned a unique five-character code, for example CSC01. The final two characters (the version identifier) represent the year the Training Package was initially endorsed. Units of Competency and qualifications originating in that Training Package will have their own longer codes, which will commence with the first three letters of the Training Package code (CSC in this example).

Units of Competency

Whereas the first three characters of the code assigned signify the Training Package, the last character will always be a letter representing the version identifier. The code for a Unit of Competency is assigned when the initial Training Package is endorsed, or when new sectors or new units are added to an existing endorsed Training Package. A typical code consists of

up to 12 characters. These characters normally consist of a mixture of capital letters and numbers. A typical style of code may be CSCORG003A. The first three characters are always letters and are the same letters used to code the original Training Package of which the unit was part. In the example, the code for the original Training Package commenced with CSC.

The last letter (A) in the Unit of Competency code is the letter used for the version control. The “A” indicates that this is the original unit.

If one lot of changes has been incorporated since the unit was first endorsed, but without any change to the unit outcomes, the version identifier will be a “B”. The different version identifier usually means that minor changes have been incorporated without affecting the overall unit outcome. Typically this would mean that wording has changed in the Range Statement or the Evidence Guide, providing clearer intent. The next batch of minor changes would result in a “C”, and so on throughout the life of the unit.

Any letters or numbers (this can be up to eight characters) between the first three characters and the version control letter are assigned by the developer of the unit and may relate to an industry sector, function or skill area. For example:

CSCORG includes functions which are generic to organisational administration and management;

CSCOHS applies to units which cover occupational health and safety;

CSCSAS includes functions which cover safety and security;

CSCTRA includes units which cover transport and escorts;

CSCOFM refers to offender management functions;

CSCINT includes units which cover intervention.

Where changes are incorporated that alter the unit outcome, a new code has been assigned and changes are made to the unit title.

Differences in the version identifier of Units of Competency on Statements of Attainment issued by RTOs are not significant, as outcomes of the unit have not changed significantly.

Qualifications

All qualifications are assigned a unique eight-character code. The last two characters (version identifier) are always numbers and represent the year in which the qualification was endorsed. In all instances, qualifications included and endorsed in the original Training Package have an identical version identifier to those of the originating Training Package. In cases where qualifications are added after the initial endorsement of the Training Package, they are assigned a version identifier denoting the year they were endorsed. This may not be the year the original Training Package was initially endorsed.

Review Date

On the title page and in the footer of each Training Package page there is reference to a review date. This date is determined at the time of endorsement of the Training Package and indicates when the Training Package is to be reviewed in the light of changing technologies, circumstances, industrial relations etc. The review date is not to be regarded as an expiry date as the Training Package and its components remain current until they are reviewed or replaced.

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) is a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The twelve qualifications are listed in the following table.

Schools sector	VET sector	Higher Education sector
Senior secondary certificate of education	Advanced diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral degree Masters degree Graduate diploma Graduate certificate Bachelor degree Advanced diploma Diploma

This categorisation of qualifications into these three sectors is in some ways misleading. In practice it is not unusual for the Schools sector to be delivering Certificates 1 or higher, for the VET sector to deliver Graduate certificates, and for the Higher Education sector to be involved in delivery of Certificate IV.

The adoption of the AQF for all vocational education and training ensures national consistency for all trainees, students, employers and providers in the VET sector. It permits national recognition of competency based on endorsed Competency Standards. Competency is assessed in accordance with the endorsed Assessment Guidelines.

Statement of Attainment

Where competence has been achieved in accordance with the endorsed standards, but does not meet the requirements of a qualification, a Statement of Attainment can be issued for the competencies successfully achieved. These can be combined with any additional competencies achieved later. Together they will build towards the awarding of a qualification. RTOs must recognise the achievement of competencies recorded on a Statement of Attainment issued by another RTO.

AQF Level Descriptors

Certificate I

The worker will normally be engaged in a workplace in which they:

- 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 under clear direction;
- receive and pass on messages or information.

Certificate II

The worker will normally be engaged in a workplace in which they:

- 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 their own outputs in work and learning.

Certificate III

The worker will normally be engaged in a workplace in which they:

- 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 their own outputs in work and learning;
- take limited responsibility for the output of others.

Certificate IV

The worker will normally be engaged in a workplace in which they:

- 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, in some cases in depth;
- identify, analyse and evaluate information from a variety of sources;

- take responsibility for their own outputs in relation to specified quality standards;
- take limited responsibility for the quantity and quality of the output of others.

Diploma

The worker will normally be engaged in a workplace in which they:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, in some cases in substantial depth;
- 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 in forecasting for planning or research purposes;
- take responsibility for their own outputs in relation to broad quantity and quality parameters;
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

The worker will normally be engaged in a workplace in which they:

- 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

Qualifications

Framework

for the

Correctional Services

Training Package

CSC01

Correctional Services Qualifications

The Correctional Services Training Package describes the qualifications relevant to the work of all staff in correctional services.

Qualifications overview

The following qualifications framework 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.

The framework includes general and specialist qualifications.

The general qualifications allow a selection for generalist applications and maximum transferability and 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 operation 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 which 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 entry level certificate qualifications have the same Common Core Units. These are:

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Qualification packaging advice

A qualification may be awarded by a Registered Training Organisation (RTO) when a candidate has been assessed as competent in a specific grouping of units of competence. These groupings are shown in the packaging rules for the qualification.

Within the qualifications, units of competency have been classified as **Common Core Units**, **Specialist Core Units** and **Optional Units**.

List of Units of Competency in Key Roles

1. Organisational Administration and Management

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCORG003A Prepare reports

CSCORG004A Prepare reports for justice agencies

CSCORG005A Conduct interviews

CSCORG006A Contribute to work unit planning

CSCORG007A Gather and report complex information

CSCORG008A Report to a formal inquiry

CSCORG009A Organise and chair meeting

CSCORG010A Establish and maintain networks

CSCORG011A Manage activities to meet client requirements

CSCORG012A Coordinate a work team

CSCORG013A Use information to make critical decisions

CSCORG014A Represent and promote the organisation

CSCORG015A Coordinate resource allocation and usage

CSCORG016A Coordinate the implementation of change

CSCORG017A Manage a work unit

CSCORG018A Manage team work through delegations

CSCORG019A Manage projects in justice and offender services

CSCORG020A Determine the effective use of financial resources

CSCORG021A Research issues of concern in correctional services

CSCORG022A Provide leadership in justice services

CSCORG023A Plan changes in justice services

CSCORG024A Manage the delivery of a quality correctional service

CSCORG025A Establish strategic guidance for correctional services

CSCORG026A Manage organisational resources

CSCORG027A Develop productive working relationships

CSCORG028A Develop teams and individuals

- CSCORG029A Enhance personal performance
- CSCORG030A Promote performance improvement
- CSCORG031A Promote a learning environment
- CSCORG032A Support individual learners
- CSCORG033A Promote workplace diversity
- CSCORG034A Develop and support quality systems
- CSCORG035A Implement quality assurance systems
- CSCORG036A Audit organisational performance
- CSCORG037A Recruit staff
- CSCORG038A Establish information management and communication systems
- CSCORG039A Manage effective communication
- CSCORG040A Plan services under contract
- CSCORG041A Plan and prepare projects
- CSCORG042A Complete projects

Occupational Health and Safety

- CSCOHS001A Use safe work practices
- CSCOHS002A Supervise occupational health and safety practices
- CSCOHS003A Maintain the occupational health and safety system

2. Safety and Security

- CSCSAS001A Maintain safety and security
- CSCSAS002A Interpret information from security equipment
- CSCSAS003A Screen access to and exit from premises
- CSCSAS004A Maintain the security of premises
- CSCSAS005A Maintain the security of environment
- CSCSAS006A Contain incidents which jeopardise safety and security
- CSCSAS007A Respond to medical emergencies
- CSCSAS008A Operate central monitoring/communications station
- CSCSAS009A Maintain security system
- CSCSAS010A Control incidents using defensive equipment
- CSCSAS011A Defend people by using firearms
- CSCSAS012A Conduct searches

CSCSAS013A Monitor control room operations
CSCSAS014A Supervise attendance at court
CSCSAS015A Manage dogs for security purposes
CSCSAS016A Monitor and review security systems
CSCSAS017A Determine response to security risks
CSCSAS018A Manage conflict through negotiation
CSCSAS019A Manage threatening behaviour
CSCSAS020A Provide emergency response to dangerous incidents
CSCSAS021A Plan responses to incidents which jeopardise safety and security

Transport and Escort

CSCTRA001A Maintain security during escort
CSCTRA002A Operate security vehicles
CSCTRA003A Navigate transport
CSCTRA004A Plan and monitor escorts

3. Offender Management

CSCOFM001A Support offender services
CSCOFM002A Monitor people in care and custody
CSCOFM003A Maintain the health, safety and welfare of offenders
CSCOFM004A Protect the safety and welfare of vulnerable offenders
CSCOFM005A Protect the safety and welfare of Aboriginal and Torres Strait offenders
CSCOFM006A Protect the safety and welfare of young offenders
CSCOFM007A Supervise offenders
CSCOFM008A Supervise offenders in the community
CSCOFM009A Respond to offenders influenced by drugs and alcohol
CSCOFM010A Support offenders to maintain positive relationships
CSCOFM011A Promote cooperative behaviour
CSCOFM012A Process offender induction
CSCOFM013A Implement a planned approach to offender management
CSCOFM014A Support offenders in Aboriginal and Torres Strait communities
CSCOFM015A Supervise community work programs

CSCOFM016A Provide guidance and counsel

CSCOFM017A Coordinate offender management processes

CSCOFM018A Plan and review services to offenders

CSCOFM019A Establish offender management practices

CSCOFM020A Supervise offender management practices

CHCCM1A Undertake case management

Program Intervention

CSCINT001A Support group activities

CSCINT002A Negotiate behaviour change

CSCINT003A Assist offenders to change behaviour

CSCINT004A Assist offenders to change drug and alcohol use

CSCINT005A Use group processes to address offending behaviour

CSCINT006A Use therapeutic processes in groups to address offending behaviour

CSCINT007A Coordinate intervention strategies for offenders

CSCINT008A Assess offender risks and needs

CSC20101 Certificate II in Justice Services

This qualification covers competencies which are relevant to staff who work in the industry but who do not have statutory responsibilities. The staff will, in most cases, be directly supervised in their work duties. This may include staff who have no direct responsibility for offender supervision, or who have narrow specialised roles in offender supervision such as escort support or community liaison. The qualification may also be relevant to professional and support staff who have qualifications in specialist occupations but require competency in essential functions necessary to authorise their operational safety in a correctional environment. The qualification may also be achieved in pre-vocational programs achieved as part of an employment selection or preparation program.

Candidates must achieve eight units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Candidate must achieve competency in four Optional Units (two must be selected from this Training Package and two can be selected from this or recommended other industry Training Packages)

CSCORG003A Prepare reports

CSCSAS002A Interpret information from security equipment

CSCSAS003A Screen access to and exit from premises

CSCSAS004A Maintain the security of premises

CSCSAS005A Maintain security of the environment

CSCSAS006A Contain incidents which jeopardise safety and security

CSCSAS007A Respond to a medical emergency

CSCOFM001A Support offender services

CSCOFM002A Monitor people in care and custody

CSCOFM004A Protect the safety and welfare of vulnerable offenders

CSCOFM005A Protect the safety and welfare of Aboriginal and Torres Strait offenders

CSCOFM009A Respond to people influenced by drugs and alcohol

CSCTRA002A Operate security vehicles

CSCTRA003A Navigate transport

Other industry units at Certificate II

Candidates for this qualification may select two units from other industry Training Packages with occupations allied to the work of correctional services and career pathways at any qualification level.

Allied industry Training Packages are:

Community Services

Health

Public Safety

Public Services

Laboratory Operations

Transport and Distribution

Property Services Asset Security

AQF Certificate III

The qualifications at this level apply to staff who are entering operational roles with a general qualification or specialisation for custodial staff and community corrections staff.

Custodial staff will be enrolled in induction training to meet entry level competencies which demonstrate their capacity to assume custodial officer responsibilities. At the completion of this qualification, officers will be expected to assume full custodial duties.

Community Corrections staff will be supervising offenders in the community under direct or indirect supervision and within specified parameters of responsibility defined by work activities or the complexity of assessed offender needs and risks.

The general qualification will apply to all non-operational staff, and staff whose work roles are not defined in specialist sector responsibilities.

CSC30101 Certificate III in Correctional Practice

Candidates must achieve sixteen units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Candidate must achieve competency in twelve Optional Units (eight must be selected from this Training Package from the Specialist Core and the Optional Units of Certificate III and four can be selected from this or identified other industry Training Packages)

Other industry units at Certificate III in Correctional Practice

Candidates for this qualification may select four units from other industry Training Packages with occupations allied to the work of correctional services and career pathways at any qualification level.

These training Packages are:

Community Services

Health

Public Safety

Public Services

Property Services Asset Security

Laboratory Operations

Transport and Distribution

Workplace Training and Assessment

CSC30201 Certificate III in Correctional Practice (Custodial)

Candidate must achieve sixteen units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Candidates must achieve competency in the six Specialist Core Units

CSCORG003A Prepare reports

CSCSAS006A Contain incidents which jeopardise safety and security

CSCSAS007A Respond to a medical emergency

CSCSAS009A Maintain security system

CSCSAS012A Conduct searches

CSCOFM007A Supervise offenders

Candidates must achieve competency in six Optional Units drawn from the remaining units for Certificate III

CSC30301 Certificate III in Correctional Practice (Community)

Candidates must achieve sixteen units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Candidates must achieve competency in the five Specialist Core Units

CSCORG004A Prepare reports for justice agencies

CSCORG005A Conduct interviews

CSCOFM008A Supervise offenders in the community

CSCOFM010A Support offenders to maintain positive relationships

CSCOFM011A Promote cooperative behaviour

Candidates must achieve competency in seven Optional Units drawn from the remaining units for Certificate III**Units of Competency for Certificate III qualifications**

CSCORG003A Prepare reports

CSCORG004A Prepare reports for justice agencies

CSCORG005A Conduct interviews

CSCSAS006A Contain incidents which jeopardise safety and security

CSCSAS007A Respond to a medical emergency

CSCSAS008A Operate central monitoring/communications station

CSCSAS009A Maintain security system

CSCSAS010A Control incidents using defensive equipment

CSCSAS011A Defend people by using firearms

CSCSAS012A Conduct searches

CSCSAS014A Supervise attendance at court

CSCSAS015A Manage dogs for security purposes

CSCTRA001A Maintain security during escort

CSCOFM003A Maintain the health, safety and welfare of offenders

CSCOFM004A Protect the safety and welfare of vulnerable offenders

CSCOFM005A Protect the safety and welfare of Aboriginal and Torres Strait offenders

CSCOFM006A Protect the safety and welfare of young offenders

CSCOFM007A Supervise offenders

CSCOFM008A Supervise offenders in the community

CSCOFM009A Respond to people influenced by drugs and alcohol

CSCOFM010A Support offenders to maintain positive relationships

CSCOFM011A Promote cooperative behaviour

CSCOFM012A Process offender induction

CSCINT001A Support group activities

AQF Certificate IV

The qualifications at this level reflect the model of the Certificate III, allowing staff to progress their skills within general and specialist occupations and work responsibilities. For custodial staff, this qualification reflects advanced practice and greater team leadership roles.

For Community Corrections, this qualification is the main entry level qualification for staff who have professional responsibilities for offender supervision in relationship to wider justice agencies and who are responsible for complex offender assessment and supervision.

The general qualification allows staff without responsibility for direct offender supervision to achieve recognition for specialist organisational roles such as security intelligence, tactical response, program support, and for pathways into management roles and cross sector specialisations.

CSC40101 Certificate IV in Correctional Practice

Candidate must achieve twenty units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Candidates must achieve sixteen Optional Units of which ten must be selected from remaining units from this Training Package Certificate IV and six may be selected from this or other industry Training Packages

CSC40201 Certificate IV in Correctional Practice (Custodial)

Candidates must achieve twenty units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation

CSCORG002A Communicate effectively

CSCSAS001A Maintain safety and security

CSCOHS001A Use safe work practices

Candidates must achieve seven Specialist Core Units

CSCORG007A Gather and report complex information
CSCORG006A Contribute to work unit plans
CSCOFM003A Maintain the health, safety and welfare of offenders
CSCOFM004A Protect the safety and welfare of vulnerable offenders
CSCOFM011A Promote cooperative behaviour
CSCSAS016A Monitor and review security systems
CSCSAS019A Manage threatening behaviour

Candidates must achieve competency in nine Optional Units drawn from the remaining units for Certificate IV of which five are from this Training Package and four are from this or other industry Training Packages

CSC40301 Certificate IV in Correctional Practice (Community)

Candidates must achieve twenty units.

Candidates must achieve competency in the four Common Core Units

CSCORG001A Contribute to achieving the goals of the organisation
CSCORG002A Communicate effectively
CSCSAS001A Maintain safety and security
CSCOHS001A Use safe work practices

Candidates must achieve seven Specialist Core Units

CSCORG007A Gather and report complex information
CSCORG008A Report to a formal inquiry
CSCOFM008A Supervise offenders in the community
CSCOFM013A Implement a planned approach to offender management
CSCINT002A Negotiate behaviour change
CSCINT003A Assist offenders to change behaviour
CSCINT007A Coordinate intervention strategies for offenders

Candidates must achieve nine Optional Units drawn from the remaining units for Certificate IV of which four are selected from this Training Package and four are selected from this or other industry Training Packages

Units of competency for Certificate IV qualifications

CSCORG004A Prepare reports for justice agencies

CSCORG005A Conduct interviews

CSCORG006A Contribute to work unit plans

CSCORG007A Gather and report complex information

CSCORG008A Report to a formal inquiry

CSCORG009A Organise and chair meeting

CSCORG010A Establish and maintain networks

CSCORG011A Manage activities to meet client requirements

CSCORG012A Coordinate a work team

CSCORG032A Support individual learners

CSCOHS002A Supervise occupational health and safety practices

CSCSAS013A Monitor control room operations

CSCSAS014A Supervise attendance at court

CSCSAS015A Manage dogs for security purposes

CSCSAS016 Monitor and review security systems

CSCSAS018A Manage conflict through negotiation

CSCSAS019 Manage threatening behaviour

CSCSAS020A Provide emergency response to dangerous incidents

CSCTRA004A Plan and monitor escorts

CSCOFM003A Maintain the health, safety and welfare of offenders

CSCOFM004A Protect the safety and welfare of vulnerable offenders

CSCOFM005A Protect the safety and welfare of Aboriginal and Torres Strait offenders

CSCOFM006A Protect the safety and welfare of young offenders

CSCOFM007A Supervise offenders

CSCOFM008A Supervise offenders in the community

CSCOFM010A Support offenders to maintain positive relationships

CSCOFM011A Promote cooperative behaviour

CSCOFM012A Process offender induction

CSCOFM013A Implement a planned approach to offender management

CSCOFM014A Provide support to offenders in Aboriginal and Torres Strait Communities

CSCOFM015A Supervise community work programs

CSCOFM016A Provide guidance and counsel

CSCINT001A Support group activities

CSCINT002A Negotiate behaviour change

CSCINT003A Assist offenders to change behaviour

CSCINT004A Assist offenders to change drug and alcohol use

Other industry units at Certificate IV

Candidates for **Certificate IV in Correctional Practice** may select six units from other industry Training Packages with occupations allied to the work of correctional services and career pathways at any qualification level.

Candidates for **Certificate IV in Correctional Practice (Custodial) and (Community)** may select four units from other industry Training Packages with occupations allied to the work of correctional services and career pathways at any qualification level.

These training Packages are:

Community Services

Health

Public Safety

Public Services

Property Services Asset Security

Laboratory Operations

Transport and Distribution

Workplace Training and Assessment

AQF Diploma

The generalist qualification at this level reflects the advanced skills which can operate across sectors and services. The qualification is designed to allow flexibility in the selection of core and optional units to promote broader organisational responsibilities and career diversity.

CSC50101 Diploma of Correctional Administration

Candidates must achieve eight units.

Candidates must achieve six Core Units from the following range:

CSCORG011A Manage activities to meet client requirements

CSCORG013A Use information to make critical decisions

CSCORG014A Represent and promote the organisation

CSCORG015A Coordinate resource allocation and usage

CSCORG016A Coordinate the implementation of change

CSCORG017A Manage a work unit

CSCOFM017A Coordinate offender management processes

CSCOFM018A Plan and review services to offenders

CSCSAS021A Plan responses to incidents which jeopardise safety and security

Candidates must achieve two Optional Units drawn from the remaining units for the Diploma in this Training Package or other industry Training Packages

Optional Units for the Diploma in Correctional Administration

CSCORG007A Gather and report complex information

CSCORG009A Organise and chair meeting

CSCORG010A Establish and maintain networks

CSCORG015A Coordinate resource allocation and usage

CSCORG018A Manage team work through delegations

CSCORG019A Manage projects in justice and offender services

CSCORG020A Determine the effective use of financial resources

CSCORG021A Research issues of concern in correctional services

CSCORG029A Enhance personal performance

CSCORG030A Promote improved performance

CSCORG031A Promote a learning environment

CSCORG033A Promote workplace diversity

CSCORG035A Implement quality assurance systems

CSCORG036A Audit organisation performance

CSCORG037A Recruit staff

CSCORG038A Establish information management and communication systems

CSCORG041A Plan and prepare projects

CSCORG042A Complete projects

CSCSAS017A Determine response to security risks

CSCSAS018A Manage conflict through negotiation

CSCOFM020A Supervise offender management practices

CSCINT006A Use therapeutic processes in groups to address offending behaviour

CSCINT007A Coordinate intervention strategies for offenders

CSCINT008A Assess offender risks and needs

Other industry units at Diploma

Candidates for the Diploma in Correctional Administration may select two units from other industry Training Packages with occupations allied to the work of correctional services and career pathways at Diploma level.

These training Packages are:

Community Services

Health

Public Safety

Public Services

Property Services Asset Security

Laboratory Operations

Transport and Distribution

Workplace Training and Assessment

AQF Advanced Diploma

This qualification has been designed to provide a package of broad and flexible competencies reflecting the workplace responsibilities of senior management and specialist practitioners. The qualification has been designed to provide competencies which readily articulate with graduate and postgraduate university qualifications in both management and professional specialisations. Although the competencies assume a significant component of work based evidence there is allowance for assessment of evidence prepared through assignments, research and external learning activities to cater for staff who may not have ready access to the work roles necessary to generate work based evidence at this level.

CSC60101 Advanced Diploma of Correctional Management

Candidates must achieve six units.

Candidates must achieve three Core Units

CSCORG021A Research issues of concern in correctional services

CSCORG022A Provide leadership in justice services

CSCORG023A Plan changes in the justice services

Candidates must achieve three Optional Units of which two are selected from the following range and one may be from this range or from other Training Packages.

CSCORG024A Manage the delivery of a quality correctional service

CSCORG025A Establish strategic guidance for correctional services

CSCORG026A Manage the use of resources

CSCORG027A Develop productive working relationships

CSCORG028A Develop teams and individuals

CSCORG034A Develop and support quality systems

CSCORG039A Manage effective communication

CSCORG040A Plan services under contract

CSCSAS021A Plan responses to incidents which jeopardise safety and security

CSCOHS003A Maintain occupational health and safety system

CSCOFM019A Establish offender management practices

CSCINT005A Use group processes to address offending behaviour

Other industry units at Advanced Diploma

Candidates for the Advanced Diploma in Correctional Administration may select one unit from other industry Training Packages with occupations allied to the work of correctional services and career pathways at Advanced Diploma level.

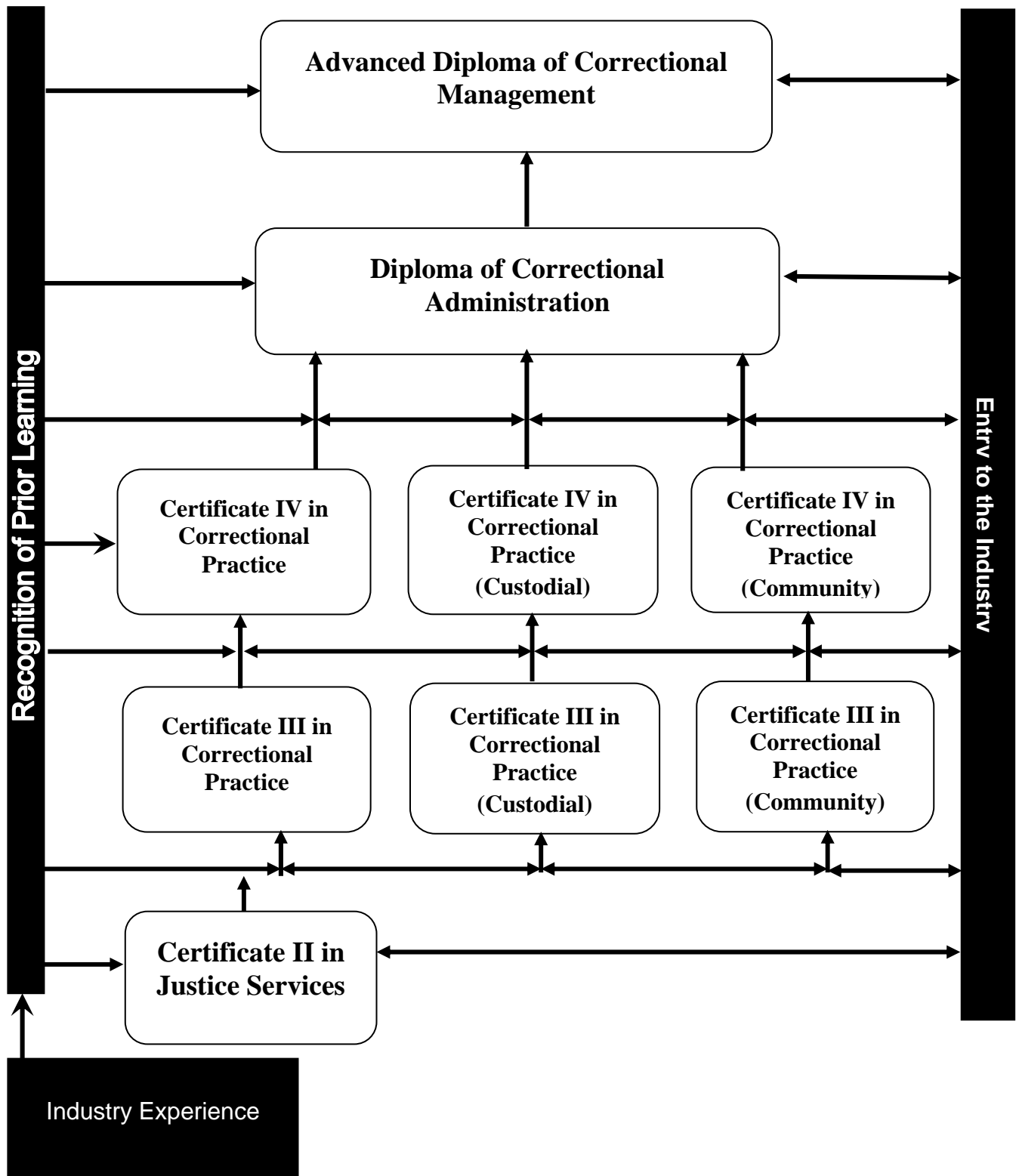
New Apprenticeships

All qualifications can, in theory, be completed through a New Apprenticeship pathway. However opportunities for New Apprenticeship are restricted by National and State/Territory policies related to the application of formal contracts of training in the public sector and for organisations under contract for government services. Organisations will have their own recruitment policies and conditions and will have identified the qualification(s) which reflect the entry level competencies of their general and specialist staff.

Qualifications Pathways

The qualifications in this Training Package are free from pre-requisite requirements, allowing staff to enter the industry at any level agreed to by individual organisations. The different State and Territory work practices, programs, employment conditions and industrial awards makes it impossible to provide more than the generalist pathway diagram which follows.

PATHWAYS to Correctional Services Qualifications



Diagrams of qualification pathways are accessible on the ANTA website at <http://www.anta.gov.au>

Customisation advice

This Training Package has been revised to maximise generic competencies and thus allow the greatest flexibility and career diversity for staff entering, leaving and moving within the correctional services industry. As a result, customisation will be necessary to apply work place contexts to the specifications of these units.

As well, the packaging of units of competency within each qualification has been designed to allow considerable choice in the addition of optional units in some qualifications. In some of the qualifications, the selection of core units from a wider pool of industry specific units has been included while others feature a selection of units from other industry Training Packages, recognising the overlap between correctional services occupations and those in other industries.

Customisation of the qualifications in this Training Package may be the result of:

- the use of customised cross industry and other industry units of competency included in this Training Package;
- choosing from a wide range of Optional Units from this Training Package and from other identified Training Packages; and/or
- customising the units of competency in this Training Package to better suit the terminology and practice of enterprise or sector specialisations.

As a general rule, customisation of units of competency must meet the following requirements:

- any general directions, terminology, references to policies/procedures/guidelines/conditions may be replaced by enterprise and industry specific alternatives;
- choosing from the range of applications to reflect the unique requirements of an enterprise or work location;
- interpreting general information in the Evidence Guide in terms of specific enterprise relevant requirements.

Using Units from other Industry Training Packages

Cross Industry Units of Competency

In addition to the customised units of competency included in this Training Package, enterprises will wish to select from the following Training Package:

- assessment and Workplace Training
- business Services
- laboratory Operations
- Frontline Management Initiative

Other Industry Training Packages

- Community Services
- Health
- Public Services
- Public Safety
- Property Services Asset Security
- Transport and Distribution

Units may be imported which reflect current work practice of the candidate or potential progression through alternative and allied industry career development.

When importing units from other Training Packages:

- the original title and code must be retained;
- the imported units must come from a set of endorsed competency standards;
- the imported units must be selected from the same qualification level; that is, they must be of similar breadth, complexity and size;
- the imported units must be assessed according to the specifications of the industry which developed the units.

-

Assessment

Guidelines

for the

Correctional Services

Training Package

CSC01

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the Units of Competency in this Training Package. They are designed to ensure that assessment activities are consistent with the *Australian Quality Training Framework* and that the assessment processes and outcomes are valid, reliable, flexible and fair.

Assessments against the Competency Standards in this Training Package *must* be carried out in accordance with these endorsed guidelines.

The Assessment Guidelines comprise five key sections:

- assessment system overview;
- assessor requirements;
- designing assessment resources;
- conducting assessment;
- further sources.

Assessment System Overview

Benchmarks for Assessment

The Competency Standards in this Training Package are benchmarks for assessment and are the basis of the nationally recognised Australian Qualifications Framework (AQF), qualifications, and Statements of Attainment issued by Registered Training Organisations (RTOs).

Assessment within the National Training Framework is defined as the process of collecting evidence and making judgements about whether competency has been achieved. The purpose of assessment is to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the Competency Standards in the Training Package.

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit(s) of Competency being assessed. In particular, they must ensure that the assessment arrangements:

- cover all elements of the Unit of Competency being assessed;
- address the four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills;
- are consistent with the Evidence Guide for each relevant Unit of Competency, as this specifies the context of assessment, the critical aspects of competency, the required underpinning knowledge and skills, and the identification of Key Competencies and their performance level. In some cases there will be reference to having access to real workplace conditions and infrastructure.

Australian Quality Training Framework Standards for RTOs

Assessment for national recognition purposes must meet the requirements of the Australian Quality Training Framework (AQTF). Assessment must be conducted by an RTO formally registered under *Australian Quality Training Framework Standards for Registered Training Organisations* with the specific Competency Standards or Training Package within its scope of registration. The RTO must meet the requirements of the relevant assessment standards in the *Australian Quality Training Framework Standards for Registered Training Organisations* as set out below.

The RTO's assessments for national recognition, regardless of whether this is through a training and assessment pathway or an assessment-only pathway must:

- comply with the Assessment Guidelines included in nationally endorsed Training Packages;
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed Unit(s) of Competency;
- be underpinned by an assessment process that complies with the principles of validity, reliability, fairness and flexibility;
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job/role environment skills;
- involve the evaluation of sufficient evidence to enable professional judgements to be made about whether competency has been attained;
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- provide for reassessment on appeal, and
- be equitable for all groups or persons, taking account of cultural and linguistic needs.

Reasonable adjustments are to be made to ensure equity in assessment for people with disabilities. This means that wherever possible, 'reasonable' adjustments are to be made to meet the individual needs of a person with a disability. Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The RTO's Recognition of Prior Learning (RPL) process must be accessible to all applicants upon enrolment and must:

- be structured to minimise the time and cost to applicants;
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

The RTO must ensure that, in developing, adapting or delivering training and assessment products and services:

- methods used to identify learning needs, and methods for designing training and assessment materials are documented;
- language, literacy and numeracy requirements are consistent with the essential requirements for workplace performance specified in the relevant Units of Competency and that they develop the learning capacity of the individual;
- the requirements of the Training Package are met;
- core and elective units, as appropriate, are identified; and
- customisation meets the requirements specified in the Training Package.

The RTO must document its plans for delivery and assessment of each Training Package qualification within the its scope of registration. These plans must ensure that:

- the delivery modes and training materials meet the needs of a diverse range of clients;
- assessment plans, including proposed validation processes, are developed in consultation with enterprises/industry, and that they are documented at the point of registration and on application for extension of scope;
- where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment plan with the employer and learners, works with the employer to integrate on-the-job and off-the-job training and assessment, and schedules workplace visits to monitor/review the training and assessment;
- where a New Apprenticeship Training Contract is in place or being negotiated, individual Training plans encompassing both off-the-job training and structured on-the-job training are developed, documented, implemented and monitored for each apprentice or trainee.

The RTO must validate its assessment plans by:

- reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standardsⁱ, at least annually; and
- documenting any action taken to improve the quality and consistency of assessment.

The RTO must have access to the staff, facilities, equipment, training and assessment materials necessary to provide the training and/or assessment within its scope of registration, and to accommodate client numbers and client needs (including off-campus and on-line delivery and assessment requirements).

RTOs may operate in partnership with other organisations (see below) but, in doing this, are still responsible for the quality of their services and service outcomes.

In order to deliver and/or assess Units of Competency or qualifications and issue nationally recognised qualifications under the AQF, RTOs must have those Units of Competency and/or qualifications within their scope of registration.

Mutual Recognition

Under the *Australian Quality Training Framework Standards for Registered Training Organisations*, every RTO must recognise and accept Statements of Attainment and qualifications issued by any other RTO.

Partnership Arrangements

Under the AQTF, RTOs may enter into partnerships with non-registered organisations, such as schools, industry organisations and enterprises, for delivery and assessment within the RTO's scope of registration.

Where this is done, the RTO must have a formal agreement with the organisation that provides the training and/or assessment under its name. The agreement must specify how all parties will discharge their responsibilities for ensuring the quality of the training and/or assessment conducted on its behalf, including the qualification requirements for delivery and assessment.

The RTO has full responsibility for the quality and outcomes of any training or assessment conducted on its behalf, and it must maintain a register of all such agreements.

Recording Assessment Outcomes

The RTO that issues the AQF Qualification or Statement of Attainment is responsible for recording, storing, retrieval and accessibility of the assessment outcomes specified in *Australian Quality Training Framework Standards for Registered Training Organisations*.

Reporting Assessment Outcomes

Statements of Attainment and qualifications issued under the AQF must comply with the relevant provisions in the current *Australian Qualifications Framework Implementation Handbook*. AQF qualifications must be issued once the full requirements for a qualification, as specified in the Qualifications Framework of the Training Package have been met. A Statement of Attainment is to be issued where the individual achieves a qualification or is assessed as competent against fewer Units of Competency than are required for a qualification and the individual has completed their study or assessment process. Qualifications and Statements of Attainment issued must comply with the format specified in the current *AQF Implementation Handbook*.

Quality Assurance Mechanisms

Under the provisions of the AQTF, RTOs involved in the assessment of the Units of Competency and qualifications within this Training Package are required to establish and use quality assurance mechanisms in line with their registration requirements.

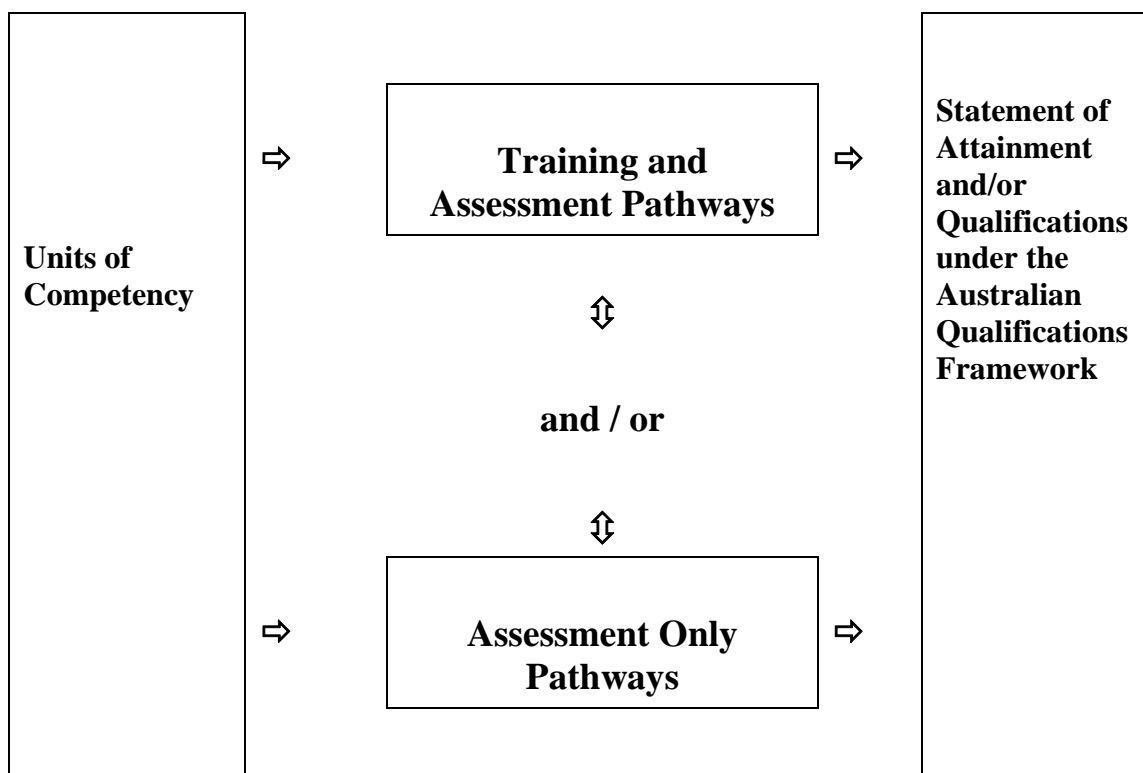
It is *recommended* that RTOs include the following procedures within a quality assurance framework:

- establishment of a standard procedure for the selection of assessors;
- conduct of regular professional development for assessors;
- ongoing recording, monitoring and review of the assessment process, including the assessment plan, assessment outcomes and participant feedback;

- development of a comprehensive bank of resources for participants and assessors including:
 - information about the assessment process;
 - assessment instruments, where appropriate;
 - standardised reporting and recording forms for participants, assessors, trainers and employers;
 - guidelines for assessors on the preparation of the assessment plan, and conduct and review of the assessment process.

Assessment Pathways

This Training Package incorporates a number of assessment pathways that lead to the recognition of competencies and the issuing of a Qualification or Statement of Attainment. These pathways are illustrated in the following diagram.



As indicated above, assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a training and assessment pathway, an assessment only pathway, or a combination of the two. All assessments, by any pathway, *must* comply with the AQTF assessment requirements for RTOs (see above). Each of these assessment pathways leads to full recognition under the AQF – the critical concern is that the candidate is competent, not how the competency was acquired. Each of the above pathways is detailed below.

Training and Assessment pathways

For most candidates assessment and training are integrated, with assessment evidence being collected progressively and feedback being provided to the candidate. The candidate may

undertake a structured program of training and assessment while on the job, while off the job, or in a combination of on-the-job and off-the-job environments.

This pathway is particularly suited to recruit induction and New Apprenticeships, as trainees can be provided with a mix of formal training, structured workplace experience, and formative assessment activities. Through this combination of training and assessment the candidate can acquire and demonstrate the practical skills and knowledge identified in the relevant Competency Standards.

Assessment only pathway

In some circumstances an assessment only (skills recognition) pathway will be warranted. The candidate provides current, quality evidence against the relevant Units of Competency, and the outcomes of the assessment process indicate that the candidate is competent and that structured training is not required.

This pathway can operate in both on-the-job and off-the-job environments. It is likely to be most appropriate for students enrolling for qualifications who want recognition for prior learning or current competencies, for existing workers, for individuals with overseas qualifications, for recent migrants with established work histories, for people returning to the workplace, and for people with disabilities or injuries requiring a change in career. Candidates wishing to take this pathway present evidence that they possess the skills and knowledge identified in the relevant Competency Standards, and then an assessor judges whether the candidate is competent. Summative approaches to assessment may be directed by the candidate (such as in the compilation of portfolios) or by the assessor (such as observation of workplace performance, requiring demonstrations of skills, and carrying out oral and written testing).

Combination of ‘Training and assessment’ and ‘Assessment only pathways’

Where candidates have gained competencies through work and life experience and gaps in their competency are identified, or where they require training in new areas, a combination of approaches may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competence using an ‘assessment only pathway’. Once current competence is identified, a structured training and assessment program may be established to ensure that the candidate acquires the required additional competencies. These would be achieved through a ‘training and assessment pathway’.

It is important to note that each of these assessment pathways leads to full recognition under the Australian Qualifications Framework. 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

Recognition of Prior Learning and Current Competency

The competencies in this Training Package may be attained in a number of ways:

- formal or informal training and education;
- work experience;
- general life experience, and/or;

- any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained. Competencies achieved and currently held by individuals can be formally assessed against the Units of Competency and qualifications in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In assessing the competency of individual candidates, assessors must ensure that assessment processes take into account the skills and knowledge that candidates already possess. This can be done by conducting a pre-assessment where the candidate provides evidence of prior learning. In order for prior learning to be recognised, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed industry or enterprise competency standards. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples.

The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In determining whether a candidate has presented sufficient 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 Competency Standards);
- reliable (shows that the candidate consistently meets the Competency Standards);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the standards)
- 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).

Review and Maintenance of the Assessment System

The proponent of this Training Package is responsible for the ongoing monitoring and review of these Assessment Guidelines. This process will be incorporated in the general review and maintenance of this Training Package. Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry;
- are consistent with the *Australian Quality Training Framework Standards for Registered Training Organisations*;
- promote confidence in the system and the assessment outcomes on the part of industry, employers, enterprises, unions, employees, trainees, assessors and trainers;
- ensure assessment processes and outcomes are valid, reliable, fair and flexible;
- support RTOs in effectively carrying out their responsibilities.

Assessor Requirements

The guidelines identify the mandatory minimum qualifications for those conducting assessments. They also clarify how more than one person may contribute to the assessment process where all the required competencies are not held by one person.

Assessor Qualifications

There are *mandatory* requirements that must be met by individual assessors or collectively by the members of an assessment team or panel conducting assessments against this Training Package. Assessors **must** have the assessment Units of Competency from the Training Package for Assessment and Workplace Training specified as the requirement for endorsed assessment, or must have demonstrated equivalent competencies. Assessors must also have the relevant vocational competencies, at least at the level being assessed.

In addition to the above, it is *recommended* that assessors have comprehensive current knowledge of the industry and the job or role against which performance is being assessed. They should also have appropriate interpersonal and communication skills and knowledge of language, literacy and numeracy issues in the context of assessment. These skills, knowledge and attributes may be developed and demonstrated through:

- participation in professional development;
- relevant work experience;
- participation in professional/industry networks;
- recent planning and review of assessment activities;
- participation in assessment validation processes;
- recent assessment and/or workplace training activities.

All assessors who are engaged in assessing against this Training Package must be:

- employed by an RTO, or
- acting under the registration of an RTO (for example, an assessor working in an enterprise that has a partnership arrangement with the RTO or an assessor working under contract to an RTO).

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options listed below show how the requirement to use qualified assessors can be met.

Using qualified Assessors

OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (Includes mandated requirements and recommended attributes)
<p>Single assessor An individual assessor conducts the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> ▪ hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training; ▪ be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency in this Training Package, at least to the level being assessed. <p>In addition, it is recommended that the assessor is able to:</p> <ul style="list-style-type: none"> ▪ demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; ▪ demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; ▪ demonstrate the necessary interpersonal and communication skills required in the assessment process.
<p>Partnership arrangement</p> <p>1. An assessor works with a technical expert to conduct the assessment</p>	<p>Assessor is required to hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.</p> <p>In addition, it is recommended that the assessor is able to:</p> <ul style="list-style-type: none"> ▪ demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; ▪ demonstrate the interpersonal and communication skills required in the assessment process. <p>A technical expert is required to be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed</p> <p>In addition, it is recommended that the Technical Expert is able to:</p> <ul style="list-style-type: none"> ▪ demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; ▪ communicate and liaise with the assessor throughout the assessment process.

OPTIONS	<p style="text-align: center;">ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (Includes mandated requirements and recommended attributes)</p>
<p>2. An assessor works with workplace supervisor in collecting evidence for valid assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> ▪ hold formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package; ▪ make the assessment decision. <p>In addition, it is <i>recommended</i> that the assessor is able to:</p> <ul style="list-style-type: none"> ▪ demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; ▪ demonstrate the interpersonal and communication skills required in the assessment process; ▪ communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process. <p>A workplace supervisor is required to be deemed competent and, where possible, is to hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed.</p> <p>In addition, it is <i>recommended</i> that the Workplace supervisor is able to:</p> <ul style="list-style-type: none"> ▪ demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; ▪ communicate and liaise, where appropriate, with the assessor throughout the assessment process; ▪ use agreed practices to gather and record evidence for the assessor to use in making a valid judgement on competency.
<p>Assessment team/panel</p> <p>A team working together to conduct the assessment</p>	<p>Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgements about competency. The members of the team <i>must</i> include at least one person who:</p> <ul style="list-style-type: none"> ▪ holds formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package; ▪ is deemed competent and, where possible, holds formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed. <p>In addition, it is <i>recommended</i> that members of the team/panel involved in the assessment are able to:</p> <ul style="list-style-type: none"> ▪ demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; ▪ demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; ▪ demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.

Designing Assessment Requirements

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively they may develop their own assessment materials to meet the needs of their clients.

If using prepared assessment materials, assessors should ensure that the materials are benchmarked, or mapped, against the current version of the relevant Unit of Competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

When developing their own assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected Unit(s) of Competency in this Training Package;
- the materials are validated to ensure that assessors can gather sufficient valid and reliable information to make assessment decisions against the Competency Standards;
- the materials and processes meet the AQTF Assessment Requirements for RTOs in Section 1 of this document.

Key references for assessors engaged in developing assessment materials is the *Training Package for Assessment and Workplace Training* [BSZ98] and *Develop Assessment Tools* [BSZ507A]. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessments

The following chart describes the industry-preferred process for conducting assessments against the Competency Standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

Step 1

Establish the assessment context

The assessor:

- establishes the context and purpose of the assessment;
- identifies the relevant Competency Standards, assessment guidelines and qualification framework in this Training Package;
- identifies any NTQC noted support materials that have been developed to facilitate the assessment process;
- analyses the competency standards and identifies the evidence requirements;
- identifies potential evidence collection methods.

Step 2

Prepare the candidate

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process;
- explain the competency standards to be assessed and the evidence to be collected;
- advise on self-assessment, including processes and criteria;
- outline the assessment procedure, the preparation the candidate should undertake, and answer any questions;
- assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies;
- seek feedback regarding the candidate's understanding of the Competency Standards, evidence requirements and assessment process;
- determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment;
- develop an assessment plan.

Step 3
Plan and prepare
the evidence
gathering process

The assessor must:

- establish a plan for gathering sufficient quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment);
- source or develop assessment materials to assist in the evidence gathering process;
- organise equipment or resources required to support the evidence gathering process;
- coordinate and brief other personnel involved in the evidence gathering process.

Step 4
Collect the evidence
and make the
assessment decision

The assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency;
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process;
- record details of evidence collected;
- make a judgement about the candidate's competency based on the evidence and the relevant Unit(s) of Competency.

**Step 5
Provide feedback on
the assessment**

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome;
- information on reassessment and the appeals process.

**Step 6
Record and report
the result**

The assessor must:

- record the assessment outcome according to the policies and procedures of the RTO;
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO;
- maintain the confidentiality of the assessment outcome;
- organise the issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

**Step 7
Review the
assessment process**

On completion of the assessment process, the assessor must:

- review the assessment process;
- report on the positive and negative features of the assessment to those responsible for the assessment procedures;
- if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

**Step 8
Participate in the
reassessment and
appeals process**

The assessor must:

- provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
- provide the candidate with information on the reassessment and appeals process;
- report any disputed assessment decision to the appropriate personnel in the RTO;
- participate in the reassessment or appeal according to the policies and procedures of the RTO.

Further Sources

The following list of resources and organisations is provided to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

General Resources

The key resource Training Package for Assessment and Workplace Training *is available from:*

Business Services Training Australia
Suite 11c – Level 3
Como Centre
299 Toorak Road
SOUTH YARRA, VIC 3141

Telephone: (03) 9824 0866

Fax: (03) 9824 0877

Website: <http://www.nawtb.com.au>

E-mail: assessors@nawtb.com.au

Australian Training products Ltd
Level 25
150 Lonsdale Street
MELBOURNE, VIC 3000
PO Box 5347BB
MEBOURNE VIC 3001

Telephone: (03) 9655 0600

Fax: (03) 9639 4684

Website: <http://www.atpl.net.au>

E mail: sales@atpl.net.au

Specific Assessment Resources

Assessment instrument design

Hagar, p., Athanasou, J. and Gonczi, A., 1994, *Assessment Technical Manual*, Australian Government publishing Service, Canberra.

VETASSESS and Western Australian Department of Training and Employment, 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre, 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia, 2000, *Assessment solutions*, Australian Training products, Melbourne.

Assessor training

Green, M., Moritz, R., Moyle, K. and Vale, K., 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Australian Committee on Training Curriculum (ACTRAC), 1994, *Assessor training program – learning materials*, Australian Training products, Melbourne.

Australian Training Products Ltd, *Assessment and Workplace Training, Training Package – Toolbox*.

Victorian TAFE Association, 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*.

Australian National Training Authority, *Facilitator Packs for Certificate IV in Assessment and Workplace Training*.

Australian National Training Authority, *Facilitator's Pack for Train Small Groups and Assessment*.

Australian National Training Authority, *Facilitator's Pack for Certificate IV (BSZ405A – BSZ408A)*.

Australian National Training Authority, *Learners Packs for Certificate IV in Assessment and Workplace Training*.

Australian National Training Authority, *Learner's Pack for Assessment (BSZ401A – BSZ403A)*.

Australian National Training Authority, *Learner's Pack for Certificate IV (BSZ401A – BSZ408A)*.

Australian National Training Authority, *Learner's Pack for Assessment with Assessment Competency Standards*.

Australian National Training Authority, *Learner's Pack for Certificate IV with Certificate IV Competency Standards*.

Australian National Training Authority and also the National Assessors and Workplace Trainers Body.

Conducting assessments

Bloch, B. and Thomson, P., 1994, *Working towards best practice in assessment: A case study approach to some issues concerning competency-based assessment in the vocational education and training sector*, NCVET, Adelaide.

Docking, R., 1991, *An A–Z of assessment myths and assessment in the workplace*, Competence assessment briefing series, No. 4, Employment Department, Perth, Western Australia.

Hawke, Geof, 1996, *Integrating assessment of learning outcomes*, Assessment Centre for Vocational Education, Sydney.

Hawke, Geof, 1995, *Work-based learning: advice from literature*, Assessment Centre for Vocational Education, Sydney.

National Assessors and Workplace Trainers Body, *Putting it into practice [Training Package implementation Guide]*.

Parsloe, E., 1992, *Coaching, mentoring and assessing: A practical guide to developing competence*, Kogan Page, London.

Rumsey, David, 1993, "Practical issues in workplace assessment" in *National Assessment Research Forum: A forum for research into competency-based assessment*. [VEETAC Competency Based Training Working party Assessment Steering Group], NSW TAFE Commission, Sydney.

Rumsey, David, 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Evidence gathering methods

Australian National Training Authority, 1998, *A new assessment tool*, ANTA, Melbourne.

Gonczi, A. (ed.), 1992, *Developing a competent workforce: adult learning strategies for vocational education and training*, TAFE National Centre for Research and Development, Adelaide.

Kearney, Paul, 1992, *Collaborative assessment techniques*, Artemis, Tasmania.

National Assessors and Workplace Trainers Body, *The evidence resource kit – containing language, literacy and numeracy video and CD ROM –*

National Assessors and Workplace Trainers Body, *The evidence workbooks*

Assessment system design

National Centre for Vocational Education and Research, 1996, *Integrating assessment: removing the on the job/off the job gap*, Conference papers from 4-6 June, Western Australian Department of Training.

OTFE, 1998, *Demonstrating best practice in VET project – assessment systems and processes*, Victoria.

Toop, L., Gibb, J and Worsnop, P., *Assessment system designs*, Australian Government Publishing Service, Canberra.

Wilson, P., 1993, *Integrating workplace and training system assessments*, Testing Times Conference, NCVET, Sydney.

Managing assessment systems

Western Australia Department of Training and VETASSESS, 1998, *Kit for Skills Recognition Organisations*, WADTE, Perth.

Field, I., 1995, *Managing organisational learning*, Longman, Melbourne.

Recognition of Current Competency/ Recognition of Prior Learning

Recognition and Assessment Centre, 1994, *New place: Same Skills. A guide for people from non-English speaking backgrounds*, Office of Multicultural Affairs, DEET.

Recognition and Assessment Centre, *A Flexible Approach to Recognition Practices: RPL as a Framework*, Melbourne.

Recognition and Assessment Centre, PO Box 299, Somerton, Vic 3062, Telephone (03) 9254 3000.

National Competency Standards

for the

Correctional Services Training Package CSC01

National Competency Standards

What are competency standards?

The broad concept of competency is related to realistic work practices expressed as an outcome that can be understood by all people in the workplace as well as by trainers and assessors. It is important that the meaning of competency is interpreted and understood in the same way by different users, and in different situations.

Competency comprises specified knowledge and skills relevant to an industry, and the application of that knowledge and skills to the standard of performance required in the workplace.

ANTA's definition of competency encompasses several features: *“The concept of competency focuses on what is expected of an employee in the workplace rather than the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments”*.

Essential to the Training Package is the Competency Standard, which is made up of a number of Units of Competency. Each Unit of Competency has a Title, Unit Descriptor, Elements, Performance Criteria, a Range Statement and an Evidence Guide.

Unit Title

The Unit Title is a succinct statement of the broad area of competency covered by the unit and is expressed in terms of a significant work function.

Elements of Competency

Elements of Competency are the basic building blocks of the unit. They describe, in terms of work activities, the significant functions and tasks that a person in a particular area of work is able to perform.

Performance Criteria

The Performance Criteria specify all the relevant tasks, roles, skills, and applied knowledge and understanding that demonstrate competent performance.

Assessment Guide

The Assessment Guide may include a unit descriptor, which provides broader information about the unit of competency and its applications or context. This includes the Range Statement (Range of Applications) which links the required knowledge and organisational and technical requirements to a context. It describes any contextual variables that will be used or encountered when applying the competency in work situations and it defines the specific applications necessary to provide evidence for assessment.

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement of the unit of competency. The actual assessment should be conducted in the workplace and/or training environment. The Evidence Guide provides reliable and succinct information about how the

quality and level of performance could be determined. The evidence must relate directly to the Elements, Performance Criteria and Range Statement.

The Evidence Guide includes the following advice:

- Clear statements about the assessment process that direct the focus of the individual, the trainer and the assessor to the holistic nature of competency and the link to the Performance Criteria and underpinning knowledge. The Evidence Guide specifically indicates evidence demonstrating that the competent person can deal with unexpected contingencies beyond the usual routine.
- The Evidence Guide details the specific products, materials or outcomes that must be available to demonstrate competency. Units of Competency that can or should be jointly assessed are indicated. It also deals with any specific issues about the context of assessment; whether it must be assessed under particular workplace conditions and what conditions a valid simulated environment should meet. It may also include a specific statement of the resource implications, for example, access to particular equipment, infrastructure or situations.

The Evidence Guide may cover consistency in performance to indicate any requirement to demonstrate competency over time in a number of contexts and involving a range of evidence.

Knowledge

This section lists the underpinning knowledge which provides the guidance and rationale of the standards of performance required for assessment.

Key Competencies

Key Competencies must be identified in the Competency Standard within each Unit of Competency, or at the qualification level. The Mayer Committee has defined seven Key Competencies underpinning successful activity in life and work. These are:

- collecting, analysing and organising information;
- communicating ideas and information;
- planning and organising activities;
- working with others in teams;
- solving problems;
- using mathematical ideas and techniques;
- using technology.

They have three levels of performance that should be specified when identifying where they apply in industry competencies.

Integration of the Key Competencies within Training Packages

The Key Competencies are general capabilities prepared by the Mayer Committee in *Putting Education to Work: The Key Competencies report* (Mayer 1992). They were described in the Mayer report as being fundamental to the transfer and application of learning and were defined as a set of capabilities that enable people to transfer to the workplace knowledge and skills developed in classrooms and other learning situations.

ANTA has recognised the critical role of the Key Competencies in ensuring that the Australian work force is equipped with the skills necessary to effectively participate in current and emerging forms of work organisation. ANTA specifies that all Training Packages “require the effective integration of key competencies”.

The seven Key Competencies identified in the Mayer (1992) report are described below.

1. Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

2. Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

3. Planning and organising activities

The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring one’s performance.

4. Working with others and in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5. Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

6. Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

7. Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Key Competencies are essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic, in that they apply to work generally rather than to work in particular occupations or industries.

Levels of Performance

The Mayer committee established three levels of performance in each of the seven Key Competencies. These are stand-alone levels and *do not* correspond to levels in the Australian Qualifications Framework (AQF).

Performance Levels

- **Performance Level 1** describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcome against established criteria.
- **Performance Level 2** describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

In simple terms:

- Level 1 is concerned with the level of competence needed to *undertake* tasks effectively;
- Level 2 with the ability to *manage* tasks; and
- Level 3 with concepts of *evaluating and reshaping* tasks.

Although the levels are designed and used within Competency Standards to indicate levels of complexity, the current definitions are problematic. The industry or workplace context is generally seen as far more indicative in determining the degree of difficulty of the application of the Key Competencies than the prescribed and abstracted performance levels above. Where the Key Competencies are explicitly embedded within the Units of Competence, the level of performance for the group of Key Competencies involved will align to the AQF level for that unit. This will be more readily understood by those delivering training and/or assessment of the unit rather than the performance levels outlined in the units themselves.

Implications of Key Competencies for Vocational Education and Training

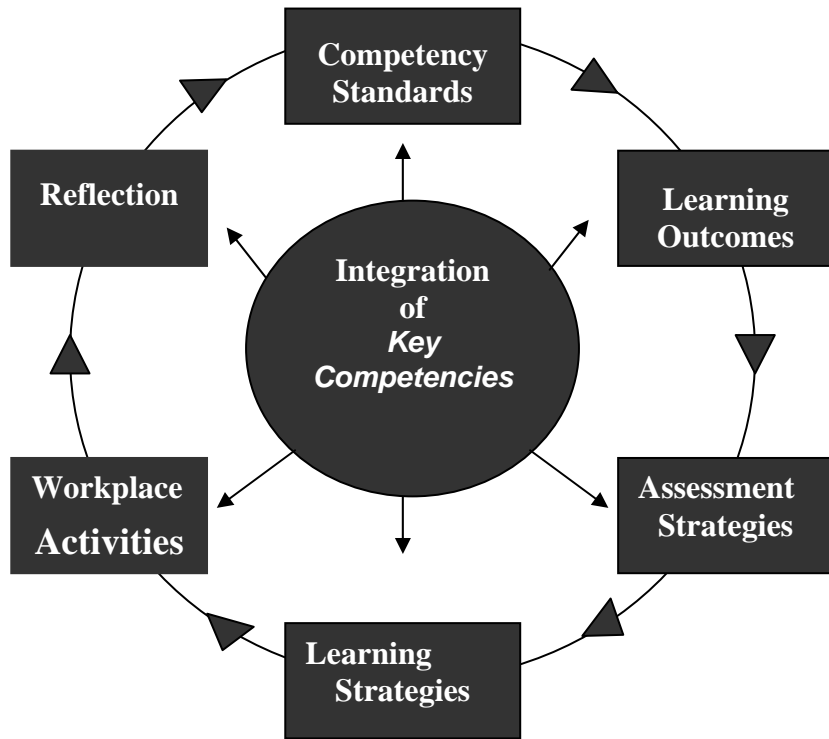
The skills identified by the Mayer committee describe capabilities commonly used as key selection criteria by employers. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies need to be explicitly developed and applied in vocational education and training, both in delivery and assessment, in order to ensure that staff members have the flexibility and adaptability to respond effectively to current and future directions and challenges within Australian workplaces. This means that the Key Competencies cannot be considered as supplementary to vocational competence, they are integral to it. They are part of good learning and are essential to good practice. It is, therefore, critical that Training Package developers, training program developers, teachers and trainers deliberately incorporate the

Key Competencies into the design, customisation, delivery and assessment of vocational education and training programs.

A deliberate effort is required to incorporate the Key Competencies explicitly into every stage of the training cycle, represented in figure 1, through Competency Standard and Training Package development, and through delivery, learning, assessment and reflection.

The Training Cycle



National Competency Standards

for the

Correctional Services Training Package CSC01

Competency Standards in Key Roles

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National Competency Standards for Correctional Services

Key Role 1. Organisational administration and management

Units of competency

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CSCORG003A	Prepare reports	11
CSCORG004A	Prepare reports for justice agencies	15
CSCORG005A	Conduct interviews	20
CSCORG006A	Contribute to work unit planning	24
CSCORG007A	Gather and report complex information.....	27
CSCORG008A	Report to a formal inquiry.....	32
CSCORG009A	Organise and chair meetings	36
CSCORG010A	Establish and maintain networks.....	40
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CSCORG014A	Represent and promote the organisation.....	56
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CSCORG001A Contribute to achieving organisational goals

Element	Performance Criteria
1. Implement the organisation's policies and procedures	<p>1.1 Consult the organisation's policies and procedures and code of conduct to ensure your work practices, behaviour and responsibilities are carried out in accordance with organisation standards</p> <p>1.2 Check new procedures regularly and ensure that knowledge of changes and new requirements is maintained</p> <p>1.3 Ensure that your actions and approach are consistent with the organisation's principles and code of conduct, and with your defined roles and responsibilities</p> <p>1.4 Review and assess your skills and knowledge and make use of training opportunities to develop performance</p>
2. Promote a positive image of the organisation	<p>2.1 Maintain behaviour and presentation which represents the organisation and the service in a positive and professional manner</p> <p>2.2 Ensure that information is correct and authorised when communicating with the public and other services</p> <p>2.3 Use professional and community contacts to promote a positive image of the organisation and its services</p>
3. Contribute to the work team	<p>3.1 Confirm individual and team roles and responsibilities with employment contracts and delegations</p> <p>3.2 Make constructive and cooperative contributions to team activities and goals and challenge unfair and discriminatory actions</p> <p>3.3 Contribute to a productive and harmonious work environment</p> <p>3.4 Complete tasks and contribute to achieving team objectives through cooperation with supervision and team members</p> <p>3.5 Resolve problems through discussion and cooperation in the workgroup</p> <p>3.6 Use opportunities to develop a supportive and trusting working relationship with all people in the work environment</p>

Element	Performance Criteria
4. Maintain professional relationships	<p>4.1 Maintain relationships with colleagues, offenders and the public consistent with the organisation's philosophy, objectives and statutory and ethical obligations</p> <p>4.2 Demonstrate respect for differences in personal values and beliefs and recognise the value of differences in the management of relationships and in collective team activities</p> <p>4.3 Communication is culturally appropriate and is in the language and manner effective and relevant to people from other cultures</p> <p>4.4 Challenge attitudes and behaviour which are unprofessional and inappropriate in the work place.</p>

A. Assessment Guide

This unit is concerned with the role of the individual in making a positive contribution to achieving the quality of service specified in the organisation's policies and strategic plans as part of a coordinated team.

This is a Core Unit for all Certificate qualifications, and applies to applicants with both general and specialist competencies from the range of occupational areas employed in correctional services. For this reason, this unit may be significantly customised, particularly in the assessment of knowledge based on different organisational, sector and locational requirements. This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and performance outcomes which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Range of Applications

The customisation of *organisational policies and procedures* which apply to the applicant for assessment of this unit should be based on routine work roles and responsibilities specified in employment contracts, operational procedures and internal delegations and job descriptions.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork}, {Information management} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1 and 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

It will be necessary to assess evidence for this unit over a significant period of time and in conjunction with evidence gathered for all other units, which have a component of complying with organisational goals and service objectives. This may require opportunities for the applicant to demonstrate performance in a number of locations or service areas in the organisation relevant to the range of responsibilities they may be given.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities over a range of agreed responsibilities and work locations.
- Organisational documents and reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Performance feedback from supervisors, colleagues and clients.

C. Key Evidence requirements

Assessment of this unit will require evidence of performance in the following:

1. Implement organisation's policies:

- Knowledge of organisational goals and practices appropriate for the work site, enterprise and work role, especially organisational policies and procedures and relevant statutory requirements *{KC Information}*;
- Performance complying with all requirements of the routine duties and outcomes of the work site;
- Performance, presentation and behaviour which meets the organisation's code of conduct.

2. Promote a positive image of the organisation:

- Monitoring personal performance and continuous improvement *{KC Problem solving}*;
- Maintaining a positive and confident image to colleagues, offenders and the public;
- Remaining calm and confident in difficult and uncertain situations.

3. Contribute to the work team:

- Dealing with problems and conflict in a fair and impartial manner *{KC Communication}*;
- Ability to challenge unacceptable and discriminatory behaviour in others;
- Building trust and positive relationships with others *{KC Planning and organising}*;
- Respecting the needs and feelings of other and the validity of different values and beliefs *{KC Teamwork}*.

4. Maintain professional relationships:

- Complying with any policies and procedures about workplace relationships and professional contacts;
- Respecting different values and beliefs while challenging discrimination and unfair behaviour;
- Respecting cultural differences in communication and relationships;
- Challenging unprofessional and inappropriate behaviour and attitudes in others.

D. Knowledge

This unit includes knowledge which is specific to and determined by the organisation including:

- all aspects of organisation's policies, objectives, principles, philosophy, strategic plans and procedures relevant to the work role;
- organisation's code of conduct;
- relevant industrial award and classification;
- job description and work contract;

- individual and colleagues/team roles and responsibilities;
- organisation's management, performance management and accountability structure;
- National Competency Standards for Correctional Services;
- training, learning opportunities and career development opportunities.

CSCORG002A Communicate effectively

Element	Performance Criteria
1. Exchange information for specific purposes	<p>1.1 Use two way communication to achieve effective and purposeful exchange of information.</p> <p>1.2 Establish mutual understanding of information received or relayed by investigation, questioning, checking and cross referencing</p> <p>1.3 Information is communicated accurately, in the time required and to all relevant people</p> <p>1.4 Provide constructive feedback where required</p> <p>1.5 Identify and correct contradictions, ambiguity, uncertainty or misunderstandings with a range of sources and references</p>
2. Adapt communication to people and situations	<p>2.1 Recognise the impact of cultural and personal values on communication style and understanding and take this into consideration in the language and communication method selected.</p> <p>2.2 Adapt information for the identified audience or recipients from a range of different communication approaches</p> <p>2.3 Encourage positive involvement and contributions from all involved.</p> <p>2.4 Request expert support or advice or make referrals according to agreed procedures where required.</p> <p>2.5 Include cultural awareness, sensitivity and discretion in communication and interactions with colleagues, offenders, members of the public and other services</p>
3. Communicate effectively in the workgroup	<p>3.1 Acknowledge the nature of issues being raised and provide relevant advice to group members</p> <p>3.2 Negotiate issues and problems and resolve them within the group</p> <p>3.3 Participate in meetings, briefings and group working sessions to maintain understanding and group support</p> <p>3.4 Give clear and informative messages to group members to ensure that the information can be easily understood and acted on</p>

Element	Performance Criteria
3. <i>Communicate effectively in the workgroup (cont).</i>	3.5 Communication style and manner reflects professional standards and awareness of appropriate cultural practices
4. Communicate in writing	4.1 All written communication meets the organisational guidelines and standards in presentation, language format and defined time frames
	4.2 Written material takes account of expectations, requirements and the needs of different audiences
	4.3 Written material is clear, accurate and contains the degree of detail required by the recipient
	4.4 All written material reflects the status, purpose and implications of the document

A. Assessment Guide

This unit is concerned with the competencies required to carry out a range of communication functions to enable effective transfer of information

This unit is a Core Unit for certificate level qualifications. This unit should be assessed in the workplace with demonstrated application to the range of routine and predictable communication requirements encountered in the predictable requirements of the work site. Some specialist communication may have to be assessed in specially constructed exercises such as simulations or projects. Evidence drawn from training environments and simulations will have relevance as a qualified preliminary and formative assessment but must be validated in routine work practice in a specified range of activities and experiences.

This unit may be assessed concurrently with assessment activities and evidence gathered for all other units at the qualification level where communication is included in the criteria.

Range of Applications

Communication will require applications which includes:

- with individuals and with groups;
- with known and unknown audiences (colleagues, offenders, members of the public, other professionals);
- in routine and predictable circumstances including responding to conflict and uncooperative behaviour;
- with people from a range of different levels of authority and responsibility represented in the workplace, including colleagues, offenders, the public, visitors, other service providers and management.

Communication strategies will include:

- active listening;
- giving constructive feedback;
- two-way interactions for different contexts;

- using timing and management of interaction and silence;
- using deliberate non-verbal actions and reactions;
- reflection and summarising for agreement;
- deliberate selection of language from a range of options;
- examples of using cultural awareness/sensitivity;
- flexibility/adaptation of techniques for specific purposes;
- timing of interactions and withdrawal;
- selecting environments conducive to effective communication;
- participating in formal and informal team meetings;
- participating in routine and special meetings.

Written communication will include evidence of:

- informal reports and documents for internal use;
- formal reports which will be used in the justice system and outside agencies;
- complying with the obligations of legislation including Anti-discrimination, Freedom of information and protection of privacy ;
- complying with the organisation's procedures for the storage, security and confidentiality of information;
- using the information technology required by the work site;
- correcting and updating information.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork}, {Information management}, {Technology} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1 and 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

This unit contains a wide range of applications to reflect the very diverse nature of communications and interactions required in Correctional Services. Selection from the range of applications will be justified in terms of work site requirements, work roles and responsibilities and occupational specialisations.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities in a specified range of interactions.
- Organisational standards specifying the requirements for communication.
- Workplace reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations and feedback from supervisors, colleagues and clients.

This unit requires evidence of the following performance of communication with

- individuals and with groups;
- people from different levels of authority and status;
- people from different cultural backgrounds represented in the services of the work place;

- people who have limited English;
- people who have limited literacy in English;
- routine and predictable context and with non-routine activities;
- known people and with unknown people;
- people with disabilities affecting their communication;
- people who are hostile and uncooperative;
- people who are irrational and unpredictable;
- people whose values are challenging and significantly different from social norms.

C. Key Evidence requirements

1. Exchange information

- Maintaining communication which is accurate, relevant, understandable and timely *{KC Information}*;
- Using effective communication techniques to achieve specific and deliberate purposes;
- Using effective communication to enhance positive relationships *{KC Communication}*.

2. Adapt communication

- Adapting communication methods to suit audiences with different cultures and relationships;
- Adapting communication to suit audiences with different status, power and roles in the organisation *{KC Planning and organising}*.

3. Communicate in the work group

- Using communication strategies to resolve problems and conflict *{KC Problem solving}*;
- Clearly establishing expectations and boundaries in relationships;
- Willingness to adapt to changes and new circumstances with flexibility and openness to the ideas of others.

4. Communicate in writing

- Presenting quality and timely documentation and reports for all routine purposes;
- Presenting written material in the range of media used in the work place. *{KC Technology}*.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge:

- principles of effective, interactive communication;
- relevant cultural practices within the organisation and offender's community;
- identification of discriminative language;
- the organisation's code of conduct and policies concerning communication and personal interaction in the workplace;
- organisation's procedures and policy related to information and communication systems, reporting protocol and procedures;
- the technical and professional language used in the justice system and in the services of offender management;
- personal values, own and others, which have an impact on effective communication.

CSCORG003A Prepare reports

Element	Performance Criteria
1. Gather and record information	1.1 Identify the reasons and requirements for recording and reporting and follow the set procedures for specific types of reports 1.2 Identify who will read the report and choose the style of recording and reporting to meet the needs of the reader 1.3 Collect information and set it out in priority order according to reasons why it is being recorded and any set procedures 1.4 Keep accurate and complete information, notes and records 1.5 Check the information with a range of authorities and make sure that its accuracy, relevance and status are all confirmed 1.6 Check whether more information is needed and gather it from a range of sources 1.7 Make sure that the conclusions drawn and the action taken match the information which is available

A. Assessment Guide

This unit is about the competencies needed to prepare offender and administrative reports required by correctional services. It is concerned with providing information in different forms, according to the needs and requirements of the services individual work roles and responsibilities.

This unit should be assessed in the workplace with demonstrated application to the range of communication requirements encountered in the predictable functions of the work site. Some specialist communication may have to be assessed in specially constructed exercises such as simulations or projects. Evidence drawn from training environments and simulations will have relevance as a qualified preliminary and formative assessment but must be validated in routine work practice in a specified range of activities and experiences.

This unit should be assessed in conjunction with assessment activities and evidence gathered for all other units at the qualification level where the assessment activity includes the preparation of reports.

Range of Applications:

Assessment will focus on evidence of reports which meet the requirements of their recipients in:

- format;

- content detail;
- accuracy;
- logic;
- clarity and appropriateness of language;
- urgency.

Different reports should also demonstrate evidence of using a range of different sources and strategies including:

- offender information system;
- interviews;
- incidents;
- case notes;
- reports;
- colleagues.

Assessment will require explanations of the different purposes of the reports, how different requirements have been considered and included in different reports and the way in which the reports will be used, inside and outside the organisation.

Assessment will include examples of paper reports, spoken reports and where required, electronically generated reports.

Reports will show that the applicant can:

- check that information is clear and accurate;
- sort the information into a logical pattern;
- determine what information is relevant;
- recognise the urgency and high risk components of specific reports;
- check what extra information is needed and find it;
- summarise the information;
- make conclusions which are clearly based on the information;
- provide the information in the correct format, language and form required by your organisation and the reason for the report.

Key Competencies

This unit includes Key Competencies in {Communication} at Level 2., {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

This unit reflects the very diverse nature of preparing and presenting reports required in Correctional Services. Selection from the range of variables will be justified in terms of work site requirements, work roles and responsibilities and occupational specialisations.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities in a specified range of

interactions.

- Organisational standards specifying the requirements for communication.
- Workplace reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations and feedback from supervisors, colleagues and clients.

This unit requires evidence of reports prepared for:

- audiences from different levels of authority and status;
- routine and predictable context and with non-routine activities;
- audiences inside the organisation;
- audiences outside the organisation;
- operating procedures and work unit requirements.

C. Key Evidence Requirements

Element 1. Gather and record information

- Knowledge of all the report required by roles and responsibilities and their format, conditions, purpose and accountability;
- Use of the organisation's information system (*KC Information*);
- Confirming the accuracy and relevance of information for specific reports;
- Read, analyse and interpret the documents which contain the information needed (*KC Problem solving*);
- Determine the relevance and suitable presentation of information (*KC Planning and organising*);
- Checking the accuracy and relevance of information with other reliable sources;
- Recording information which is consistently accurate, clear, objective and logical (*KC Communication*).

D. Knowledge

The organisation's policies, procedures, guidelines and requirements for reports including:

- types of reports and their purpose;
- security of information, freedom of information and confidentiality of information;
- using fair and objective language;
- reporting requirements in offender management;
- rules of evidence;
- your organisation's offender risk management system;
- legislation and statutory obligations about reporting in your State or Territory justice system which say what is legally required in your role and responsibilities.

The full range of reports required by the applicant's job including where relevant:

- incident reports;
- witness reports;
- routine periodic reports;
- occupational health and safety reports;
- case/offender file reports;
- reports of meetings.

The information that is needed and where it can be found including:

- the organisation's information recording and storage system;

- paper and computer sources of data and information;
- who needs to have information and the channels for reporting;
- the ways in which information can be retrieved from other people in the organisation;
- the different report writing methods needed in the job;

Techniques for collecting information and checking its accuracy and relevance;

- writing skills for clear, accurate and readable information;
- reading notes and summarising;
- prioritising information;
- analysing information and extracting the important points;
- setting out information in a logical and understandable way.

CSCORG004A Prepare reports for justice agencies

Element	Performance Criteria
1. Maintain current information	1.1 Assess offenders' circumstances and obligations according to the legislative context and organisational procedures 1.2 Check and confirm information related to the conditions of court decisions and sentencing 1.3 Review offender information and amend according to new information 1.4 Interview key people to provide the specific information needed to comply with court conditions and sentencing 1.5 Review services, agencies and programs which relate to the conditions of courts and sentencing and determine suitability and priorities
2. Prepare reports	2.1 Identify the purpose and the audience for the reports required 2.2 Find information which is relevant to the purpose of the report and the needs of the audience, check it for accuracy and seek more if it is needed 2.3 Prepare reports in appropriate or agreed formats which meet the needs of the audience 2.4 Provide conclusions, summaries and recommendations which are consistent with the purpose of the reports and the use they will have 2.5 Provide realistic options and recommendations and justify them for availability, appropriateness, resources and outcomes 2.6 Make sure that conclusions and recommendations are clearly supported according to the information used and evidence which can be checked 2.7 Document the basis for advice and recommendations 2.8 Send reports to selected or relevant people and ask them for feedback 2.9 Handle all information according to the requirements of the organisation and ethical practice

A. Assessment Guide

This unit is about the competencies needed to prepare formal reports required within the justice system. It is concerned with providing information in a statutory context according to the needs and requirements of offender services and the conditions of courts and sentences.

This unit should be assessed in the workplace with demonstrated application to the range of communication requirements encountered in the predictable requirements of the work site. Some specialist communication may have to be assessed in specially constructed exercises such as simulations or projects. Evidence drawn from training environments and simulations will have relevance as a qualified preliminary and formative assessment but must be validated in routine work practice in a specified range of activities and experiences.

This unit should be assessed in conjunction with assessment activities and evidence gathered for all other units at the qualification level which include the preparation of reports.

Range of Applications

Assessment will focus performance of preparing reports which meet the requirements of the organisation and their recipients in:

- format;
- detail;
- accuracy;
- logic;
- clarity and appropriateness of language;
- outcomes, recommendations, judgements;
- urgency.

Different reports should also demonstrate evidence of using a range of different sources and strategies including:

- offender information system;
- offender family and support;
- structured interviews;
- case notes;
- specialist reports;
- justice system reports;
- colleagues.

Assessment will require explanations of the different purposes of the reports in the context of legislative and judicial requirements, how different requirements have been considered and included in reports and the way in which the reports will be used, inside and outside the organisation.

Assessment will include examples of paper reports, spoken reports and where required, electronically generated reports.

Reports will show that the applicant can:

- Check that information is clear and accurate from a range of different sources inside and outside the organisation;
- Sort the information into a logical pattern and determine the relevance and priority of the information;

- Determine the sequence of information and the suitable degree of detail;
- Recognise the urgency and high risk components of specific reports;
- Check what extra information is needed and take further measures to research it;
- Summarise the information to reflect the needs of the audience;
- Make judgements, conclusions and recommendations which are clearly based on the information;
- Provide the information in the correct format, language and form required by the judicial agency and consistent with your organisation's reporting standards.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

This unit contains a wide range of variables to reflect the very diverse nature of preparing and presenting reports required in Correctional Services. Selection from the range of variables will be justified in terms of work site requirements, work roles and responsibilities and occupational specialisations.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities in a specified range of interactions.
- Organisational standards specifying the requirements for communication.
- Workplace reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations and feedback from supervisors, colleagues and clients.

This unit requires evidence of reports prepared for:

- audiences from different levels of authority and status;
- routine and predictable context and with non-routine activities;
- audiences inside the organisation;
- audiences outside the organisation;
- legislative/statutory requirements.

C. Key Evidence Requirements

Element 1. Maintain current information

- Knowledge of legislative and judicial requirements, standards and accountability;
- Use and management of the organisation's information system (*KC Information*);
- Confirm the accuracy and relevance of information for specific reports from a range of different reliable sources (*KC Teamwork*);
- Read, analyse and interpret complex legal documents which contain the information and conditions which applies (*KC Problem solving*).

Element 2. Present reports:

- Adapt information in reports to suit audiences with different status, power and purpose in the organisation and in the justice system (*KC Planning and organising*);
- Use the correct format, language, timing and presentation for different reports(*KC Communication*);
- Make observations, recommendations and conclusions which are supported and justified by accurate and relevant information;
- Manage information according to the organisation's procedures and legal obligations.

D. Knowledge

Assessment of this unit requires evidence of knowledge and understanding of:

The organisation's policies, procedures, guidelines and requirements for reports including:

- types of reports required in the justice system for the management of offenders;
- security of information, freedom of information and confidentiality of information;
- sentencing conditions and requirements including compliance and breaches of conditions;
- objective and non-discriminatory language and decision making;
- reporting requirements in offender management;
- rules of evidence;
- the organisation's offender risk management system;
- legislation and statutory obligations about reporting on offender management in the relevant State/Territory/Federal justice system which determines the nature and purpose of offender and judicial reports.

The full range of reports required by the judicial system in the management of offenders including:

- offender assessment, classifications and reviews;
- routine periodic reports as conditions of supervision;
- appeals/reviews;
- occupational health and safety reports;
- breaches;
- Parole Board reports;
- case management reports;
- special inquiry reports;
- reports of meetings;
- Bail reports;
- Pre-sentence reports;
- Post sentence reports;
- Reports to specialist services.

The information that is needed, factors which have relevance and where it can be found including:

- the organisation's information recording and storage system;
- paper and computer sources of data and information;
- timetables and channels for reporting;
- the ways in which information can be retrieved from other people in the organisation;
- personal information provided through interviewing key people;
- current research and professional papers;
- specialist reports;
- assessment reports;
- offender/case management files.

Techniques for collecting information and checking its accuracy and relevance

- writing skills for sorting and presenting clear, accurate, logical and readable information;
- reading complex legal documents and summarising;
- prioritising information and presenting it in a logical sequence;
- analysing information and extracting the important points;
- identifying and challenging inconsistencies and inaccuracies.

CSCORG005A Conduct interviews

Element	Performance Criteria
1. Plan an interview	<p>1.1 Confirm the purpose and the objectives of the interview and negotiate these with the other person/people involved</p> <p>1.2 Check and confirm all relevant information from different information sources</p> <p>1.3 Select an interview location which is comfortable and which allows for privacy and the confidence to speak freely</p> <p>1.4 Allow time for reflection and helping others to understand and to make progress</p> <p>1.5 Find out who need to know about the interview and let them know.</p>
2. Conduct an interview	<p>2.1 Use communication methods which encourage cooperation the honest exchange of information relevant to the purpose of the interview</p> <p>2.2 Deal constructively and effectively with negative responses and conflict</p> <p>2.3 Act as a role model for cooperative behaviour and communication</p> <p>2.4 Observe behaviour and responses and use questioning to determine moods, emotions and areas of concern</p> <p>2.5 Be prepared for possible crises and direct or discharge them in ways which will suit the situation</p>
3. Implement decisions	<p>3.1 Determine what the key issues and concerns are and what action needs to be taken report them in the right format and to relevant support people and agencies</p> <p>3.2 Deliver responses which are consistent with the nature of the issues and concerns and the degree of any urgency and possible risk of harm.</p> <p>3.3 Give responses and feedback to key people which help achieve the purpose of the interview</p> <p>3.4 Check reactions and responses and give suitable encouragement or direction to reinforce options for support and positive progress</p> <p>3.5 Give support to people being interviewed to encourage them to manage their own issues and taken personal responsibility</p>

A. Assessment Guide

This unit is about exchanging information for specific purposes. The competencies cover both formal and informal interviews used to gain and to give information for a range of purposes. The interviews will involve both individuals and groups of people. The interview may be a meeting.

This unit forms part of the optional units for all Certificate qualifications, and applies to applicants with both general and specialist competencies from the range of occupational areas employed in correctional services. For this reason, this unit may be significantly customised, particularly in the assessment of knowledge based on different organisational, sector and locational requirements. This unit contains knowledge, which may be assessed off the job, for example, in a structured learning process, and performance outcomes, which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Assessment will require evidence of applicant's responses in at least four different interview outcomes including all the examples of referrals listed which are provided by the organisation.

Range of Applications

Assessment will be based on evidence from a number of different interviews including:

- interviews with an individual;
- interviews with a group;
- where you are alone or part of a team;
- interviews with people from different cultural backgrounds and with different personal values.

Assessment will require the applicant to conduct routine interviews and interviews for specific purposes, according to procedures and work roles and responsibilities.

Assessment of applicant working with offenders will be based on interviews with offenders for different purposes including at least three from the following:

- health and welfare;
- behaviour;
- case planning and management;
- reviews;
- referrals;
- breaches;
- intervention.

Assessment will require evidence of conducting routine interviews and interviews which did not go according to plans.

Assessment will require explanations of how the applicant would have dealt with conflict, lack of cooperation and resistance.

Assessment will require evidence of interviews, which use:

- interpreters;
- specialist advisers;

- mandatory formats;
- operating procedures.

Assessment will require evidence of the inside and outside support staff used to refer people to and examples of those referrals for a range of different objectives including:

- urgent response to high risk factors;
- referral for further formal assessment;
- reporting to formal inquiries (courts, parole board, governors inquiry, special leave or movements);
- support from specialist agencies;
- intervention programs;
- case reviews;
- changes to conditions and requirements.

Assessment will include evidence of written reports will document the follow up action taken and the outcomes of the interview.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret procedures. at Level 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities over a range of agreed responsibilities and work locations.
- Organisational documents and reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Performance feedback from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of performance in the following:

Element 1. Plan an interview:

- Knowledge of organisational policies and procedures and relevant statutory requirements which relate to the purpose and outcomes of interviews;
- Matching the design of interviews to the purpose and conditions (*KC Planning and organising*);
- Effective preparation using information and available resources;
- Maintaining flexibility.

Element 2. Conduct an interview:

- Monitoring communication and behaviour;
- Using communication and interaction to achieve the required outcomes (*KC Information*);

- Maintaining a positive and confident approach;
- Remaining calm and confident in difficult and uncertain situations;
- Dealing with problems and conflict in a fair and impartial manner (*KC Problem solving*);
- Challenging unacceptable and discriminatory behaviour in others (*KC Communication*);
- Building trust and positive relationships with others (*KC Teamwork*);
- Respecting the needs and feelings of other and the validity of different values and beliefs.

Element 3. Implement decisions

- Responding to key issues and priorities according to degree of concern and risks;
- Giving constructive feedback and support;
- Confirming agreements and understanding of actions to be taken;
- Making relevant referrals and responses.

D. Knowledge

Knowledge in this unit is specific to and determined by the enterprise concerning:

the principles and methods of effective communication including;

- questioning techniques including the use of open questions and careful active listening;
- use of language, words to create trust;
- checking understanding and agreement;
- avoiding discrimination;
- using techniques such as reflection and summarising;
- recognition of cultural differences and how they effect communication and understanding;
- maintaining the focus and direction of the interaction.

the organisation's policies and procedures including:

- information systems and security;
- confidentiality/freedom of information;
- using sources of information such as offender database and files;
- information reporting and formats;
- duty of care/Code of Conduct;
- protection of evidence;
- offender assessment and referral;
- managing high risk offenders;
- emergency response.

the special needs that some people may have including:

- use of interpreters;
- recognition of their personalities, culture, sensitivities which effect their communication;
- use of liaison staff/community representatives;
- helping people who have problems with reading and writing;
- the effect that some personal conditions have on behaviour and communication;
- the effect that trauma and distress have on behaviour and communication;
- the range of additional services that are available to people if they need them and the conditions of those services including specialist staff from inside and outside the prison;

principles of managing conflict so that it doesn't create risks including:

- effect of negative and uncooperative behaviour;
- effect of provocative language;
- defusing aggression;
- dealing with active and passive uncooperative behaviour;
- cultural differences in creating and responding to conflict and stress;
- effects of personal beliefs and values on communication and relationships.

CSCORG006A Contribute to work unit planning

Element	Performance Criteria
1. Participate in planning activities of the work unit	1.1 Contributions to work plans reflect consideration of corporate goals and their relationship to workgroup and individual goals
	1.2 Contributions to work unit plan reflect consideration of relevant issues including staffing, resource allocations and requirements, and identified time frames
	1.3 Planning activities are completed within the defined time frame and meet the organisational standards
	1.4 Individual work plans promote the achievement of work unit objectives
	1.5 Plans reflect personal and organisational accountability to all clients
	1.6 Feedback is used to check the effectiveness of planning activities
	1.7 All information is handled according to organisational requirements and ethical practice
2. Set objectives	2.1 Objectives are consistent with and linked to organisational aims
	2.2 Objectives are stated as measurable targets with clear timeframes
	2.3 Objectives reflect the support and commitments of team members and clients
3. Implement and review work plans	3.1 Work methods and practices to implement plans are identified in consultation with key people
	3.2 Work plans are the basis for completion of work according to time, workplace requirements and specified standard
	3.3 Reviews of work plans, strategies and implementation is based on accurate, relevant and current information
	3.4 Reviews are based on comprehensive consultation with key interests in the outcomes of the work unit and reliable feedback

Element	Performance Criteria
3. <i>Implement and review work plans</i>	3.5 The results of reviews are provided to all interests and form the basis of adjustments made to policies, processes and activities

A. Assessment Guide

This unit is concerned with the competencies required to achieve results through determining planning and cooperating within work units. Performance in this unit is most likely to be a part of a team effort. Assessment will recognise the team activities as well as individual contributions to team effort. This is a customisation of the unit PSPGOV404A.

This unit has been designed to be assessed directly in the workplace using a range of applications relevant to the enterprise requirements and the defined work role and responsibilities. The underpinning knowledge of this unit may be assessed as part of a training program or professional development activity but needs to be integrated with evidence from work exercises.

Range of Applications

Information is defined by the work of the organisation and individual work role and may include:

- relevant legislation affecting organisational administration;
- agency, corporate and strategic plans and activities;
- relevant industrial agreements and conditions;
- financial accountability and controls;
- financial, personnel and management guidelines;
- technology and data associated with work;
- organisational services, programs and accountability;
- information on offender services, programs, case management and outcomes.

Plans will include examples from:

- daily work plans;
- project plans;
- program plans;
- organisations strategic plans and restructuring/change plans;
- resource plans;
- offender management strategies and objectives;
- skills development plan.

Standards may include:

- performance targets;
- performance management and appraisal systems;
- national competency standards;
- employment contracts;
- client contracts;
- discipline procedures;
- workplace assessment guidelines;
- internal quality assurance;

- internal and external accountability and auditing requirements.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide.

Evidence will be required of performance in a range of variables required by the work site and the defined work role and responsibilities. Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self-directed learning activities;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit requires evidence of the following performance

Knowledge of the relationship between organisation's policies, strategic plans and objectives, procedures, guidelines and management structure and work activities {*KC Problem solving*};
Using team activities to plan and manage work activities {*KC Teamwork*} {*KC Planning and organising*};

Using a range of consultation strategies with team members, colleagues and clients {*KC Communication*};

Using information management system {*KC Information*}.

D. Knowledge

This unit requires evidence of the following knowledge:

- the organisation's strategic plans, policies and objectives for work unit activities and priorities;
- the organisation's policies, strategic plans, guidelines related to the role of the work unit;
- team work and consultation strategies;
- methods for reviewing work activities;
- the organisation's information management and reporting requirements.

CSCORG007A Gather and report complex information

Element	Performance Criteria
1. Gather information	<p>1.1 Consult information from key people and information systems promptly and in accordance with policy and practice</p> <p>1.2 Use effective interpersonal and communication strategies to establish relationship of trust with key people</p> <p>1.3 Identify negative responses and adopt strategies to respond constructively to them</p> <p>1.4 Determine the purpose, process and expectations of inquiries and confirm agreement with key people</p> <p>1.5 Research information with a focus on factual data, contributing behaviour, attitudes and the principal issues</p> <p>1.6 Use effective questioning strategies to enable a comprehensive and relevant exchange of information</p> <p>1.7 Encourage key people to identify and acknowledge problems and issues relevant to the inquiry</p>
2. Analyse information	<p>2.1 Identify and investigate contradictions, inconsistencies and lack of clarity from a range of different sources to ensure the reliability of information</p> <p>2.2 Sort, collate and prioritise information according to the purpose and the issues of the inquiry</p> <p>2.3 Formulate conclusions, recommendations, outcomes consistently with the information available, justified by the evidence and presented in a style and format required by the purpose</p>
3. Report on inquiries	<p>3.1 Gather information from a range of relevant and valid source material</p> <p>3.2 Check the accuracy of information, validate and authorise using a range of sources and methods</p> <p>3.3 Information from other source material is used ethically, accurately and in context</p> <p>3.4 Reports are completed accurately, on time and are reviewed and monitored routinely</p>

Element	Performance Criteria
<i>3.Report on inquiries</i>	3.5 Expression and language is clear and concise and appropriate to the occasion and requirements
	3.6 Reports are prepared and distributed within agreed timeframes and according to organisation procedures
	3.7 Conclusions and recommendations are relevant, substantiated and communicated to all relevant people in the time and format required
	3.8 Service aims and objectives are promoted through quality and consistency of conduct, behaviour and presentation

A. Assessment Guide

This unit is concerned with gathering and analysing information necessary to provide essential advice for a range of purposes including the effective management, support and development of an offender and for general management purposes.

The application of this unit will be determined by the specified roles and responsibilities and duties of the applicant. This unit should be assessed in the workplace with demonstrated application to the range of investigation, research and reporting requirements encountered in the work place. Some criteria for performance in this unit may have to be assessed in specially constructed exercises such as simulations or projects.

This unit will require extensive knowledge based assessment relevant to range of variables applying to the enterprise and the defined work role. This may be done off the job, for example, through a structured learning process and through assessment of performance in the workplace against the range of variables relevant to the routine requirements of the work place and the specified requirements of the defined work role.

The evidence will be largely document based and will be able to make use of self/team assessment and individual evidence portfolios or log books. Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise.

Range of Applications

This unit may apply to an inquiry, which is part of a formal and statutory process, an internal inquiry, which is part of a supervision responsibility or an inquiry which is part of routine information collection and analysis for the purpose of offender management.

Inquiries may contribute to the purpose of:

- offender assessment and review;
- advising on offender management;
- advising on sentence management;
- advising on programs and services;
- review and evaluation of organisational activities and outcomes;
- review of administrative activities and services;

- performance reviews;
- supervision of staff.

Information can be validated using a range of sources including:

- personal or written inquiries;
- internal and external records and documents;
- informal and formal contact with other internal and external services;
- significant people such as police, family, employers, educationalists, psychologists, psychiatrists, medical professionals, institution personnel.

Documentation may include:

- court papers;
- formal reports to courts;
- internal reports;
- justice/police records;
- medical/psychological reports;
- offending history;
- institutional records and files;
- organisational records and reports;
- reports from other agencies/services;
- case notes;
- offender record sheets;
- media reports;
- independent research and reports.

Key people may include:

- significant interested personnel;
- management;
- colleagues;
- specialists;
- clients;
- those in other justice sector services;
- contractors.

Assessments may include:

- court reports;
- supervision orders;
- offender files/case files;
- breaches/revocations;
- pre-sentence reports/pre-release reports;
- transfers;
- referrals;
- social histories;
- risk assessments;
- reviews and service evaluations;
- performance appraisals;
- performance assessment.

Reports may be required for:

- internal record keeping;
- case reports to other agencies/services;
- inquiries;
- case/offender management;
- classification review;
- reception and discharge;
- formal hearings including Children's Court, Supreme Court, Tribunals, Local Court, Offender Review Board, Appeals, District Court.

Reports will be determined by the requirements and operating procedures of the organisation and may include not exclusively:

- Pre sentence reports;
- Pre release reports;
- Probation reports;
- Fine Defaulters reports;
- breaches of orders;
- Parole Board Hearings;
- specialist Reports;
- routine reports;
- specially commissioned reports.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program, self directed study and professional development programs.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment for this unit will require evidence of the following:

- Knowledge and application of organisations policies, procedures, guidelines and accountability in relation to inquiries, reporting in the justice system;
- Compliance with statutory requirements and delegations;
- Level of communication, literacy and language use required by organisations information and reporting procedures;
- Research and analysis skills.

D. Knowledge

Evidence will be required of knowledge of:

- the impact of cultural and social beliefs and practice on own and others values and behaviour;
- organisational policy and practice regarding interviewing, investigation, recording and case management;
- statutory obligation relevant to investigation including laws of evidence;
- familiarity with a range of formal hearings, their function, statutory requirements, procedures and resources and potential outcomes;
- comprehensive range of sources of information relevant to a range of reports;
- roles and functions of the options of sentencing and court orders in the criminal justice system;
- relevant behavioural and social theory;
- theories of individual development and behaviour;
- social welfare systems and services;
- report writing principles;
- organisational manuals, code of conduct.

Evidence will be required of the principles of:

- interpersonal and communication strategies;
- using interpreters;
- working with people with diverse cultural, gender, religious and social backgrounds and beliefs;
- a range of different interviewing and research methods;
- report writing and presentation;
- public speaking.

CSCORG008A Report to a formal inquiry

Element	Performance Criteria
1. Prepare information	<p>1.1 Determine the purpose and the terms of formal inquiries and consider these in the selection of information to ensure relevance</p> <p>1.2 Use a range of reliable and authorised sources of information in compiling reports</p> <p>1.3 Collect and verify all relevant information for currency and accuracy</p> <p>1.4 Identify and notify people required as witnesses or to provide evidence of the inquiry and their need to attend</p> <p>1.5 Determine the conduct and the requirements of the inquiry according to established protocol and practice and all material is prepared and checked against relevance and suitability</p>
2. Present information	<p>2.1 The procedures and directions of the inquiry are followed precisely and accurately</p> <p>2.2 Presentation of information complies with rules of evidence and the purpose and terms of reference of the inquiry</p> <p>2.3 Information is clear, specific, relevant and factual</p> <p>2.4 Personal presentation, manner and language are consistent with the protocol of a formal inquiry</p> <p>2.5 Correct forms of address are used and formal protocol is observed</p>
3. Review and report	<p>3.1 Analyse all information and evidence and validity</p> <p>3.2 Reports contain all relevant information</p> <p>3.3 Check draft reports and remove all unnecessary material and edit content to meet the standards of the inquiry</p> <p>3.4 Reports are factual, complete and objective</p> <p>3.5 Reports are clear and unambiguous</p> <p>3.6 Sources of information are authorised and validated</p> <p>3.7 Recommendations are clear and unambiguous, consistent with the evidence and the constraints</p>

Element	Performance Criteria
3. <i>Review and report (cont)</i>	3.8 Language style and presentation are clear and concise and appropriate for a formal legal document
	3.9 Reports are provided in the range of technology and media suitable and recommended for the context.

A. Assessment Guide

This unit is concerned with the competency required to plan, organise and present information to a formally constituted forum of investigation and decision-making within the justice system.

The application of this unit will be determined by the specified roles and responsibilities and duties of the applicant. This unit should be assessed in the workplace with demonstrated application to the range of investigation and decision making requirements encountered in the work place. Some criteria for performance in this unit may have to be assessed in specially constructed exercises such as simulations or projects.

Range of Applications

This unit has been designed to allow significant contextualisation in recognition of the very wide range of requirements and structures of a formal inquiry in this industry. Inquiries may be for internal management purposes and inquiries may have a statutory and legal basis.

Formal inquiries will be:

- Inquiries conducted by the organisation or its agents for a formally constituted process of the justice system, internal discipline, classification, appeals, parole applications, probation;
- Inquiries conducted by the justice system through its courts.

The degree of formality and the procedures required to be followed will be determined by the terms of reference, practices, the location and the legislative/statutory requirements and purposes of inquiries conducted as part of the applicant's duties.

The extent of the information and evidence required will depend on the requirements, protocol and reporting systems practiced by different forms of inquiry.

Reports will include all reports required by legislation, court orders and conditions, the justice system and internal management which fall in the responsibility of the applicant. This may include a selection from:

- Pre-sentence reports;
- Pre release reports;
- Probation reports;
- classification reviews;
- breaches of orders;
- Parole Board decisions and recommendations;
- appeals;
- discipline;

- specialist reports eg: health, psychiatric, attitude and behaviour, education and training, work placement;
- management reports.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program, self directed study and professional development programs;
- Knowledge testing or inference associated with work activities;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- knowledge and application of organisations policies, procedures, guidelines, practice and accountability related to formal inquiries in the justice system and in the management systems of the organisation;
- knowledge of the statutory requirements and ethics associated with formal inquiries in the justice system;
- knowledge of the processes and protocols of the justice system which determine the purpose, format, scope and outcomes of inquiries;
- written and oral reports which demonstrate the specified practice standards of the organisation;
- use of language, written presentation and format for the specific reports required in the justice system.

D. Knowledge

Evidence will be required of knowledge of:

- organisational policy and practice regarding interviewing, investigation, recording and case management;
- statutory obligation relevant to investigation including laws of evidence;
- the purpose and protocols of a range of formal hearings in the justice system, their function, statutory requirements, procedures and resources and potential outcomes;
- comprehensive range of sources of information relevant to a range of reports;
- roles and functions of the options of sentencing and court orders in the justice system;
- the impact of cultural and social beliefs and practice on own and others' values and behaviour;
- social welfare systems and services;

- report writing principles;
- organisational manuals, code of conduct.

The principles of:

- interpersonal and communication strategies;
- using interpreters;
- working with people with diverse cultural, gender, religious and social backgrounds and beliefs;
- a range of different interviewing and research methods;
- report writing and presentation;
- public speaking/presentation.

CSCORG009A Organise and chair meetings

Element	Performance Criteria
1. Convene meetings	<p>1.1 Ensure that people with an interest in the purpose of the meeting are given sufficient notice and information to allow them to contribute effectively</p> <p>1.2 Consult people attending the meeting for agreement on the objectives of the meeting</p> <p>1.3 Discussion time is allocated to key points in a way which is consistent with their importance, urgency and complexity</p> <p>1.4 Ensure through leadership that the discussion helps those attending the meeting to make useful contributions</p> <p>1.5 Unhelpful arguments and digressions are discouraged firmly, courteously and with positive direction</p> <p>1.6 Provide information and summaries clearly and at appropriate points during the meeting to assist in mutual understanding and agreement</p> <p>1.7 The meeting is conducted to achieve its objectives within the allocated times</p> <p>1.8 Agreed decisions and recommendations fall within the group's authority</p> <p>1.9 Provide clear, accurate and concise information about decisions and recommendations to those who need it</p> <p>1.10 Encourage feedback from those attending and use constructive feedback to improve the effectiveness of future meetings</p>
2. Participate in meetings	<p>2.1 Ensure that preparation for the meeting is sufficient to enable informed and effective participation</p> <p>2.2 Ensure that consultation with the people being represented is sufficient to allow the effective presentation of their views</p> <p>2.3 Contributions to the meeting are clear, concise and relevant</p> <p>2.4 Contributions to the meeting help to clarify problems and identify and assess possible solutions</p> <p>2.5 Acknowledge the contributions and viewpoints of others and include them in discussion in a constructive manner</p>

Element	Performance Criteria
2. <i>Participate in meetings</i>	2.6 Clear, accurate and concise information about decisions made at the meeting is given promptly to those who need it
	2.7 Documentation of decisions is clearly defined and follows agreed practice

A. Assessment Guides

This unit is about the organisation and leadership necessary to chair meetings so that the objectives of the meetings can be achieved. Assessment in this unit will require demonstration of performance chairing meetings in the workplace and in the range of different meeting required by the roles and responsibilities of the applicant and the decision making processes and protocol of the organisation.

Range of Applications

Assessment will require demonstration in the following workplace contexts:

Meetings will include those with participants:

- known, from inside the organisation/work unit;
- from a range of different levels in the organisations;
- with different personal and cultural values and expectations;
- who are cooperative and supportive of the agenda;
- who are uncooperative and challenging;
- from outside the organisation;
- acting for purposes of the organisation;
- acting for purposes of other organisations and agencies;
- who are homogenous in composition and in varied composition;
- forming new group;
- belonging to existing group.

Meeting processes and protocols will include:

- application of formal meeting procedures;
- informal meeting procedures;
- consensus decision making;
- democratic decision making;
- application of constitutional requirements;
- application of terms of reference.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing or inference associated with work activities;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;

- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services, participants of meetings.

C. Key Evidence Requirements

Assessment will require demonstration of the following outcomes:

Element 1.

- Providing clear, accurate and comprehensive information to potential participants;
- Identifying and clarifying the objectives, purpose, processes and context of the meetings;
- Organising the business of the meeting to ensure that sufficient time and resources are available for efficient discussion and decision making;
- Providing the right level of leadership to progress the purpose of the meeting without force or manipulation;
- Discouraging digressions and unhelpful arguments and negative trends in discussion;
- Summarise the progress of discussion and provide information which clarifies progress and agreement;
- Achieve the meetings purposes in the time agreed;
- Summarise all agreements accurately and clearly and with agreement from participants.

Element 2.

- Thorough preparation for meetings by consultation with information and papers;
- Making contributions to the discussion which are clear, concise, relevant and constructive to the achievement of the purpose of the meeting;
- Clarify problems and identify solutions;
- Clarify and summarise decisions and confirm agreement;
- Negotiating follow up, roles and responsibilities;
- Conveying recommendations and meeting outcomes to people who need to know.

D. Knowledge

Assessment of this unit will require demonstration of the following knowledge:

Communication including:

- techniques for consultation, participation and conflict management;
- negotiation for agreement and consensus decision making;
- active listening, summarising, rephrasing and clarification to reach mutual understanding;
- identifying the participation and interpersonal styles and methods of a range of different participants;
- the different communication requirements of diverse personal and cultural values;
- different cultural practice and expectations for consultation and decision making including who should participate and how long it should take;
- use of questioning and rephrasing to progress decision making.

Leadership styles and methods including:

- techniques for initiating action and directing decision making;
- strategies for presenting a confident, assured and direct manner in challenging situations;
- strategies for saying no to unreasonable expectations;
- maintaining ethical practice and beliefs in the face of opposition;
- techniques for building relationships of trust including with people from different cultures;

- strategies for acknowledging and respecting the attitudes and beliefs of others without necessarily condoning them;
- the influence of power and authority and maintaining fair and equitable outcomes;
- techniques for promoting active and genuine participation and ownership.

Meeting requirements including:

- planning to ensure that objectives are prioritised and schedules can be adhered to so that the meetings can make best use of time and resources;
- principles of active listening, questioning, clarifying and rephrasing to reach mutual understanding;
- ways of adapting communication to meet different information needs and different personal and cultural beliefs and expectations;
- ways of adapting information to meet the needs and circumstances of different audiences;
- strategies to make people feel confident and assured in their participation and contributions.

Organisational requirements including:

- policies procedures and protocol around membership of meetings and any representative roles and responsibilities;
- terms of reference of committees and decision making bodies;
- recording and reporting requirements;
- the organisation's information management system;
- any legal or statutory requirements of the meeting body
- Code of Conduct;
- national standards.

Workplace relationships including:

- fair and ethical practice;
- non-discriminatory processes and activities;
- respect for individual rights and confidentiality of information;
- respecting the contribution of all participants and giving credit for achievements;
- presenting and promoting a positive image of the collective group.

CSCORG010A Establish and maintain networks

Element	Performance Criteria
1. Identify professional interests and resources	<p>1.1 Identify the roles of community and professional agencies in the provision of services for offenders, research and report issues through a range of communication and information strategies</p> <p>1.2 Monitor information about the range of services available in the community and review the information for relevance and currency</p> <p>1.3 Maintain and consult a comprehensive and accurate record of organisation and community resources</p> <p>1.4 Identify common and complementary interests and confirm with other services and agencies</p> <p>1.5 Consult colleagues and key people and exchange information relevant to the shared interests</p>
2. Promote awareness of the service and its purpose	<p>2.1 Create opportunities, formal and informal, to provide positive and accurate information about the objectives and the outcomes of the service and to encourage support</p> <p>2.2 Provide information to relevant agencies and key people to enable a supportive attitude towards service and offender issues</p> <p>2.3 Ensure that information on service policies and goals is accurate and designed to encourage understanding and support</p> <p>2.4 Research information about changes and current trends in community and service attitudes and analyse to inform action and reports</p>
3. Develop networks	<p>3.1 Establish contact with a comprehensive range of services and agencies according to community and organisational protocol and practice</p> <p>3.2 Establish effective working relationships with key people in agencies and services</p> <p>3.3 Identify other agencies' principles, objectives and guidelines and confirm common and complementary purpose</p>

Element	Performance Criteria
3. <i>Develop networks</i>	3.4 Identify support and referral requirements of other agencies and check for consistency and mutual interest and priorities 3.5 Anticipate the issues of other agencies about the justice system and contact with offenders and address these positively honestly and respectfully 3.6 Information about existing services is used in the design and development of offender management and for specific project 3.7 Conduct contact with other agencies through appropriate and agreed forums

A. Assessment Guide

This unit is concerned with the competencies required to identify agencies within the criminal justice system and in the community and to maintain interaction to enable a more comprehensive and coordinated provision of service and community information

This unit applies to the work required to deliver services for offenders which are delivered in the community or where the community provides external support and involvement. It applies to case management which includes a significant component of external agency support and provision of service.

Range of Applications

Networks may be broad and cross a spectrum of services and community interests or may be within the specialist services and interests and may include:

- representatives from other service and support agencies with an interest in the needs of offenders;
- generic community services;
- specialist community services including those for different cultural groups;
- criminal justice agencies;
- key community representatives;
- professional associations and connections;
- offender/case management teams.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures at Level 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

This unit should be assessed in the workplace and assessment should include the opportunity to demonstrate evidence from work in the wider community.

Evidence will be required of performance in a range of variables required by the work site and the defined work role and responsibilities

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program to determine underpinning knowledge.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- knowledge and application of organisation policies, procedures and practice related to the protocol and guidelines which determine contact with other agencies, services and the wider community {*KC Information*};
- knowledge of and interaction with the services and programs of the organisation {*KC Teamwork*};
- knowledge of a wide range of services and resources in the wider community related to services and support for offenders {*KC Problem solving*};
- a range of communication and consultation strategies demonstrating effective relationships with people outside the organisation {*KC Communication*};
- promoting a positive and cooperative image of the organisation and its services {*KC Planning and organising*}.

D. Knowledge

Assessment of this unit requires evidence of knowledge of the following:

- key people and service agencies in the community;
- key people and agencies in the justice system;
- community resources available and guidelines for access;
- community protocols and communication channels;
- key community and service agencies;
- range of effective communication strategies for cooperative and inter-agency decision making;
- organisation's code of conduct;
- organisation's offender management policies and procedures and protocols.

CSCORG011A Manage activities to meet client requirements

Element	Performance Criteria	
1. Negotiate client requirements	1.1	Contribute to honest and confidential discussion of client interests
	1.2	Provide clear and accurate information about the features and benefits of products and services to clients
	1.3	Agreements contain all relevant information needed to determine the work activities necessary to meet client requirements
	1.4	Agreements comply with legal and organisational requirements
	1.5	Information provided by and to clients is recorded, stored, used according to legal and organisational requirements
	1.6	Review client agreements regularly determine improvements that can be made
2. Plan activities	2.1	Relevant people are consulted about the activities needed to meet client requirements
	2.2	Plans take into account past experience, resources available, and likely circumstances which might effect activities
	2.3	Plans allow client requirements to be met in the time agreed
	2.4	Plans meet the organisation's policies, objectives and legal responsibilities
	2.5	Relevant people are consulted about the plans and confirm their support and contributions
	2.6	Additional resources, team practices and skills needed are developed to meet client requirements
3. Maintain the work environment	3.1	All relevant people are advised about their legal and organisational responsibilities to maintain a healthy, safe and productive work environment
	3.2	Resources and support are allocated to ensure that people involved can work in a healthy, safe and productive environment
	3.3	The work environment is reviewed and improved through the involvement of team members
	3.1	The work environment meets all legal and organisational requirements
	3.5	The work environment is as productive as possible within work constraints

Element	Performance Criteria
3. <i>Manage the work environment</i>	3.6 Respond to breaches in health and safety promptly and in line with policies and legal requirements
	3.7 Relevant people receive recommendations for improving the work environment clearly and promptly
	3.8 All records of health and safety are complete, accurate and meet requirements
4. Monitor products and services	4.1 Consult relevant people about all aspects of the quality of products and services and acknowledge their advice on improvements to the processes involved
	4.2 Continuous review of products and services complies with contract plans according to quality management practices
	4.3 Relevant people receive support to help them maintain and improve quality
	4.4 Clients give feedback on how effectively their requirements are being met
	4.5 Review contracted prices and conditions according to changing demands, supplies and technology
	4.6 Consult clients on a regular basis regarding their short and long term needs for products and services and when there are significant changes to products and services
	4.7 Processes routinely check that products and services continue to meet customer and organisational requirements
	4.8 Prompt action is taken when products, services and processes fail to meet requirements
	4.9 Records of customer agreements and outcomes are clear, accurate, comprehensive and comply organisational policies.
	4.10 Procedures are implemented and reviewed during the manufacturing or service supply process to ensure that best practices and operator safety exist

A. Assessment Guide

This unit is about managing work activities to meet client requirements and contracts. It covers negotiating all aspects of client expectations and managing the resources and work environment to ensure mutual satisfaction and continuous improvement.

The evidence provided for assessment of this unit will be drawn from a range of work

applications reflecting the nature of the services provided by the organisation, its service and operational mandate, the management system and culture and the applicant's specific roles and responsibilities.

Client services may be contracted with:

- other operational units within the organisation;
- external agencies in the justice system;
- service funding bodies targeting offender needs;
- the manufacture, production and service supply to the corporate or government sector;
- the delivery of specialist offender services.

Range of Applications

Assessment will require demonstrated performance in the following contexts:

Agreements and contracts must comply with:

- organisational quality standards;
- product and service quality standards;
- existing and available resources;
- realistic and achievable contract conditions;
- transparent communication, reporting and recording;
- customer and service focus;
- sound financial management;
- competitive tendering systems.

Consultations and information will be consistent with:
organisational policies and objectives;

- legal requirements;
- consultation with relevant people;
- financial and commercial viability;
- effective use of time and resources;
- probity and duty of care.

Consultation will be held with:
a range of different customers;

- consultants;
- management;
- team members;
- operative staff;
- product and service experts.

Activity plans should include:

- organisational quality standards;
- product and service quality standards;
- existing and available resources;
- realistic and achievable contract conditions;
- transparent communication, reporting and recording;
- customer and service focus;
- sound financial management;
- competitive tendering systems;
- effective use of time and resources;

- probity and duty of care.

Work environment should include:

- effective resource use and maintenance;
- probity and duty of care;
- occupational health and safety policies and procedures;
- non-discriminatory and accountable employment, delegations and work practice;
- clearly defined policies, guidelines and agreed practice;
- accurate and clear information and reporting systems;
- physical site and locations;
- indoor and outdoor facilities;
- equipment;
- materials;
- working procedures.

B. Evidence guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge which can be inferred from performance or confirmed through questioning.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

The evidence provided to demonstrate managing activities to meet customer requirements will show consistency with:

- effective and valid consultation strategies;
- using a range of reliable sources of information;
- negotiating agreements which reflect mutual requirements and organisational and legal compliance;
- promoting and responding to feedback;
- maintaining accurate and comprehensive records and reporting to key people;
- designing activity plans which are realistic, manageable, mutually agreed to and containing all the components necessary for implementation and measurement;
- managing resources efficiently, safely and cost effectively;
- developing resources based on activity plans;
- maintaining a safe, healthy and productive work environment;
- applying quality assurance mechanisms and processes;
- applying continuous improvement methods;
- developing systems for product and service review and redesign.

D. Underpinning Knowledge

To demonstrate competency in this unit evidence will be required of knowledge of the following:

Organisational policies and obligations related to:

- occupational health and safety;

- organisation's philosophy and objectives and its political context;
- allocation of resources;
- financial accountability;
- recording and reporting;
- security;
- risk assessment.

Legal and accountability obligations related to:

- different forms of contracts and commercial agreements and compliance requirements;
- recording contracts and agreements;
- information management;
- duty of care;
- ethical practice and probity;
- competitive tendering.

Product management related to:

- process for continuous improvement through consultation and open and honest communication;
- effective communication techniques especially related to negotiation, contracts, formal agreements and team collaboration and cooperation;
- maintaining a customer focus;
- quality management systems and their implementation processes;
- principles of quality assurance;
- public relations and product promotion;
- financial management of product and service commodities;
- requirements for dealing with internal and external customers;
- strategies for reaching mutually satisfactory and realistic agreements;
- product information related to the focus of the work environment;
- strategies for planning and monitoring activities;
- consultation methods and principles of team participation;
- principles of time and resource management;
- product and service standards and best practice model.

CSCORG012A Coordinate a work team

Element	Performance Criteria
1. Develop and maintain a cooperative work group	<p>1.1 Encourage staff to make constructive contributions to team decisions and planning</p> <p>1.2 Acknowledge contributions to work group operations and respond positively to feedback and suggestions from team members</p> <p>1.1 Staff skills are used and developed according to work requirements</p> <p>1.4. Staff contribute actively implementing new work practices</p> <p>1.5 Address conflict between staff members in accordance with current personnel practices.</p>
2. Communicate objectives and required standards	<p>2.1 Staff are informed of the objectives and standards required</p> <p>2.2 Encourage staff commitment to objectives and standards to promote continuous improvement</p> <p>2.3 Model and promote principles and practices of safe, fair and participative work practices to staff</p> <p>2.4 Provide regular constructive feedback on all aspects of work performance to individuals and team to promote continuous improvement</p> <p>2.5 Assess performance and address requirements in a fair and timely manner in accordance with relevant guidelines, procedures and performance criteria</p>
3. Support development activities	<p>3.1 Identify specific training needs of individuals and support a process of training to develop skills and experiences</p> <p>3.2 Develop and implement agreed action plans to meet individual and group training and development needs</p> <p>3.3 Encourage and support staff in applying skills and knowledge in the workplace</p> <p>3.4 On the job training is provided to the required standard</p> <p>3.5 Encourage and support staff to attend training courses and to take up other development opportunities</p>

Element	Performance Criteria
4. Provide leadership to the work group	4.1 Check and confirm the link between the function of the group and the goals of the organisation
	4.2 Use participative decision making routinely to develop, implement and review work of the group and to allocate responsibilities where appropriate
	4.3 Ensure that opportunities and encouragement are given to others to develop new and innovative work practices and strategies
	4.4 Identify and resolve conflict with minimum disruption to work group function
	4.5 Provide staff with the support and supervision necessary to perform work safely and without risk to health
	4.6 Allocate tasks within the competence of staff and support staff with appropriate authority, autonomy and training
	4.7 Supervision is appropriate to changing priorities and situations and takes into account the different needs of individuals and the requirements of the task.

A. Assessment Guide

This unit is concerned with the competencies required to achieve operational outcomes and effective working relationships through managing and developing individuals and teams. This is a generic management unit, which has been designed to allow significant contextualisation according to the requirements of the enterprise, management structures and applicants' work roles and responsibilities. This is a customisation of PSPGOV501A. This unit should be assessed in the workplace or, where this is not feasible, in a suitable simulation applying the context and material of the workplace and its requirements.

Range of Applications

Relevant information affecting the work group could include:

- legislation;
- organisation and department plans;
- industrial awards, agreements and contracts;
- agency policies, procedures and protocol;
- quality, performance, contracts and competency standards;
- efficiency indicators.

Standards may include

- national competency standards;
- performance management standards;
- performance appraisal systems;
- discipline procedures;
- workplace assessment guidelines;

- internal quality assurance;
- internal and external accountability and auditing requirements.

Training and development opportunities may include:

- formal course participation;
- on the job training;
- work experience;
- external study;
- conference and seminar attendance;
- induction;
- job rotation/exchanges.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

Evidence will be required of performance in a range of variables required by the work site and the defined work role and responsibilities

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or a self directed professional development exercise;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will require evidence of the following performance:

- assessing and evaluating work outcomes and individual and team performance;
- working effectively in a team environment *{KC Teamwork}*;
- giving constructive feedback on performance *{KC Communication}*;
- using consultative strategies for team decision making *{KC Planning and organising}*;
- resolving conflict with and between staff *{KC Problem solving}*;
- reporting on the achievement of work outcomes *{ KC Information}*;
- applying a range of different performance development approaches.

D. Knowledge

Assessment of this unit requires evidence of knowledge:

- principles of effective team operation;
- principles of human resource management;
- policies, procedures and strategies for performance development in the workplace;
- industry assessment and performance management policies and guidelines.

CSCORG013A Use information to make critical decisions

Element	Performance Criteria
1. Obtain the information needed to take critical decisions	1.1 Identify the information needed to make the required decisions
	1.2 Check and confirm that the sources from which information is gathered are reliable and sufficiently wide-ranging to meet the context of the decision
	1.3 Ensure that methods of obtaining information are reliable, effective and make efficient use of resources and are consistent with the purpose and implications of the decision
	1.4 Ensure that methods of obtaining information are consistent with personal and professional values, ethics and legal requirements
	1.5 The information obtained is accurate, relevant and sufficient to allow decisions to be taken
	1.6 Take prompt and effective action where information is inadequate, contradictory or ambiguous, to deal with this
2. Analyse information for decision making	2.1 Objectives for analysis of information are clear and consistent with the decisions you need to make
	2.2 Information gathered is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions
	2.3 Methods of analysis are suitable to achieve the objectives
	2.4 Analysis of the information correctly identifies patterns and trends significant to the decisions needed to be taken
	2.5 Conclusions are clear and supported with reasoned arguments and appropriate evidence
	2.6 Differences between fact and opinion are clearly identified
	2.7 Records of analysis are sufficient to show the assumptions and decisions made at each stage
3. Take critical decisions	3.1 Decisions are based on sufficient, valid and reliable information and analysis
	3.2 Decisions are consistent with personal and professional values, ethics and legal obligations

Element	Performance Criteria
3. <i>Take critical decisions</i>	3.3 Advice is obtained from relevant people if there is insufficient information or decisions conflict with values, policies, guidelines and procedures
	3.4 Decisions are made in time for appropriate action to be taken and are communicated to those who need to know
4. Advise and inform others	4.1 Research on the advice and information needs of clients is comprehensive and sufficient and take account of practice constraints
	4.2 Provide advice and information at a time and place and in a form and manner appropriate to the needs of the recipients
	4.3 Information provided is accurate, current, relevant and sufficient
	4.4 Advice is consistent with organisational policy, procedures and constraints
	4.5 Advice is supported by reasoned arguments and appropriate evidence
	4.6 Check and confirm recipients' understanding of the advice and information given
	4.7 Maintain confidentiality according to organisational and legal requirements
	4.8 Use feedback from recipients to improve the way you provide advice and information

A. Assessment Guide

This unit is about using information to make critical decisions effectively. It covers obtaining relevant information, analysing this information, and taking decisions which are critical to your practice. It also covers advising and informing other people.

The evidence provided for assessment of this unit will be drawn from a range of work applications reflecting the nature of the services provided by the practice, the legal structure of the practice and its contracts, the professional culture and the applicant's specific roles and responsibilities.

Range of Application

The evidence provided to demonstrate using information to make critical decisions will show consistently with:

- the organisation's policies, procedures, legal framework and accountability;
- service and program objectives and quality assurance criteria and processes;

- strategic plans, business plans and performance management processes;
- the organisation's agreed practices for supervision and reporting ;
- legal and ethical practice including duty of care to team members and occupational health and safety.

Evidence will show examples of using different sources of information relevant to the purpose:

- published media;
- specialist research findings;
- data from internal files;
- data and information held by other services, agencies and practitioners;
- information gathered from the client or the client's agent.

Evidence will show use of different methods of gathering information:

- observation and listening;
- checking written material including referrals and client files;
- questioning (in person or indirect);
- individual research;
- checking research provided by others.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program, self directed study and professional development programs.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- Compliance with all organisational policies, procedures and guidelines and with legal requirements related personal work roles and responsibilities.
- Compliance with all legal requirements for the management of information.
- Maintaining and monitoring ethical use of information and ethical decision making.
- Demonstrating the performance criteria in the context of the full range of applications.

D. Knowledge

- measures to test the accuracy, relevance and sufficiency of data and information needed to make decisions;
- how to identify information which is contradictory, ambiguous, inconsistent and inadequate and how to deal with these problems;
- the importance of information management to the effectiveness and accountability of the service to the client;

- the types of information essential to the roles and responsibilities;
- the range of sources of information and how to use them most efficiently and effectively;
- how to identify new sources of information which may be required and which may extend knowledge;
- methods for checking the validity of new information and its sources;
- the legal and ethical obligations;
- methods for checking that decisions are consistent with available information;
- different methods of analysing information and selecting methods appropriate to the decisions which need to be made;
- how to analyse information to identify patterns and trends;
- how to draw conclusions which are logical, defensible and justifiably based on the information and data available;
- how to distinguish between fact and opinion and how to deal with them;
- how to present a reasoned, logical argument based on the outcomes of analysis of information;
- the importance of objective analysis of information;
- the importance of record keeping to the availability, sorting and analysis of information;
- methods for keeping records safe, secure and accessible;
- people who have a interest in the information and in the decisions whether as sources of information or who will be affected by the decision;
- people who can give advice or additional or specialist information;
- strategies to address a conflict of interest;
- methods to communicate advice and information effectively to others through speaking and writing;
- the importance of confirming the recipient's understanding of information and advice and how to do this;
- the type of advice and information different people and different interests require;
- the situations when it is allowable or necessary to take initiative and act autonomously;
- the importance of giving and taking feedback on the quality and relevance of both information and decisions;
- the importance of ensuring the accuracy and reliability of information.

CSCORG014A Represent and promote the organisation

Element	Performance Criteria
1. Represent the organisation	1.1 Promote a positive image of the organisation at every available opportunity
	1.2 Communicate issues, policies and practices effectively to a range of audiences in writing and orally
	1.3 Develop and distribute authoritative and specialist advice within the area of responsibility
2. Influence others	2.1 Design interpersonal communication to meet the needs of the audience and the objectives of the presentation
	2.2 Convey points of view and information in a positive manner which contributes to consensus
3. Liaise and negotiate to achieve outcomes	3.1 Negotiation undertaken is effective in achieving the determined objectives of the communication
	3.2 Use conflict resolution techniques effectively to ensure agreement and positive outcomes for participants
	3.3 Identify and involve appropriate key people in achieving outcomes
	3.4 Consult key people to assist in achieving determined outcomes
4. Build and maintain networks	4.1 Develop and maintain networks and work relationships to provide identifiable benefits to organisation, clients and self
	4.2 Identify and maintain contact with informal and formal networks to assist in achieving determined outcomes
	4.3 Apply appropriate time and effort to establishing and maintaining networks to ensure their effectiveness in meeting determining outcomes

A. Assessment Guide

This unit is concerned with the competencies required to use a broad range of communication techniques to provide information and enhance the public image of the organisation with a range of professional networks outside the organisation.

This unit is a generic management unit. and has been designed to be contextualised to meet

the requirements of different enterprises and work roles.

This unit can be assessed off the job, for example in a structured training program applying the context of the enterprise and the work role. It will be more effectively and economically assessed through evidence provided in routine work practice and across a range of applications relevant across the industry, professional programs and services, with the wider community and general management.

Range of Applications

Networks will include:

- formal and informal groups;
- internal and external interests;
- professional networks and associations;
- internal and inter departmental;
- range of community and other services and agencies.

Oral Communication will include:

- public and specially targeted presentations;
- public promotions;
- providing tailored information;
- consulting and advising;
- chairing and participating in meetings;
- briefings;
- interviews;
- media activities.

B. Evidence Guide

Performance should be demonstrated across a significant range of variables relevant to the enterprise.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or work based learning exercise;
- Knowledge testing or inference associated with work activities;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Evidence for this unit must cover the following key aspects of performance:

- comprehensive knowledge of organisations philosophy, policies, management structures and systems, accountability, legislative framework, quality maintenance systems, industrial and political framework;
- extensive networks with key people within the organisation and in allied other organisations including the community;
- effective communication strategies of negotiation, public presentations, and the design of promotional material;
- management skills such as coordination, strategic planning and time management.

D. Knowledge

Assessment of this unit will include evidence of the following knowledge:

- a range of complex oral and written communication techniques and their principles
- principles and techniques of negotiation;
- internal and external services and agencies related to the objectives of the workplace and its clients and services;
- the key people inside and outside the organisation who have an impact on its culture, services, resources and policies;
- techniques and strategies for public presentation;
- the public and political context of the organisation and its services and the influences on it;
- detailed information about the management, services and standards of the enterprise and organisation.

CSCORG015A Coordinate resource allocation and usage

Element	Performance Criteria
1. Allocate available resources to achieve results	1.1 Resource allocations enable achievement of work unit objectives
	1.2 Resource allocation complies with relevant guidelines and legislation
	1.3 Resource allocation is based on the assessment of current workloads and staff needs against circumstances, skills, experience and resources available
	1.4 Effective allocation and acquisition of resources is supported and endorsed with team and colleagues
	1.5 Effective use of resources is reviewed and reported according to team practices and <i>organisation procedures</i>
2. Monitor, evaluate and report on resource usage	2.1 Systems enable timely and accurate monitoring and evaluation of resource usage against targets and organisational standards
	2.2 Maintain records of resource allocation and usage in accordance with relevant legislation and guidelines
	2.3 Identify and address resource usage issues against feedback and review information
	2.4 Ensure that resource usage is accurately reported in an appropriate format and on a regular basis
	2.5 Reports indicate the level of performance achieved and any follow up action required
	2.6 Use appropriate technology to resource the monitoring systems.

A. Assessment Guide

This unit is concerned with the analysis of existing and required resources, their effective application to organisation's objectives and priorities and accountability for their use

This is a generic management unit, customised from PSPGOV503A of the Public Services Training Package and has been designed to be contextualised to reflect enterprise and work role requirements. This unit should ideally be assessed in the workplace but it can be assessed through a training program which uses routine work place requirements.

Range of Applications

Resources will depend on the size and nature of the workplace and organisation and work role and will include but not exclusively:

- finances;
- facilities;
- access to services;
- stock and supplies;
- own and team members time;
- own and team members skills/expertise;
- equipment;
- transport;
- technology;
- training;
- specialised support;
- materials/consumable;
- accommodation;
- living needs;
- administration/office equipment and systems.

Key Competencies

This unit includes Key Competencies in {Problem Solving},{Using information},{Mathematical concepts} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit requires evidence of the following performance:

- knowledge and application of the organisations policies procedures and practice regarding resource management and accountability, management system and structures, reporting systems *{KC Problem solving}*;
- calculating resource usage and reporting *{KC Mathematical concepts}*;
- the accurate and effective planning, acquisition and accounting for a range of resources in the range of applications *{KC Planning and organising}*;
- reviewing resource usage and adjusting according to organisation's objectives *{KC Information}*.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge:

- aspects of organisation's policies, objectives, principles, philosophy, strategic plans, procedures relevant to the objectives of the organisation and the use of its resources;
- individual and colleagues/team roles and responsibilities;
- organisation's management and accountability structure;
- principles of team work/group work;
- relevant operational procedures for allocation and acquisition of resources;
- stock handling procedures;
- financial management principles and procedures;
- budget processes.

CSCORG016A Coordinate the implementation of change

Element	Performance Criteria
1. Plan for change	1.1 Create opportunities to develop and communicate solutions to problems and issues in the workplace 1.2 Use group processes to assess proposals to determine the benefits and costs of change and advise key people of the outcomes 1.3 Ensure that all key people are involved in developing a change management strategy and plan 1.4 Plans for implementing change demonstrate an awareness of the political, resource and industrial context
2. Implement change in the workplace	2.1 Determine resources required to implement change and allocate as required and according to priorities 2.2 Provide direction and support in the change process and impact to team members to enable commitment and a collective focus 2.3 Promote cooperation from key people to assist in and support the implementation of change 2.4 Provide information on the operational aspects of change within the work unit routinely to colleagues 2.5 Ensure that training is organised where required to develop the awareness and skills needed by staff to benefit from change
3. Evaluate change	3.1 Develop feedback and monitoring mechanisms to ensure implementation of change meets strategic plans and objectives 3.2 Monitor the impact of change and evaluate progress and issues according to evaluation mechanisms 3.3 Provide feedback on the impact of change to key people as input to planning and policy development and reporting.

A. Assessment Guide

This unit is concerned with the competencies required to influence the change management activities of the organisation and to support those involved in the change.

This unit is customised from the Public Services Training Package.

This unit is a generic management unit and will require contextualisation for correctional services enterprises and jurisdictions and relevant applications of organisational and systemic change. This unit should be assessed in the workplace applying workplace context and material drawn from the range of variables and relevant to the enterprise requirements and the defined work role.

Range of Applications

Change in the workplace can include:

- implementation of new work practices;
- machinery of government change;
- budgetary reform;
- organisational restructure;
- technology transfer to the workplace;
- emerging community issues;
- new government programs;
- natural disasters;
- staffing changes.

Key Competencies

This unit includes Key Competencies in {Problem Solving},{Using information},{Mathematical concepts} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

This unit should be assessed in the range of variables required by the workplace and the defined work role

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self directed learning activities.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will be based on evidence of the following performance:

- knowledge of the industry and the political, economic and social context and environment in which change is occurring {*KC Information*};
- knowledge of the impact and effects of change on individuals and organisations {*KC Problem solving*};
- supportive and effective teamwork and leadership {*KC Teamwork*};
- compliance with the organisations philosophy, policies, guidelines, practice, management structures including systems and objectives {*KC Planning and organising*};
- reports to key people and communication with staff {*KC Communication*}.

D. Knowledge required

Assessment of this unit requires evidence of the following knowledge:

- models for organisational change and experiences of the outcomes, obstacles and implications of change in organisations;
- consultative mechanisms and protocol of the organisation;
- organisational structures accountability and reporting systems;
- the political and industrial context of the industry;
- organisational and departmental objectives and strategic plans.

CSCORG017A Manage a work unit

Element	Performance Criteria
1. Plan and monitor the services of the unit	<p>1.1 Ensure that unit guidelines, procedures and practice model are developed, monitored, reviewed through active consultation and participation with all key people</p> <p>1.2 Promote the contribution of the unit and its outcomes in the organisation and correctional community</p> <p>1.3 Design and monitor internal information and reporting systems for efficiency and effective communication and accountability</p> <p>1.4 Provide key people with information about the services, standards, processes and achievements of the unit and encourage them to support and promote them</p> <p>1.5 Maintain routine team meetings designed to encourage routine participation in planning and services review</p> <p>1.6 Maintain liaison with other senior management in corrections and the justice system and with relevant other key people in the community and in related agencies</p>
2. Manage unit resources	<p>2.1 Determine resource requirements according to efficiency criteria and negotiate allocations according to determined need and service priorities</p> <p>2.2 Ensure that resources, equipment and living and work environments are designed and maintained to agreed safety, health and hygiene principles and policies</p> <p>2.3 Maintain financial control and monitoring to ensure that budgets and delegations are kept within agreed limits and allocations</p> <p>2.4 Financial systems, reporting and accountability are consistent with the organisation's and contract requirements</p>
3. Supervise and support staff	<p>3.1 Identify and monitor staff functions, duties and responsibilities required for the effective and productive operation of the unit and staffing needs are reported and negotiated</p> <p>3.2 Recruitment and selection of staff is conducted according to identified criteria and procedures</p>

Element	Performance Criteria	
3. <i>Supervise and support staff</i>	3.3 Identify the skills required and staff training and development needs and provide appropriate training and skills development	
	3.4 Identify and counsel inappropriate behaviour to promote a positive attitude towards industry standards and performance improvement	
	3.5 Support and reinforce productive and effective behaviour with team members	
	3.6 Ensure that staff performance appraisal and counselling is provided according to policies and work contracts.	
	3.7 Support and encourage staff to respond positively to change affecting the workplace	
	3.8 Identify issues and concerns affecting work performance of staff and provide counselling and support to resolve problems	
	4. Demonstrate effective decision making	4.1 Routine and special meetings are convened, chaired, recorded and action taken according to agreed format and methods appropriate to the culture of the unit and the work team
		4.2 Use a range of consultation methods to involved staff, management and other related services and experts in the decisions affecting the unit
4.3 Promote the use of a range of flexible problem-solving strategies and techniques to produce creative and innovative thinking		
4.4 Evaluate decisions and actions for their effectiveness and positive outcomes and make adjustments to plans and .		
4.5 Ensure that decisions and actions are documented and reported and recorded according to agreed procedures.		

A. Assessment Guide

This unit is concerned with the role of managing the staff, program and resources of a self-contained work group or a special purpose unit, program or project

This unit is a generic management unit and will need to be significantly contextualised to reflect the specific nature of diverse work units in correctional services. The specific applications will vary considerably within the industry depending on management structures and on the nature of specialisations and services within enterprises and the administration

Range of Applications

Factors which will influence the nature of the unit will include:

- type of institution and degrees of custody and security;
- size, number of staff, range of services;
- location, layout and construction/design;
- accommodation available and required;
- type of record system - manual/electronic;
- type of equipment available;
- philosophy, objectives and purpose of the centre.

Examples covered by this unit might include:

- mainstream correctional units in custodial and community services with responsibility for the supervision of offenders under court orders and sentence conditions;
- alternative detention units;
- community based program;
- emergency response team;
- education and training centre;
- dog squad;
- specially commissioned review or implementation team;
- health team;
- catering services;
- therapeutic units;
- employment/ commercial enterprises;
- escorts/transport;
- information technology;
- human resources;
- Parole Board support unit;
- finance management;
- special research/inquiry.

Organisational Policies will include the relevant selection from:

- occupational health and safety;
- reporting and recording procedures;
- offender/case management;
- sentence management;
- equal opportunities;
- anti discrimination;
- Code of Conduct;
- induction and training/ staff development;
- recruitment;
- security/ intelligence;
- human resource management;
- management and service protocols;
- financial management and accountability;
- inquiries conducted in the justice system and the organisation;
- offender assessment units;
- service and consultant contracts.

Procedures/regulations/requirements will include:

- statutory/legislative/legal;
- organisational and contractual conditions;
- organisational/service policy/practice/procedures;
- professional standards/code of conduct/ duty of care.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

This is a generic management unit and will be customised from the range of variables according to the requirements of organisations, enterprises, workplaces, defined work roles and responsibilities.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or a self directed learning and work experience program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- knowledge and analysis of the political, management and service context and culture of the organisation and its services {*KC Problem solving*};
- complex strategic service planning and evaluation {*KC Planning and organising*};
- knowledge and consistently accurate application of organisations financial systems and resource policies and accountability {*KC Information*};
- effective supervision of a range of generalist and specialist staff {*KC Teamwork*};
- using team work to produce effective decision making and commitment;
- producing a positive team culture of cooperation, continuous improvement of performance and transparent standards and accountability {*KC Communication*}.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge and understanding:

- relevant organisational policies and procedures listed in the range of applications;
- relevant aspects of legislation applying to the management and services of the organisation;
- communication and information systems including consultation, reporting and information management;

- interviewing/counselling/negotiation and mediation techniques;
- the personal and social/cultural factors influencing the context of the organisation and the staff;
- risk/conflict management principles, methods and processes;
- principles of change management in a service organisation;
- justice system structures and political influences;
- community networks, protocol, leaders, services and agencies with an interest in justice services;
- industrial issues and agreements in the corrections industry;
- styles and culture in correctional services.

CSCORG018A Manage team work through delegations

Element	Performance Criteria
1. Delegate responsibility and authority to others	<p>1.1 Ensure that staff who have the necessary ability and potential are given equal opportunity to develop skills and experience through structured work opportunities</p> <p>1.2 Delegate authority and responsibilities to people able to deliver the required outcomes</p> <p>1.3 Information and instruction about the work delegated is clear, explicit and allows sufficient time for the work to be carried out</p> <p>1.4 The manner of delegating encourages commitment and enthusiasm in the people involved</p> <p>1.5 Delegations take account of the developmental needs of the people involved</p> <p>1.6 Sufficient resources are support are provided to ensure that the delegated work can be completed in the time required and the quality specified</p> <p>1.7 Delegations are reviewed at suitable intervals and arrangements are revised where necessary</p>
2. Negotiate targets for delegated work	<p>2.1 The purpose of the work and its outcomes are clearly identified and clarified with the people involved</p> <p>2.2 Targets for the work are consistent with the organisations objectives and priorities</p> <p>2.3 Targets are realistic and achievable within organisational resources and conditions</p> <p>2.4 Targets are designed to take account of the competencies and experience of the individuals and teams involved</p> <p>2.5 Targets specify the measures to be used to determine progress and the times at which the targets and progress will be reviewed</p> <p>2.6 Targets are communicated using methods which promote commitment, enthusiasm and creative approaches from the people involved</p> <p>2.7 All relevant parts of the organisation are informed about delegated work, targets and the review of targets.</p>

Element	Performance Criteria
3. Provide advice and support	<p>3.1 Advice and support are provided to individuals and teams working under delegation to ensure understanding, cooperation, commitment and quality of performance</p> <p>3.2 Advice and support are based on accurate analysis of the issues, obstacles and problems and their possible solutions</p> <p>3.3 Advice and support are given in ways which confirm a shared commitment to the objectives of the delegated work</p> <p>3.4 Advice and support give encouragement and positive direction to people involved in the delegated work</p> <p>3.5 Nature and timing of advice takes account of the need for people to work autonomously and control their own work responsibilities</p> <p>3.6 The interests of delegated individuals and work teams is foster and promoted in the organisation</p>

A. Assessment Guide

This unit is concerned with delegating responsibilities and authority at a senior level. It involves giving responsibility and authority for substantial pieces of work – whole or part programs, and priority one-off tasks – to others through a consultative and equitable process. This unit is a generic management unit and will need to be significantly contextualised to reflect the specific nature of diverse work which is delegated in correctional organisations and services.

This unit should be contextualised for the specific requirements and context of the enterprise and work unit and it should be assessed on the basis of evidence gathering through direct workplace applications.

Range of Applications

Factors which will influence the processes and requirements for delegations will include:

- type of institution and its management procedures;
- philosophy, objectives and purpose of the service;
- chain of command and accountability;
- roles and responsibilities of supervisors.

Work may be delegated through more than one example of:

- internal secondments;
- temporary positions;
- acting positions;
- internal and external contracted services;
- extension of routine duties and responsibilities;
- allocation to new duties;
- the introduction of new programs or requirements.

Organisational policies will include:

- human resources and personnel;
- occupational health and safety;
- reporting and recording procedures;
- equal employment opportunities;
- anti discrimination;
- Code of Conduct;
- induction and training/staff development;
- recruitment;
- regulations specific to the area of work;
- operational procedures;
- work transfers ;
- performance management;
- protocols;
- financial management and accountability;
- contracts.

Procedures/regulations/requirements will include:

- statutory/legislative/legal;
- organisational/service policy/practice/procedures;
- professional standards/code of conduct/ duty of care.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

This is a generic management unit and will be customised from the range of applications from the requirements of organisations, enterprises, workplaces, defined work roles and responsibilities.

The principal evidence for assessment will be drawn from direct work performance and work place activities and outcomes.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in professional development exercises based on actual work applications.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- knowledge and consistent application of organisation's employment and delegations systems and resource policies and accountability *{KC Information}*;
- effective supervision of a range of different individuals and work teams in delegated work *{KC Communication}*;
- using team work to achieve defined targets *{KC Teamwork}*;
- maintaining commitment and enthusiasm for work and its objectives *{KC Planning and organising}*;
- demonstrating a model of commitment, fairness, open decision making and motivation *{KC Problem solving}*.

D. Knowledge:

Assessment of this unit will require evidence of the following knowledge:

- relevant organisational and service policies and procedures listed in the range of variables;
- recognition of discriminatory behaviour;
- relevant aspects of legislation applying to the range of applications;
- communication requirements including reporting and information management;
- interviewing/counselling/negotiation and mediation techniques;
- cultural awareness related to promoting cultural diversity in the workplace;
- risk/conflict management;
- principles of change management;
- justice system services, structures and political environment;
- industrial agreements and conditions in the corrections industry;
- principles of effective and developmental supervision;
- management and leadership styles and culture.

CSCORG019A Manage projects in justice and offender services

Element	Performance Criteria
1. Supervise project team	<p>1.1 Team members are consistently motivated to fulfil the tasks allocated to them with commitment and enthusiasm</p> <p>1.2 Team members consistently receive clear, accurate and up to date information appropriate to the role and responsibility they will have in the project</p> <p>1.3 Delegate responsibilities to team members and others in ways which make best use of the personal and team resources</p> <p>1.4 Team members and key people have effective opportunities to contribute to the development of the project</p> <p>1.5 Problems experienced by team members are promptly and correctly identified and strategies to resolve them put in place</p> <p>1.6 Team members receive the support they need to achieve their objectives throughout the timeframe of the project</p>
2. Monitor progress of the project	<p>2.1 Processes for monitoring and evaluating the work of the project are consistent with project plans and schedules and conducted so that project can achieve its goals</p> <p>2.2 The evaluation accurately measures progress against plans and schedules and identifies emerging risks and obstacles and their causes</p> <p>2.3 All stages of work have clear authorisation to ensure that activities begin, progress and finish according to plans</p> <p>2.4 Project activities and resources are controlled in line with plans and their justified adjustments and consistent with the project's scope and definition</p> <p>2.3 Evaluation methods actively seek ways to improve the work of the project and introduce change in a way which minimises disruption and team harmony</p> <p>2.7 Changes to activities, resources and plans are made with the involvement and agreement of team members and key people and are accurately recorded and provided to those who need to know</p> <p>2.8 The project sponsor is involved promptly in any need to review the project scope and definition, or significant changes to the project plan</p>

Element	Performance Criteria
3. Develop strategies to maintain project quality	3.1 Analyse all information about the project to determine the positive and negative aspects of the process and products
	3.2 Identify problems with the project promptly and accurately and analyse issues for potential causes and solutions
	3.3 Consult the perspective of team members and key people for their measures of the quality of the work of the project
	3.4 Team members and key people contribute to the improvement of quality and the solution to problems
	3.5 Negotiate a range of strategies to improve the performance of the project with team members and key people through a process of analysing strengths and weaknesses
	3.6 Improvements to the project make efficient and effective use of the resources available
	3.7 Agreed improvement and solutions are implemented in a way which maintains the support of team members and key people
4. Maintain communication with key people	4.1 Key people receive timely, forward looking and relevant information which is consistent with the project's plans and helpful to the project achieving its goals
	4.2 Team members and key people contribute effectively to the information provided
	4.3 The content of the information meets the needs of the key people while maintaining agreements on confidentiality
	4.4 The information is presented in styles and formats most appropriate to the needs and interests of key people
	4.5 The distribution of information is effective in reaching key people
	4.6 Information from key people and from sources with an interest in the project is actively sought and assessed for its implications.

A. Assessment Guide

This unit is about managing the work of substantial complex projects which are essential to the strategic objectives of the project sponsor and the organisation. This unit should be assessed against actual work activities. Assessment in simulated activities should only be used to confirm or extend the variables evident in the real work activities.

Range of Applications

Projects should include a significant range of the following components:

- strategic implications for the sponsor;
- substantial resource implications for the sponsor;
- a high level of complexity in components of the plan, range of team members, technical requirements of process and objectives;
- involving senior and specialist key people;
- involving external organisation.

Team leadership should include evidence of:

- transparent selection and delegation processes;
- open and democratic decision making;
- fair and equitable distribution of work and responsibilities;
- constructive performance appraisal and skills development;
- supported opportunities to extend experience and performance;
- clear and accurate information exchange and communication methods;
- promotion and recognition for the value of diversity and individual differences.

Quality improvements may include:

- changes to process;
- involvement of additional key people;
- recruitment of additional and different resources;
- skills development;
- strategic focus on removing obstacles;
- changes to schedules;
- reviewing scope and definitions;
- changes to the content and distribution of information;
- streamlining processes to produce more immediate risk assessment.

Quality improvement will require changes to at least three of the components:

- technical;
- financial;
- physical and human resources;
- project performance and outcomes;
- project plans and schedules.

Key people will be inside the organisation and in external organisation and will include:

- team members;
- senior management;
- specialist and professional service providers;
- contracted service providers;
- technical experts;
- representatives of service/product consumers.

B. Evidence Guide.

Evidence will be drawn from the range of routine and required work activities relevant to the performance criteria, the range of variables and the organisational environment. Evidence must include observation in the workplace as well as performance in a simulated environment where necessary to confirm the transferability of the competencies and may include combinations of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Evidence of meeting the competencies of this unit will demonstrate:

- ethical and professional relationships with all people with an interest in the project;
- maintaining the commitment, motivation and support of team members;
- mutually successful negotiation outcomes with team members and key people;
- clear documentation of all aspects of the process and outcomes of project management;
- knowledge of the organisation's policies, strategic objectives and current practices related to project management and review and compliance with these;
- compliance with all legal and statutory obligations and accountability related to the organisation's operations, services and projects;
- application of the principles and range of models of project planning and management
- accurate analysis and measure of resource use;
- accurate identification and analysis of contingencies and risks and successful implementation of changes to overcome these;
- introduction of continuous improvement strategies including staff performance development;
- mutually beneficial selection, deployment and delegation to team members;
- inclusion of resource control and budget management processes;
- effective recording, reporting and distribution of information.

D. Knowledge

This unit requires demonstration of the following knowledge:

the organisation's policies, procedures and practices related to project management and accountability;

legal and statutory obligations associated with project management in the context of the organisation and its services;

the role and relationship of projects and their management within the strategic objectives and purposes of the organisation and the wider justice system;

current project management and quality assurance methods;

the organisation's recent experience with project management and constraints arising from this;

methods of analysing and costing resource capacity and use;

methods of control and accountability of processes and resources;

principles of team leadership and team development;

the objectives and methods for effective negotiation;

recording and reporting requirements;

opportunities for training, professional/skills development and learning activities.

CSCORG020A Determine the effective use of financial resources

Element	Performance Criteria
1. Propose expenditure for activities	<p>1.1 Key people contribute to developing and endorsing proposals for expenditure</p> <p>1.2 Proposed expenditure takes into account past experiences</p> <p>1.3 Proposed expenditure takes into account trends, developments, opportunities, need and demand and other factors likely to effect costs and returns</p> <p>1.4 Proposed activities are clearly linked to organisational objectives and strategies</p> <p>1.5 The program of work includes targets, standards and monitoring methods</p>
2. Establish budgets for activities	<p>2.1 Relevant people participate in determining the budgets</p> <p>2.2 Budget proposals are clear, concise and present a cost benefit analysis</p> <p>2.3 Budget proposals are presented in the format required by your organisational management practices</p> <p>2.4 Budget proposals take into account current commitments and additional requirements</p> <p>2.5 Budget proposals are based on an accurate interpretation of valid and relevant data and a realistic evaluation of risk</p> <p>2.6 Resolve and document areas of uncertainty or contention</p> <p>2.7 Conduct negotiations in a way which maintains good working relationships with the people involved</p> <p>2.8 Negotiate budget proposals and finalise agreements in the time required</p> <p>2.9 Provide relevant people with information about the budget decisions in a manner and time which contributes to their cooperation and confidence.</p>
3. Control expenditure and activities against budget	<p>3.1 Team members take individual responsibility for monitoring and controlling expenditure and activities against budgets</p>

Element	Performance Criteria
3. <i>Control expenditure and activities against budgets</i>	3.2 Methods of monitoring expenditure and activities against budgets are reliable and comply with your organisation's requirements
	3.3 Monitoring is conducted against agreed costings and at appropriate intervals
	3.4 Take corrective action in response to actual or potential significant variation from budgets promptly and effectively and report outcomes
	3.5 Refer requests for expenditure outside the area of the budgets promptly to the relevant people
	3.6 Records of activities against budgets are complete, accurate and available to authorised people

A. Assessment Guide

This unit is about the efficient management of resources across substantial programs and activities of work. It covers making proposals for expenditure, agreeing budgets and controlling activities so that they operate within budget. Assessment of this unit will be applied in a range of applications reflecting the nature of the services provided by the organisation, the legal structure of the organisation, the management system and culture and the applicant's specific roles and responsibilities.

Assessment of this unit will vary depending on the legal and accountability structures of the organisation and will be influenced by whether performance is applied in a public sector organisation or a corporate sector organisation and the nature of service contracts and reporting.

Range of Applications

Compliance requirements relevant to *managing the effective use of financial resources* will be found in all of the following:

- the organisation's policies, procedures, legal framework and accountability;
- quality and continuous improvement systems and processes;
- strategic plans, business plans and performance management;
- the organisation's agreed practices for managing and reporting on resources;
- legal and ethical practice including contractual obligations.

The preparation of budgets will include information and research drawn from all of the following:

- current and past budgets and financial reports;
- data on service activities and outcomes;
- resource projections and costings;
- sources of funding and the criteria for funds;
- real costing of services;
- the costs/benefits of using different resources and services;

- the information and reporting requirements.

Evaluation will use more than one of the following methods of assessment:

- comparative;
- qualitative;
- quantitative.

Evidence will include demonstrating all the following types *of program proposals*:

- expanding the scope of current services;
- developing new services/products;
- where financial resources will come from inside the organisation;
- where financial resources will come from outside the organisation;
- long term programs (several years or more);
- short term programs (less than one year).

Evidence will include *negotiation* with at least two of the following *relevant people*

- team members, colleagues;
- senior management;
- contacts outside the organisation.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self directed study or professional development program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will require evidence of performance of:

- maintenance of all organisational policies, procedures and guidelines related to resources and their use;
- compliance with all legal requirements for the use of organisational resources;
- demonstration of all performance criteria in the context of the full range of applications.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory and contractual requirements:

- all aspects of organisation's policies, objectives, principles, philosophy, strategic plans, procedures relevant to financial planning, management, reporting and accountability;
- individual and colleagues/team roles and responsibilities and accountability for financial planning and management;
- organisation's general management and accountability structures and systems;
- professional, ethical and business standards for financial management.

CSCORG021A Research issues and concerns in correctional services

Element	Performance Criteria
1. Select appropriate research strategies	1.1 Research strategies are suitable for the requirements of the research and the available resources
	1.2 A combination of research methods contributes to the validity and reliability of the outcomes
	1.3 The selection of research strategies depends of consultation and support from key people
2. Gather information	2.1 Identify all relevant information sources and use effective methods of collecting information
	2.2 Design materials and aids needed to conduct research and allocate these to matched methodology
	2.3 Collect information in the determined times and methods, record and store it according to negotiations with the sources and information management requirements
3. Consult with key people	3.2 Identify and consult a representative range of people and groups with an interest in the issues
	3.3 Check information for accuracy and address the need for further information with effective follow up
	3.4 Consultation purpose, methods and activities complies with the agreed practices and protocol of the organisation and other interested agencies
	3.4 Consider and incorporate the comments and views of all interests consulted where relevant and justified by the research
4. Organise and analyse information	4.1 Information is organised in a form which lends itself to analysis and is suitable for the purpose of the research
	4.2 Information is checked with other available research
	4.3 Confirm data and information with those who provided it and report clearly and comprehensively
	4.4 Patterns, observations and explanations are justified by the information and the context
	4.5 The conceptual framework of the analysis and the assumptions is clear to those being consulted and in reporting

Element	Performance Criteria
5. Report the findings of the research	5.1 Reports include complete and accurate details of the research methodology, information and analysis
	5.2 Piloting and testing research validates the research findings using a range of feedback from key people and a range of different processes
	5.3 The research findings reports are in an accessible and useable style and format
	5.4 The results of the research are reported and made available to all key people who have an interests in the issues researched

A. Assessment Guide

This unit is concerned with the testing, analysis and validation of information and practice necessary to provide essential advice in the investigation, review and evaluation of matters for social and organisational policy development and decision making relevant to current and foreseeable issues in correctional services.

This unit should be assessed in any setting where research is undertaken preferably in relation to actual issues and material of the workplace and applied to the range of variables relevant to the enterprise and the work role.

Range of Applications

The contexts for undertaking research for specific purposes may include:

- preparation of a range of organisational information for policy development, strategic planning, marketing and promoting services, planning new services, reviewing existing services, providing advice to management;
- responsibility for research specific to a service, its clients, interests and relationship within the wider system;
- responsibility for research for specific client interests and issues;
- research into the interests of the criminal justice system or correctional services.

Key people may be:

- within the organisation or department;
- in other services, agencies or departments;
- in the education/training field;
- other researchers;
- management;
- industry representatives;
- community leaders;
- colleagues;
- offenders;
- service and department clients.

Sources of information and consultation will include:

- personal contact;
- paper based;
- electronic, including Internet;
- internal and external documents;
- data bases;
- resource material.

B. Evidence Guide

Evidence for this unit is likely to be through documentation of actual research undertaken.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- applying a range of research strategies relevant to the nature of the research;
- use of a wide range of information sources;
- effective consultation with a relevant range of key people;
- knowledge of organisations consultation, reporting and accountability systems and processes;
- skills of analysis applied to complex data;
- literacy, language and written presentation skills for formal report writing;
- personal time management;
- wide range of consultation methods;
- complex communication;
- negotiation with a wide range of know and unknown stockholders;
- negotiation with senior management and specialist professional;
- complex written communication;
- interpretation and analysis of data and information;
- complex problem solving;
- use of information technology;
- networking inside and outside the work place;
- cross cultural awareness and communication.

D. Knowledge

Knowledge required should include:

- agency, organisation and legislative requirements, policies, procedures, practice;
- current and suitable research methodologies;
- consultation models, protocol and practice;
- information systems, manual and electronic;

- any relevant professional code of ethics;
- report presentation;
- cultural implications of research methods and the cultural analysis of information.

CSCORG022A Provide leadership in justice services

Element	Performance Criteria
1. Promote the role and contribution of justice services in the community	1.1 Consult colleagues in the justice system about mutual interests to promote open, frank and confidential discussion and a positive image of the purpose and contributions of the organisation
	1.2 Inform colleagues about service plans and activities, emerging threats and opportunities in which they have an interest
	1.3 Ensure that roles, relationships and protocols of communication and mutual support are clear, realistic and productive
	1.4 Ensure that networks and work relationships are developed and maintained to provide identifiable benefits to organisations, clients and services
	1.5 Promote a positive and energetic image of justice services at every available opportunity using a range of media and forum
	1.6 Present contemporary issues concerning justice services to key people and communities in a confident and comprehensive way ensuring open and informed debate and decision making
	1.7 Provide authoritative and specialist advice within the area of responsibility to a wide range of interests
2. Monitor and develop the quality of justice services	2.1 Research standards and benchmarks for justice and promote them using flexible consultation strategies with all key interest in the justice system
	2.2 Use a wide range of opportunities to raise awareness and commitment to the value of justice services amongst service providers, staff and in the community
	2.3 Analyse information on the performance of services from a wide range of sources and check for community reactions and quality performance
	2.4 Analyse the political, legal and structural issues which have an impact on the justice system for their impact on future needs and provisions

Element	Performance Criteria
2. <i>Monitor and develop the quality of justice services</i>	<p>2.5 Consult decision makers and provide them with information about the provision of justice services and the issues related to them</p> <p>2.6 The information about the justice services is up-to-date, reliable, accurate and consistent with the needs of the audience</p> <p>2.7 Key people contribute constructively and openly to debates about justice services in a way which promotes a creative and forward looking progress</p>
3. Represent the interests of the justice system in national and international forum	<p>3.1 Reports on activities, progress, results and achievements are timely and accurate and conducted according to professional agreements and protocols</p> <p>3.2 Reports contain clear and accurate information about emerging threats and opportunities with a degree of urgency appropriate the situation.</p> <p>3.3 Negotiated objectives and proposals for action are clear and realistic</p> <p>3.4 Present proposals for action at appropriate times to those who need to use them in decision making processes</p> <p>3.5 Address disagreements with the intention of making constructive efforts to resolve them and maintain good working relationships</p> <p>3.6 Conduct consultations with relevant people in a respectful way which values differences as well as agreement</p> <p>3.7 Provide clear and relevant guidance on values, ethics and standards of practice and give support to the promotion and maintenance of these values</p> <p>3.8 Where problems and conflicts arise which cannot be addressed routinely, provide adequate resources to resolve the situation promptly</p>

A. Assessment Guide

This unit covers the competencies required to promote the role and contribution of justice services, monitor and develop the quality of services and represent the interests of the justice system in national and international forum.

Assessment of this unit will be conditional on a range of applications reflecting the nature of

the services provided by the organisation, the legal structure of the service and its contracts, the system and culture of management and the applicant's specific roles and responsibilities in the justice system.

Range of Applications

Assessment in this unit will be based on demonstration of relationships with:

- colleagues working at the same level in the justice system;
- colleagues working at higher level;
- colleagues working at a supervised level;
- groups from mixed levels;
- colleagues in other organisations inside and outside the justice system;
- colleagues responsible for allied services and with different services;
- community leaders;
- the public media;
- decision makers in public policy, politics, government, business, finance, national and international agencies and forum;
- networks of senior administrators;
- decision makers in education and training.

Assessment will be based on compliance with the following policy and legal requirements:

- organisation's Code of Conduct;
- organisation's policies, procedures and guidelines reflected appropriate and agreed workplace relationships and ethical practice;
- formal delegations;
- national standards;
- service contracts
- ant-discrimination legislation;
- public sector management act where relevant;
- legal and statutory basis of the organisation;
- protocols for senior relationships within the justice system and with agencies outside the justice system.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or a self directed, mentored or professional development program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

Assessment for this unit may be based on evidence drawn from a generalist role and interests or from at least two of the following specialisations:

- health services;
- welfare services;
- training and education;

- administration;
- finance and resources;
- human services;
- human resources;
- information technology;
- business services and contract management;
- public policy;
- quality management and auditing;
- promotion and marketing.

C. Key Evidence Requirements

The evidence provided to demonstrate providing leadership in the justice system will show consistency with:

- the organisation's policies, procedures, legal framework and accountability relevant to the justice system and its services;
- strategic plans, business plans and performance management processes for systems and services;
- agreed practices and protocols for consultation and professional networks, inside and outside the organisation and in State, National and International forum where relevant;
- legal and ethical practice including internal and external protocols, professional standards and relationships, delegations and accountability, political interests and constraints, expectations and limits of the roles and responsibilities of yourself and other key people in the justice system;
- operating effectively in state, national and where relevant, international forum;
- operating effectively in both general and specialist interests in justice services.

Evidence will demonstrate performance in the following areas of work role requirements:

- development and maintenance of professional relationships with a comprehensive range of key people and agencies in justice services;
- establishing and maintain communication in complex human service, industrial and political context;
- providing high level specialist advice to senior decision makers;
- providing information based on complex analysis of service data in the context of public, legal and political accountability;
- providing formal presentations to industry, national and international forums.

D. Knowledge

Knowledge is specific to the justice environment, specific to enterprise requirements and statutory context of the organisation, the judicial system and the applicants' roles and responsibilities.

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

Organisation policies, procedures and political environment including

- Strategic plans, Code of Conduct;
- policies, procedures and guidelines reflected appropriate and agreed workplace relationships, ethical practice, roles and responsibilities, delegations in representing the organisation, specialist services, management, reporting and accountability;

- legislative basis for the organisation including public sector services and corporate contracts;
- management and decision making structure of the organisation and of other key and allied services and agencies in the justice system;
- protocols of inter-agency relationships within and outside the justice system;
- political platforms, policies and interests affecting the justice system;
- contemporary political environment and its significance for consultation, collaboration and effective working relationships at different levels;
- justice system strategic plans, goals, objectives, services, programs and purpose;
- key people and decision makers in the organisation, allied agencies in the justice system and the public and corporate sector and their interests and priorities.

Communication principles and techniques including:

- consultation methods, techniques and protocols with senior decision makers;
- a range of communication strategies adapted to complex and sensitive issues and concerns
- the significance of communication in developing and maintaining effective relationships and influencing others;
- negotiation at an executive level;
- cross cultural issues related to communication and negotiation.

Information management including:

- information protocols within the organisation, the justice system and with other agencies;
- ways of determining the information needed by colleagues, key people and their interests;
- using discretion and confidentiality.

Working relationships with reference to:

- the service, policy, management and accountability structure of the justice sector;
- legislation relevant to the management and services of the justice system;
- the nature of support needed by colleagues in the justice system and the timing of that support;
- group dynamics and factors which have an impact on the effectiveness of working groups;
- techniques and strategies needed to encourage and ensure effective working relationships in both familiar and unknown forum;
- factors which influence the development and maintenance of trust in working relationships;
- strategies and techniques for tackling difficult and controversial issues with colleagues in the context of maintaining effective relationships and promoting positive images and consensus.

CSCORG023A Plan changes in justice services

Element	Performance Criteria
1. Identify opportunities for improvements	<p>1.1 Monitor trends in the community and in human services and evaluated them for their implications for justice services</p> <p>1.2 Ensure that information gathered through a wide range of media is relevant, reliable and balanced to allow valid analysis and judgements to be made</p> <p>1.3 Consult key people with an interest in the services of the justice system and give opportunities for them to contribute to the evaluation of services and areas needing change</p> <p>1.4 Confirm that improvements identified are realistic and consistent with the organisations strategic plans, objectives and policy and with the political and social environment of justice services</p> <p>1.5 Consult key people inside and allied to the justice system with relevant, clear and accurate information about the context and proposal for change.</p>
2. Evaluate the costs and benefits of change	<p>2.1 Use complete and accurate information to evaluate current and proposed justice services, outcomes and processes to identify relative benefits and disadvantages</p> <p>2.2 Determine resource implications of options for change and assess them according to priorities and benefits</p> <p>2.3 Ensure that analysis of the implications of change is consistent with the information and the identified objectives relevant to services in the justice system</p> <p>2.4 Include the advice of key people in the analysis</p> <p>2.5 The evaluation of proposed changes includes information drawn from past experience and likely future circumstances</p> <p>2.6 Check the identified benefits and disadvantages and confirm these with all key people likely to be effected</p>
3. Plan the implementation of change	<p>3.1 Provide clear and accurate information on proposed change to relevant people at the appropriate time</p> <p>3.2 Consult key people with an interest in the justice system and the changes and give them sufficient opportunity to contribute</p>

Element	Performance Criteria
3. <i>Plan the implementation of change</i>	3.1 Identify obstacles to change are and design constructive strategies to overcome the obstacles
	3.2 Actively promote the proposed changes with key people
	3.3 Arguments are backed with clear and accurate evidence
	3.4 Implementation plans identify the people and the resources involved and roles, responsibilities and outcomes are clearly defined
	3.5 Design feedback and monitoring mechanisms to ensure implementation of change meets strategic plans and objectives
4. Promote agreement on the implementation of change	4.1 Present plans for the implementation of change positively and comprehensively to all key people with an interest in the changes
	4.2 Explanations for purpose, process and outcomes of change are clear and accurate
	4.3 Assess the understanding and responses of key people and their level of commitment
	4.4 Check that compromises made during negotiations remain consistent with the purposes and objectives of change
	4.5 Conduct negotiations in a manner which maintains positive and productive working relationships with those involved
	4.6 Report failure to reach agreements objectively and in a manner which maintains morale and motivation and positive professional relationships
5. Implement and monitor changes	5.1 Introduce implementation activities at a time, level and pace which can be accommodated by those involved
	5.2 Allocate resources needed for implementation according to priorities and the stages of the plan
	5.3 Monitor and evaluate the impact of change according to evaluation mechanisms using methods which minimises disruption
	5.4 Problems arising from implementation are dealt with promptly and effectively and through flexibility and reasonable modifications

Element	Performance Criteria
5. <i>Implement and monitor changes</i>	5.5 Key people are involved consistent with their roles, responsibilities, skills and levels of commitment
	5.6 Results are consistent with objectives and expectations
	5.7 Changes reflect the quality standards agreed to and endorsed by the organisation
	5.8 Provide feedback on the impact of change to senior staff as input to planning and policy development and reporting.

A. Assessment Guide

This unit is concerned with the competencies required to identify and implement constructive change in the policies and services of the justice system

This unit should be assessed in the workplace applying workplace context and material drawn from the range of applications and relevant to the enterprise requirements and the defined work role.

Range of Applications

Change in justice services will include examples of a significant selection from the following:

- implementation of new work practices;
- requirements of organisational and systemic reviews;
- requirements of external reviews;
- recommendations from statutory inquiries;
- new justice legislation;
- new contracts for justice services;
- machinery of government change;
- changes in government;
- budgetary reform;
- organisational restructure;
- technology transfer to the workplace;
- emerging community issues;
- new government programs;
- natural disasters;
- significant staffing changes.

Trends and development should include examples of those:

- generated within the organisation;
- initiated and determined by significant external agencies;
- based on popular and community attitudes.

Key people should include:

- senior executive team;
- operational managers;

- those influencing popular opinion;
- specialist and expert consultants;
- those with political influence;
- leaders in other allied areas.

B. Evidence Guide

This unit should be assessed in the range of variables required by the workplace and the defined work role

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self directed study or professional development program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients in the wider justice system.

C. Key Evidence Requirements

Assessment of this unit will be based on evidence of the following performance:

- knowledge of the justice sector and its services and the context and environment in which change is occurring;
- management of the impact of political and community values on the services and outcomes of the justice system;
- managing the impact and effects of change on individuals and organisations for positive outcomes;
- management of change in services operating in a public policy environment;
- maintaining supportive and effective teamwork and leadership;
- promotion and maintenance of the organisations philosophies, policies, guidelines, practice standards;
- establishing and developing management practice, policies and systems.

D. Knowledge required

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

- models for organisational and systems wide change;
- consultative mechanisms and protocol of the justice system;
- organisational structures accountability and reporting systems of the justice system;
- the political and industrial context of the justice system;
- organisational and departmental objectives and strategic plans;
- key influences and decision makers in the justice system;
- key political and community interests which have an impact on the justice system.

CSCORG024A Manage the delivery of quality correctional service

Element	Performance Criteria
1. Analyse service needs	1.1 Research information on the history, profiles and needs using a range of accurate and reliable information 1.2 Develop and maintain relevant and accurate records of needs 1.3 Identify and review service requirements routinely to ensure that needs will be met through new and expanded services 1.4 Respond to feedback with positive, flexible options and proposals for improvements
2. Provide and review services	2.1 Provide clients with relevant and current information about the services of the organisation designed to promote the organisation in a positive way 2.2 Negotiate mutually agreed service delivery contracts and conditions and adjust according to changes in the analysis of needs and resources 2.3 Identify individual differences and special needs and consider these in service design 2.4 Service delivery reflects current best practice 2.5 Identify problems in service delivery through consultation and feedback on services and negotiate improvements
3. Promote service	2.1 Promote and market service to potential clients to ensure that the benefits and costs are clearly presented 2.2 Identify potential areas of difficulty in services and recommend solutions and a range of service options 2.4 Resolve concerns about the service and refer complaints of a serious nature for resolution at a senior or specialist level 2.5 Assist service users to identify their needs and select the most suitable available service
4. Develop and enhance service	4.1 Changes to service are within policy and budgetary frameworks 4.2 Training ensure the competent implementation of strategies to meet changing client needs

Element	Performance Criteria
4. <i>Develop and enhance service</i>	4.3 Relevant information on demand and trends is used to review client service delivery
	4.4 Use information of the products and services to match clients' need and service delivery
	4.5 Develop performance indicators to monitor client service delivery and to set standards for best practice service delivery

A. Assessment Guide

This unit is concerned with responding of the needs of existing and new clients within complex or changing circumstances This unit is a generic management unit which will require contextualisation to reflect the design and nature of enterprise structures and service standards and management. This is a customisation from the Public Service Training Package.

This unit may be assessed on the job or where this is not feasible, off the job using material and contexts appropriate to the enterprise and work role.

Range of Applications

Client services will:

Specific to enterprise, agency mandate and client functions within a correctional organisation and its services.

Clients can include:

- community agencies, community groups;
- other services or management units of the agency;
- agents of government departments;
- contracting agencies;
- service purchaser;
- commercial organisations;
- offenders with specific needs.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Competency in this unit will be demonstrated by:

- establishing and maintaining a network of current and potential service users;
- incorporating the requirements of specific groups in all service design and delivery;
- positive feedback from clients and service users;
- service design and delivery directly related to user needs, circumstances, feedback and outcomes.

D. Knowledge

Competency in this unit requires the following knowledge:

- legislative and regulatory frameworks influencing provision of services in correctional organisations;
- current developments in effective service delivery in correctional services;
- current quality assurance commitments and processes;
- current performance management systems, policies and processes;
- marketing and promotion techniques.

CSCORG025A Establish strategic guidance for correctional services

Element	Performance Criteria
1. Create a shared vision to give purpose to the work of the organisation	1.1 Ensure that consultations with management and key stakeholders on the vision of the organisation is open, realistic and designed to engage their support
	1.2 The vision proposed takes into account the requirements, expectations and interests of management and key stakeholders
	1.3 The vision proposed reflects the nature and values of the organisation and its role in the justice environment
	1.4 The vision is challenging and achievable
	1.5 The vision helps members and staff to focus their contributions creatively and relate their values and principles to those of the organisation
	1.6 The vision proposed includes consideration of trends and opportunities and is reviewed regularly in light of development in the community and in the justice environment
2. Formulate objectives and strategies to guide the work of the organisation	2.1 Provide opportunities for staff at all levels in the organisation to participate creatively in the development of organisational objectives and strategies
	2.2 Promote team commitment and ownership of organisational objectives and strategies
	2.3 Ensure that objectives and strategies are consistent with the organisation's culture, philosophy, purpose and vision
	2.4 Ensure that objectives are attainable in realistic timeframes and resources
	2.5 Ensure that objectives and strategies contain sufficient detail to allow the planning and development of specific programs of work
	2.6 Ensure that objectives and strategies take account of constraints and contingencies
	2.7 Ensure that objectives are measurable and achievable and include criteria to assess performance
	2.8 Ensure that objectives and strategies take account of research of trends and developments and anticipated change in the corrections and justice field

Element	Performance Criteria
3. Negotiate support for strategies	3.1 Use consultation processes which promote support and commitment from key stakeholders
	3.2 Resolve opposition and differences through compromise which is realistic, balances competing interests and acknowledges the legitimacy of difference
	3.3 Use consultation processes and presentations which are designed to attract the support of key stakeholders
	3.4 Anticipate and minimise potential problems and obstacles
	3.5 Maintain regular contact with key stakeholders to promote on-going support and to anticipate issues for resolution

A. Assessment Guide

This unit is concerned with the role of developing and managing the strategic components of the organisation's mission and services.

Assessment of this unit will be conditional on a range of applications reflecting the nature of the services provided by the organisation, the legal structure of the service and its contracts, the system and culture of management and the applicant's specific roles and responsibilities.

The performance requirements of this unit are based on applications in a working role and within the context of the organisational culture and operating environment. The significant component of knowledge reflects the need for extensive transferability required; this may be assessed through a training program.

Range of Applications

The organisation's vision will be located in:

- mission statement;
- philosophy;
- operating principles;
- values;
- policies;
- strategic plans.

Objectives and strategies will include:

- long-term and broad;
- medium term and specific to operational requirements;
- short term and specific to address threats and opportunities.

B. Evidence Guide

It will be necessary to assess evidence for this unit over a significant period of time and in conjunction with evidence gathered for all other units, which have a component of complying

with organisational goals and service objectives. This may require opportunities for the applicant to have influence over a number of locations or service areas in broad organisational leadership relevant to the range of responsibilities they may be given.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities over a range of agreed responsibilities and work locations.
- Organisational documents and reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Performance feedback from supervisors, colleagues and clients.

C. Key Evidence requirements

Assessment of this unit will require evidence of performance in the following:

1. Create a shared vision

- Effective consultation with a range of different key stakeholders and in different consultation processes;
- Producing presentation material which promotes the proposed vision;
- Negotiating commitment from key stakeholders at different levels of authority in the organisation and outside the organisation.

2. Formulate objectives and strategies

- Conveying to key stake holders the importance of objectives and strategies in achieving the vision of the organisation;
- Using a range of methods for developing, reviewing and promoting objectives and strategies;
- Developing objectives and strategies which meet the requirements of the organisation;
- Developing objectives and strategies which gain the support and commitment of key stake holders;
- Developing objectives and strategies which are realistic, achievable, measurable and can be resourced;
- Anticipating and dealing with obstacles, differences and problems.

2. Gain support

- Presentations to key stakeholders;
- Addressing difference and problems with key stakeholders;
- Negotiating the support of key stakeholders.

D. Knowledge

This unit includes knowledge which is specific to and determined by the organisation including:

- all aspects of organisation's policies, objectives, principles, philosophy, strategic plans and procedures relevant to the purpose and political environment of the organisation;
- the key stakeholders in the organisation and in the wider service community;
- organisation's management, performance management and accountability structure;
- trends and developments and current research;

- the principles of consultation and negotiation;
- the factors which influence organisational leadership, team leadership and motivation;
- the purpose and components of organisational strategic planning.

CSCORG026A Manage organisational resources

Element	Performance Criteria
1. Make recommendations for the use of resources	1.1 Structure regular opportunities for teams to provide information on resource needs as part of a structured planning approach 1.2 Encourage teams to review resource use and needs routinely 1.3 Develop recommendations which take account of team reports, previous experience, and trends and development likely to influence the demands on resources 1.4 Ensure that recommendations address the benefits and efficiencies expected from a planned approach to the management of resources 1.5 Promote resource planning to gain the support and endorsement of key people in the organisation
2. Manage the control of resources	2.1 Promote with teams the importance and value of individual responsibility for the efficient use of resources 2.2 Monitor the use of resources against resource plans and checking systems 2.3 Ensure that resources are used to maximise outcomes and minimise the impact on the environment and the effective achievement of objectives 2.4 Monitor the quality of resources and ensure consistency in products and service delivery 2.5 Make recommendations for improving the use of resources on the basis of researched reports and current resource management principles 2.6 Make recommendations for additional resources according to strategic plans and clear analysis of costs and benefits and the impact on services and the organisation 2.7 Ensure that records and reporting of resources are clear, accurate and available to authorised key people

A. Assessment Guide

This unit is about the efficient management of resources across substantial programs and activities of work. It covers making proposals for reviewing, increasing and controlling resources to maximise outcomes for the organisation. Assessment of this unit will be applied

in a range of applications reflecting the nature of the services provided by the organisation, the legal structure of the organisation, the management system and culture and the applicant's specific roles and responsibilities.

Assessment of this unit will vary depending on the legal and accountability structures of the organisation and will be influenced by whether performance is applied in a public sector organisation or a corporate sector organisation and the nature of service contracts and reporting.

Range of Applications

Compliance requirements relevant *to managing the effective use of resources* will be found in all of the following:

- the organisation's policies, procedures, legal framework and accountability;
- quality and continuous improvement systems and processes;
- strategic plans, business plans and performance management;
- the organisation's agreed practices for managing and reporting on resources;
- legal and ethical practice including contractual obligations.

Resources will include:

- staffing, personnel, delegation, recruitment, transfers, promotion and development;
- financial;
- physical;
- investment capital and reserves;
- advisory structures and systems such as management boards and specialist committees;
- plant and equipment;
- buildings and physical infrastructure.

Recommendations will include information and research drawn from all of the following:

- current and past budgets and financial reports;
- data on service activities and outcomes;
- resource projections and costings;
- sources of funding and the criteria for funds;
- real costing of services;
- the costs/benefits of using different resources and services;
- the information and reporting requirements.

Reviews will use more than one of the following methods of assessment:

- comparative;
- qualitative;
- quantitative.

Evidence will include demonstrating all the following purpose and impact:

- expanding the scope of current services;
- developing new services/products;
- where resources will come from inside the organisation;
- where resources will come from outside the organisation;
- long term programs (several years or more);
- short term programs (less than one year).

Evidence will include *negotiation* with at least two of the following *relevant people*

- team members, colleagues;
- senior management;
- contacts outside the organisation.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self directed study or professional development program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will require evidence of performance of:

- Maintenance of all organisational policies, procedures and guidelines related to resources and their use;
- Compliance with all legal requirements for the use of organisational resources;
- Demonstration of all performance criteria in the context of the full range of applications.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory and contractual requirements:

- all aspects of organisation's policies, objectives, principles, philosophy, strategic plans, procedures relevant to financial planning, management, reporting and accountability;
- individual and colleagues/team roles and responsibilities and accountability for resource planning and management;
- organisation's general management and accountability structures and systems;
- professional, ethical and business standards for resource management.

CSCORG027A Develop productive working relationships

Element	Performance Criteria
1. Enhance the trust and support of colleagues	<p>1.1 Consult colleagues with mutual interests at appropriate times and in a manner which encourages open, frank and confidential discussion and a positive image of the work of the organisation</p> <p>1.2 Inform colleagues about plans and activities, emerging threats and opportunities in which they have an interest</p> <p>1.3 Honour commitments made to colleagues renegotiate honestly where circumstances change</p> <p>1.4 Treat colleagues in a manner which acknowledges their contributions, shows respect for their autonomy and maintains trust and mutual cooperation</p> <p>1.5 Provide support needed by colleagues to achieve collaborative objectives</p> <p>1.6 Conduct discussions with colleagues concerning their work and behaviour directly, respectfully and discretely.</p> <p>1.7 Ensure that support needed from colleagues is clear, realistic and mutually negotiated</p> <p>1.8 Ensure that roles, relationships and protocols of mutual support are clear, realistic and productive</p>
2. Enhance the trust and support of those to whom you report	<p>2.1 Reports on activities, progress, results and achievements are timely and accurate and conducted according to professional agreements and protocols</p> <p>2.2 Reports contain clear and accurate information about emerging threats and opportunities with a degree of urgency appropriate the situation.</p> <p>2.3 Proposals for action are clear and realistic</p> <p>2.4 Present proposals for action at appropriate times to those who need to see them</p> <p>2.5 Approach disagreements with the intention of making constructive efforts to resolve them and maintain good working relationships</p>

Element	Performance Criteria
3. Provide guidance on ethical practice	3.1 Conduct consultations with relevant people on the way in which values are expressed in work and working relationships
	3.2 Provide clear and relevant guidance on values, ethics and the limits of acceptable practice
	3.3 Where problems and conflicts arise which cannot be addressed routinely, provide adequate resources to resolve the situation promptly
	3.4 Where activities contradict organisational code of conduct and approved values and guidance, apply sanctions in line with legal requirements and agreed professional practice

A. Assessment Guide

This unit covers the development of productive working relationships with colleagues in your organisation, allied professions and services and in client organisations. It also involves providing guidance on service values and ethics and practice to achieve effective service outcomes

Assessment of this unit will be conditional on a range of applications reflecting the nature of the services provided by the organisation, the legal structure of the service and its contracts, the system and culture of management and the applicant's specific roles and responsibilities.

The performance requirements of this unit are based on applications in a working role and within the context of the organisational culture and operating environment. The significant component of knowledge reflects the need for extensive transferability required; this may be assessed through a training program.

Range of Applications

Assessment in this unit will be based on demonstration of relationships with at least three of the following:

- colleagues working at the same level in the organisation;
- colleagues working at higher level;
- colleagues working at a supervised level;
- groups from mixed levels;
- colleagues in other organisations.

Assessment will be based on compliance with the following policy and legal requirements:

- organisation's Code of Conduct;
- organisation's policies, procedures and guidelines reflected appropriate and agreed workplace relationships and ethical practice;
- service contracts;
- employment contracts;
- Equal Employment Opportunities legislation;

- anti-discrimination legislation;
- public sector management act where relevant;
- Occupational Health Safety and Welfare legislation;
- procedures related to cross cultural relations;
- ethical practice.

Communication will require demonstration of:

- consultation methods, techniques and protocols;
- a range of communication strategies adapted to different issues and concerns and different levels of power;
- communication in developing and maintaining effective relationships;
- staff counselling and performance feedback;
- using constructive feedback;
- dealing with friction, conflict and performance problems.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self directed study and professional development process.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

The evidence provided to demonstrate activities which enhance productive working relationships will include:

- Working relationships which further the organisation's policies, procedures, legal framework and accountability applicable to the applicant's area and level of responsibility { KC Planning and organising};
- knowledge of quality and continuous improvement system and processes {KC Information};
- analysis of strategic plans, business plans and performance management processes and their implications for working relationships {KC Problem solving};
- productive and responsive consultation with key people and professional networks, inside and outside the organisation {KC Teamwork};
- legal and ethical practice including duty of care to colleagues and clients and occupational health and safety {KC Communication}.

D. Knowledge

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

Organisation policies, procedures and political environment

- organisation's Code of Conduct;
- organisation's policies, procedures and guidelines reflected appropriate and agreed workplace relationships and ethical practice;
- service contracts;
- employment contracts;
- equal Employment Opportunities legislation;
- anti-discrimination legislation;
- public sector management act where relevant;
- Occupational Health Safety and Welfare legislation;
- procedures related to cross cultural relations;
- the management and decision making structure of the organisation and of other key and allies services and agencies;
- protocols of inter-agency relationships;
- the contemporary political environment and its significance for consultation, collaboration and effective working relationships at different levels;
- the organisation's strategic plans, goals, objectives, services, programs and purpose;
- key people and decision makers in the organisation, allied agencies and the public sector and their interests and priorities.

Information management

- information protocols within the organisation and with other agencies;
- ways of determining the information needed by colleagues and their interests;
- using discretion and confidentiality.

Working relationships

- the nature of support needed by colleagues and the timing of that support;
- group dynamics and factors which have an impact on the effectiveness of working groups;
- techniques and strategies needed to encourage and ensure effective working relationships;
- factors which influence the development and maintenance of trust in working relationships;
- strategies and techniques for tackling difficult and controversial issues with colleagues in the context of maintaining effective relationships.

CSCORG028A Develop teams and individuals

Element	Performance Criteria
1. Identify the development needs of teams and individuals	1.1 Encourage team members to help identify their development needs and those of the team as a whole in the context of the services provided
	1.2 Identify development needs accurately based on sufficient reliable and valid information
	1.3 Consult competent specialists where specialist and expert advice is required
	1.4 Provide information on development needs to authorised people, in the format required and to agreed deadlines
	1.5 Records of identified development needs comply with agreed practice and professional ethics
2. Plan the development of teams and individuals	2.1 Plans reflect the identified training and development needs of all the personnel you are responsible for
	2.2 Plans contain clear, relevant and realistic development objectives
	2.3 Plans clearly identify the processes you will use and the resources you need
	2.4 Plans are capable of being implemented within the defined time scales
	2.5 Where resources are insufficient to meet all identified needs, plans accurately reflect service and individual priorities
	2.6 Plans are presented to relevant people in an appropriate and timely manner
	2.7 Plans are updated at regular intervals after discussion and agreement with relevant people
3. Develop teams to improve performance	3.1 The development activities support the team and service objectives
	3.2 The development activities make best use of available resources
	3.3 Provide all team members with fair and realistic access to relevant development activities
	3.4 Commitment to individual and team development is demonstrated through personal support for, and involvement in, the development activities

Element	Performance Criteria	
4. Support individual learning and development	4.1	The support provided is consistent with the individuals' needs their objectives and preferred learning styles
	4.2	The support provided takes account of the individuals' work constraints and overall team objectives
	4.3	Ensure that all team members are given fair and realistic access to support relevant to their learning needs
	4.4	Monitor individuals' learning and development progress carefully so that support can be modified promptly, according to their needs
	4.5	Encourage feedback from individuals, and responded to feedback on the quality of support provided constructively
	4.6	Provide feedback to individuals at points most likely to reinforce confidence, learning and development
	4.7	Feedback is accurate, objective and helpful
	4.8	Identify and address any obstacles to learning with the agreement of the individuals involved
5. Assess the development of teams and individuals	5.1	Negotiate the purpose of performance assessment and your own role in it with relevant people
	5.2	Provide opportunities to team members to contribute to their own and their team's assessments
	5.3	Ensure that all the team members are given equal access to assessment against development objectives
	5.4	Ensure that assessments are carried out objectively against clear, agreed criteria
	5.5	Ensure that assessments are based on sufficient, valid and reliable information
	5.6	Provide information on the results of the assessments to authorised people, in an appropriate format and to agreed deadlines
6. Review and report development outcomes	6.1	Ensure that opportunities are given to those involved to help evaluate and improve development activities
	6.2	Evaluation of the usefulness and applicability of development activities is based on sufficient valid and relevant information

Element	Performance Criteria
6. <i>Review and report development outcomes</i>	6.3 Evaluation demonstrates the contribution development activities make to achieving team and organisational objectives
	6.4 Provide recommendations for improving overall development practice to relevant people in an appropriate and timely manner

A. Assessment Guide

This unit is about developing a team's or individual's skills and knowledge to ensure the best possible results in performance and achieving service and professional goals. It covers identifying the development needs of team members and colleagues, planning development processes and using a variety of activities to improve team and individual performance. It also covers supporting individuals' learning, assessing individuals' performance against agreed development objectives, and continually improving development activities, policies and overall practice.

The evidence provided for assessment of this unit will be drawn from a range of work applications reflecting the nature of the professional or practice expertise, the responsibilities and accountability of the applicant, the relationship between the applicant and team members and with external responsible agencies such as educational and training managers.

Range of Applications

Teams and individuals may be colleagues of equal relationship, staff and team members being supervised, students, colleagues with whom there is a mentoring role.

Assessment will be based on demonstrating the development and enhancement of other's performance consistent with:

- the organisation's performance management system;
- the organisation's professional development policies and strategies;
- the organisation's workplace training and assessment policies and system;
- the Training Package for Correctional Services and other relevant industry Training Packages;
- employment contracts;
- enterprise agreements;
- industry and sector career pathways;
- the organisation's services and programs;
- professional development, training strategies and opportunities;
- workplace assessment;
- resources available to support performance development.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program and from questioning during observation of work performance.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.

- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit requires evidence of the following performance:

- giving all team members chances to identify their development needs;
- getting specialist advice from experienced colleagues;
- plans developed with clear objectives, strategies and resource allocations;
- agreement on plans from team members;
- structured opportunities and activities set up for developmental outcomes
- providing equal access to development activities;
- giving constructive and well timed feedback on performance and progress
- using endorsed assessment processes and methods;
- promoting self assessment and individual responsibility for personal development;
- reviewing the effectiveness of developmental activities.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context and information requirements.

- principles of effective communication including the use of:
 - interviewing,
 - counselling,
 - giving feedback,
 - negotiating,
 - consultation.
- principles of human resource development, continuous improvement and performance management;
- competency based training, development and assessment policies and techniques;
- policies and procedures related to anti-discrimination, equal opportunity and duty of care;
- the organisation's objectives, strategic plans and values related to human resource development;
- the organisation's policies, procedures and priorities related to training, development and performance management;
- principles for the management of a democratic planning processes.

CSCORG029A Enhance personal performance

Element	Performance Criteria	
1. Continuously develop knowledge and skills	1.1	Assess personal performance and development needs routinely and when changes are required
	1.2	Assessment takes account of the skills needed to work effectively with others
	1.3	Prioritise development needs so that they are consistent with current objectives and likely future requirements
	1.4	Plans for personal development are consistent with the needs identified and the resources available
	1.5	Plans for personal development contain specific, measurable, realistic and challenging objectives
	1.6	Obtain support from key people to help create development opportunities
	1.7	Undertake development activities which are consistent with plans for personal development
	1.8	Use feedback from key people to identify development needs and to enhance personal performance
	1.9	Review plans for personal development and adjust them at regular intervals
2. Optimise resources to meet personal objectives	2.1	Objectives for work are specific, measurable and achievable within organisational constraints
	2.2	Objectives are prioritised in line with organisational objectives, strategies and policies
	2.3	Time estimates needed for activities are realistic and allow for unforeseen circumstances
	2.4	Delegate work to others in a way which makes the most efficient use of available time, skills and resources, and optimises opportunities for skills development
	2.5	Make decisions as soon as there is sufficient information
	2.6	Minimise Interruptions and distractions from planned work

Element	Performance Criteria	
2. <i>Optimise resources to meet personal objectives</i>	2.7	Research information needed to make decisions promptly from reliable and relevant sources
	2.8	Review progress regularly and schedule activities to achieve the planned objectives.

A. Assessment Guide

This unit is about taking responsibility for all aspects of work performance and continuously developing knowledge and skills and optimising the use of time and other resources so that you can meet your objectives.

The evidence provided for assessment of this unit will be drawn from a range of work applications reflecting the nature of the services provided by the organisation, the legal structure of the organisation, the management system and culture and the applicant's specific roles and responsibilities.

Range of Applications

Assessment will require demonstrated performance in the following contexts:

Personal performance which takes into account:

- professional objectives;
- personal goals and objectives;
- the objectives and requirements of clients and contracts;
- resources;
- the development needs of the applicant;
- the development needs of members of the applicant's team.

Support and feedback will come from:

- professional colleagues;
- clients (individual and organisations);
- formal documentation of achievements against objectives;
- allied specialists;
- team members.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence guide

Evidence can come from activities such as:

- consulting relevant people familiar with your work and the standards and requirements of the profession and client contracts;
- reviewing your work through individual processes and through the supervision and interaction of others;
- self-evaluation and self-assessment reports;
- personal and professional development plans;
- involvement in professional associations and networks.

Evidence will demonstrate components of:

- decision making targeted at achieving work objectives and priorities;
- handling interruptions, digressions and emergencies;
- reviewing and reflecting on progress and effectiveness of activities;
- delegating activities and responsibilities;
- prioritising time and activities.

C. Key evidence Requirements

The evidence provided will demonstrate:

- knowledge of service/practice policies, procedures, legal framework and accountability;
- knowledge of quality and continuous improvement system and processes {*KC Information*};
- analysis of strategic plans, business plans and performance management processes and their implications for personal development {*KC Problem solving*};
- knowledge of the service/practice's agreed practice and protocols for supervision and reporting ;
- application of legal and ethical practice including duty of care to team members and occupational health and safety;
- strategies for encouraging valid feedback on performance {*KC Teamwork*};
- responding positively to feedback and using it for development and change {*KC Communication*};
- effective interpersonal techniques and principles for effective team work
- the current and likely future standards and performance required by the profession {*KC Planning and organising*};
- appropriate people to get feedback from and to mentor;
- opportunities available to continuously develop skills and performance;
- personal requirements for energising and maintaining balance and perspective.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge:

- the organisation's policies and procedures on performance management, strategic plans, professional development, career development, performance counselling;
- principles for giving constructive feedback on performance;
- interpersonal techniques and principles for effective team work;
- the current and likely future standards and performance required by the profession;
- appropriate people to get feedback from and to mentor;
- opportunities available to continuously develop skills and performance;
- personal requirements for energising and maintaining balance and perspective.

CSCORG030A Promote improved performance

Element	Performance Criteria
1. Support team members who have problems affecting their performance	1.1 Identify poor performance promptly, and bring it to the attention of the team member concerned in a positive and constructive way
	1.2 Ensure that team members are given the opportunity to raise problems affecting performance
	1.3 Negotiate performance with team members, work issues and problems at a time and place appropriate to the confidentiality and seriousness of the problems
	1.4 Gather information related to the problem with work performance discreetly from all relevant sources
	1.5 Reach mutual agreement with the team member which is clear, timely and realistic and designed to address identified problems and issues
	1.6 Refer team member to support services where this is identified as an appropriate strategy
	1.7 All activities reflect individual respect and maintenance of confidentiality
	1.8 Negotiate objectives and follow up actions establish agreement with the team members to ensure positive outcomes
	1.9 Identify problems which need to be referred to specialists and refer according to organisational requirements and team members concurrence
2. Implement disciplinary and grievance procedures	2.1 Ensure that team members have clear, timely and accurate information about the organisation's disciplinary and grievance procedures
	2.2 Implement disciplinary and grievance procedures in a timely, fair, impartial and confidential way
	2.3 Implement disciplinary and grievance procedures in a way which maintains respect for the individual and the need for confidentiality
	2.4 Records of the implementation of discipline and grievance procedures are accurate and complete and made available to authorised people

Element	Performance Criteria
3. Dismiss team members whose performance is unsatisfactory	3.1 Ensure that all components of dismissal processes are fair, impartial and conducted in a respectful, discrete and appropriate manner and at the appropriate time
	3.2 Check information on requirements for dismissal thoroughly and confirmed with expert advisers
	3.3 Provide clear reasons for dismissal to the team members and all key people
	3.4 The process of dismissal complies with the organisation's disciplinary and grievance procedures and legal requirements
	3.5 Accurate and complete records of the process are maintained, filed securely and made available to authorised people
	3.6 Provide all team members with accurate information about the process in a way which promotes confidence and morale and respects confidentiality

A. Assessment Guide

This unit is about dealing with team members whose work performance is unsatisfactory and covers the functions of identifying the problems, supporting improvements and dismissing team members.

The evidence provided for assessment of this unit will be drawn from a range of work application reflecting the nature of the services provided by the organisation, the legal structure of the organisation, the management system and culture and the applicant's specific roles and responsibilities.

Range of Applications

Assessment will require demonstrated performance in the following contexts:

Performance which takes into account:

- applicant's roles and responsibilities in dealing with the performance of team members;
- the types of problems encountered in the work environment;
- the types of personal problems experienced by team members;
- the range of support services available to staff;
- the organisation's performance standards and requirements;
- the organisation's performance management system;
- professional objectives and standards;
- code of conduct;
- the objectives and requirements of clients and contracts;
- use of resources ;
- the development needs of members of the applicant's team.

Information will come from:

- colleagues, peers, team members and management;
- clients (individual and organisations);
- formal documentation of achievements against objectives;
- allied specialists;
- members of the public;
- formal complaints processes;
- performance appraisals;
- organisational reports;
- legal reports;
- interviews.

Support services will include:

- counselling;
- industrial advocates;
- legal advice;
- internal and external;
- occupational health and safety.

B. Evidence guide

Evidence can come from activities such as:

- consulting relevant people familiar about performance standards and measures and organisational requirements of the services and client contracts;
- reviewing work performance through structured interviewing and through the supervision and interaction of others;
- performance evaluation reports;
- personal and professional development plans;
- formal grievance processes.

Evidence will demonstrate components of:

- decision making targeted at supporting team members in achieving work objectives, performance and priorities;
- handling emergencies resulting from poor performance;
- reviewing and reflecting on progress and effectiveness of activities;
- delegating activities and responsibilities;
- prioritising time and activities;
- counselling, negotiating and mediating;
- handling conflict;
- dealing with people experiencing stress and anxiety.

C. Key evidence Requirements

The evidence provided to demonstrate dealing with poor performance will show consistency with:

- service/practice policies, procedures, legal framework and accountability;
- quality and continuous improvement system and processes;
- strategic plans, business plans and performance management processes;
- the service/practice's agreed practice and protocols for supervision, disciplinary and grievance action, counselling and reporting ;
- legal and ethical practice including duty of care to team members, equal employment opportunities and occupational health and safety;

- strategies for encouraging valid feedback on performance;
- interpersonal techniques and principles for effective team work and counselling;
- the current and likely future standards and performance required by the organisation and profession;
- appropriate people to get information from on performance;
- personal requirements for energising and maintaining balance and perspective;
- maintaining discretion, confidentiality, trust and team morale.

D. Knowledge

Assessment of this unit will require evidence of knowledge of the following:

- the organisation's policies and procedures on performance management, strategic plans, professional development, career development, performance counselling;
- principles for giving constructive feedback and counselling on performance;
- interpersonal techniques and principles for effective team work and supervision;
- the current and likely future standards and performance required by the organisation and profession;
- key people who can give advice on performance management and who need to receive reports on the implementation of discipline and grievance procedures;
- opportunities available to improve skills and performance.

CSCORG031A Promote a learning environment

Element	Performance Criteria
1. Plan learning strategies	<p>1.1 Use performance plans and the required competencies to identify learning needs and plan learning strategies based on workplace goals and the organisation's personnel development policies.</p> <p>1.2 Ensure that learning agreements contribute to immediate knowledge and skill needs, and to longer term career goals.</p> <p>1.3 Create new learning opportunities to provide and extend choices for individuals to undertake their learning within agreed parameters.</p> <p>1.4 Review methods of promoting learning to determine their suitability for inclusion in learning opportunities.</p> <p>1.5 Promote career length learning within the continuous improvement processes of the organisation.</p> <p>1.6 Develop strategies for work teams to share responsibility for learning activities.</p>
2. Plan and review assessment of workplace competence	<p>2.1 Use collaborative processes to ensure that team members being assessed are fully involved in planning and reviewing the assessment process.</p> <p>2.2 Plans to assess workplace competence are based on organisational policies and industry Training Packages.</p> <p>2.3 Ensure that assessment instruments to assess an individual and team's workplace competence comply with organisational policies and industry Training Packages.</p> <p>2.4 Ensure that assessment processes and outcomes are reviewed and adjusted as part of the organisation's continuous improvement processes.</p>
3. Evaluate the effectiveness of learning	<p>3.1 Use collaborative processes to evaluate the extent of change in the workplace as a result of the organisation's policies and practices to develop a learning environment.</p> <p>3.2 Make adjustments needed to improve training and development arrangements in response to the evaluation outcomes.</p> <p>3.3 Report on the effectiveness of the process and outcomes to team members and key people in the organisation.</p>

A. Assessment Guide

This unit is concerned with the candidate's role in planning and evaluating learning arrangements and assessment as a contribution to performance development policies and strategies and the recurrent learning and maintenance of current competence in the organisation.

This unit can be assessed in the workplace or where this is not feasible through a structured learning process using material and applications relevant to the industry and enterprise.

Range of Applications

Strategies will include promotion of:

- individual and team competence;
- a range of development strategies to suit learning needs;
- workplace industrial agreements;
- best practice and benchmarking principles and practices;
- legislation, codes and practices;
- traditional and non-traditional opportunities for team member development;
- quality continuous improvement processes;
- the principles and practices of a learning organisation;
- technical standards established by industry and/or enterprise;
- recognition of prior learning and recognition of current competency principles;
- business and performance plans.

Promotion will extend to:

- environments which range from simple to diverse and complex;
- appropriate policies, guidelines and processes;
- a level of autonomy ranging from limited to substantial;
- ethical standards;
- resource parameters which may be defined or negotiated.

A range of learning strategies is applied, for example:

- mentoring;
- coaching;
- exchange/rotation;
- action learning;
- structured training programs.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program and in observation of work performance.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

This unit requires evidence of the following performance:

- positive promotion of continuous learning through role models, mentoring and support to team members;
- leadership and support to the team and organisation to create and sustain a flexible learning environment;
- monitoring best practice and benchmarking to improve the learning environment;
- promoting organisational learning to individuals and teams;
- engaging in internal and external networks and forums to successfully influence resource decisions for individual and team development;
- assessing modern delivery techniques to determine their suitability for use in learning methods;
- using professional and business networks to keep up-to-date with contemporary developments;
- promoting the achievement of competencies by colleagues/subordinates;
- supporting others to develop skills and potential through appropriate learning and assessment strategies;
- planning and reviewing workplace assessment processes and outcomes;
- promoting collaborative processes in developing a learning environment;
- recognising the significant achievements of staff;
- creating opportunities to celebrate individual and team success;
- using contiguous improvement processes to enhance the quality of individual and team performance;
- evaluating the effectiveness of learning in developing a competent workforce.

D. Knowledge

The evidence for competent performance involves demonstration of the following knowledge and skills both off the job applying relevant enterprise and industry material and directly assessed in application in the workplace across range of variables relevant to enterprise and work role. This includes:

- knowledge and application of competency based training and assessment and the Training Packages which apply to correctional services and the context of the reforms in vocational education;
- knowledge of organisation policy and procedures for workplace assessment and workplace training;
- knowledge of the principles of management of staff performance and performance reviews;
- knowledge of the industrial relations context and implications for staff development.

CSCORG032A Support individual learners

Element	Performance Criteria
1. Collect information about learners needs	<p>1.1 Research accurate and relevant information on learners' experience and achievements from a range of sources</p> <p>1.2 Provide learners with a clear understanding of the purpose and use of the information collected about them</p> <p>1.3 Encourage learners to ask questions and express their views on their learning requirements and preferences</p> <p>1.4 Use different techniques to help people to express their learning requirements and their preferred learning styles</p> <p>1.5 Provide feedback on performance and learning needs in a positive and encouraging manner</p> <p>1.6 Ensure that information is useful for short and long term planning and sufficient to provide a guide to the design of an individual learning program</p> <p>1.7 Ensure that the process of collecting information reinforces the control the learner has over the learning</p> <p>1.8 Complete records correctly, file and refer to relevant people</p> <p>1.9 Check and confirm recommendations with all key people</p>
2. Monitor learners' progress	<p>2.1 Ensure that methods used to monitor learners' progress are appropriate for the organisation's practice, for the learning activities and are fair, valid and reliable</p> <p>2.2 Self assessment and reflection of progress is incorporated in the assessment methods</p> <p>2.3 The assessment criteria and assessment methods are clearly understood by the learners</p> <p>2.4 Ensure that learners are provided with suitable materials and resources to help them demonstrate their performance</p> <p>2.5 The conclusions drawn from assessments are justified and fair</p> <p>2.6 Give learners feedback in a positive and developmental way so they feel confident to ask questions and express their views</p>

Element	Performance Criteria
2. <i>Monitor learners' progress</i>	2.7 Equality of opportunity and continuous improvement is promoted with learners 2.8 Records are completed accurately and filed and distributed to those who need them.

A. Assessment Guide

This unit describes the competencies required to mentor the developmental progress of individuals who are going through a structured learning process for specific outcomes.

The context of assessment will depend on the roles and responsibilities of the applicant and the workplace training and assessment system in place in the organisation. The applicant may be part of a dedicated training unit or may have the review of training as a component of a management role.

Range of Applications

Information about learning requirements will include:

- learning aims;
- objectives;
- employment, workplace and career needs;
- learning experiences and styles;
- personal expectations;
- long and short term requirements;
- individual and group requirements.

Techniques for *collecting information* will include:

- interviews;
- questioning;
- assessments;
- checking records;
- group exercises, discussions, focus groups.

Sources of information on learners' progress will include:

- formative assessment;
- formal assessments;
- information reflection and review with learners;
- consultation with trainers and supervisors;
- assessment reports;
- self assessment exercises;
- peer review activities.

Assessment purposes and requirements will be based on:

- relevant Training Packages;
- organisation's performance management system;
- organisation's policies on training and assessment;
- individual learning plans and objectives;

- personal career plans.

Methods of formative assessment will include:

- observation of performance;
- questioning about performance and underpinning knowledge;
- questioning and scenarios about non routine performance;
- projects, assignments, research;
- feedback from nominated people;
- records and reports from training, performance reviews, previous assessments.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Evidence will demonstrate:

For element 1.

- using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes;
- building a work relationship of trust and support with individuals you are supporting;
- using strategies to assess and confirm the demonstration of applied competencies;
- giving developmental feedback;
- maintaining accurate records.

For Element 2.

- using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes;
- using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes;
- building a work relationship of trust and support with individuals you are supporting;
- using strategies to assess and confirm the demonstration of applied competencies;
- giving developmental feedback;
- learner understanding of the developmental and assessment process and purpose;
- organising the materials and resources used;
- assessing performance according to agreed methods;
- creating and maintaining records.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context.

In order to meet the performance criteria of this unit applicants will have the following

underpinning knowledge:

- organisation's policies on training, assessment, supervision, performance management, career development, promotion, industrial agreements, employment contracts. Freedom of information, security of information;
- principles of communication for specified outcomes;
- principles of group dynamics and interaction in work teams;
- principles of interviewing and counselling;
- issues which relate to the needs of learners such as;
 - career development,
 - employment requirements,
 - roles and responsibilities,
 - performance management,
 - training and assessment policies,
 - national vocational training system,
 - industry Training Packages.
- principles of learning/individual learning styles;
- understanding personal values and attitudes and their impact on work and relationships;
- issues of discrimination, equality of opportunities, barriers to equality and fair treatment.

CSCORG033A Promote workplace diversity

Element	Performance Criteria
1. Identify and define development needs in the workplace.	<p>1.1 Identify and recognise the current performance outcomes of individuals and groups against organisational strategic plans and targets and individual development needs</p> <p>1.2 Research the range of diversity required in staff to achieve performance outcomes in consultation with policies, strategic objectives and key people</p> <p>1.3 Identify future organisational and service needs and define organisational targets and strategies to address gaps</p> <p>1.4 Identify developmental sources capable of bridging the future needs and outcomes through research and consultation</p> <p>1.5 Design strategies for the development of individuals and groups to meet organisational and individual targets</p> <p>1.6 Ensure that individual and organisational advantages in maximising diversity in the staff and services of the organisation is actively promoted through a range of interactive processes</p>
2. Develop the diversity of workgroups.	<p>2.1 Establish outcomes targets through a consultative process with work teams to achieve collective ownership</p> <p>2.2 Action plans to achieve the targets are clear, comprehensive and disseminated for consultation, feedback and information</p> <p>2.3 Action plans contain clear, relevant and realistic development objectives linked to organisational and individual development needs</p> <p>2.4 Action plans include clear responsibilities, effective roles and adequate resources to facilitate timely implementation of action plans</p>
3. Develop awareness of the value of workplace diversity	<p>3.1 Review and report workgroup development against action plans and achievement of objectives and targets.</p> <p>3.2 Ensure that achievements of work teams to meet action plan targets are promoted and rewarded</p> <p>3.3 Ensure that positive changes created by new performance outcomes and work team contributions are promoted and rewarded</p> <p>3.4 Recognise and acknowledge the positive contributions of key people in establishing new work culture and practices</p>

Element	Performance Criteria	
4. Promote tolerance and mutual respect for diversity	4.1	Promote and model organisational commitment to individual and workgroup diversity in all policies and team decisions
	4.2	Create opportunities to demonstrate the constructive and positive outcomes of a diverse staff and programs
	4.3	Promote and model the benefits of diversity in individual learning and development in the workplace.
	4.4	Promote and model principles of fair and equal treatment and respect for differences in the workplace and promote this in management decisions.
	4.5	Acknowledge and reward innovation and successful strategies to influence organisational culture and diversity towards positive change
	4.6	Encourage constructive performance feedback at all levels in the workplace.
	4.7	Identify and address obstacles to improved performance and the optimisation of diversity.

A. Assessment Guide

This unit is concerned with the competency of facilitating improved workplace performance and the optimisation of diversity in the workplace. It involves high levels of interpersonal skills and an understanding of the importance and benefits of workplace diversity. It requires complex skills in promoting specific organisational culture and values and in bringing about change through consensus

Range of Applications

Performance can be

- the work performance of specific individuals;
- the work performance of teams;
- collective team work;
- the achievement of measured service outcomes;
- the performance across sectors and allied services;
- the achievement of outcomes determined by the organisation;
- the achievement of outcomes determined by external authorities.

Diversity can be reflected in the representation and inclusion of:

- cultural groups;
- cultural practices and values;
- gender factors;
- skills base and qualifications;
- management style;

- service standards and values;
- organisational principles;
- client profiles and needs;
- recruitment criteria and selection;
- competency standards;
- job descriptions and work contracts.

Action plans to improve performance through diversity can include:

- use of a performance management tool or process;
- use of high level leadership and role modelling;
- formal assessment against industry standards;
- monitoring and mentoring individuals or group performance;
- research of organisation or workplace statistics and performance records;
- reviewing personnel or training and development records;
- documenting and reporting performance feedback;
- analysis of statistics and other data;
- setting and reviewing performance targets;
- development of performance enhancement strategies;
- prioritising and allocating resources to leverage improvements;
- modelling self-improvement;
- developing realistic and achievable performance outcomes, goals and objectives;
- coaching individual and group performance;
- analysing structures and processes to improve performance through restructuring or process re-engineering;
- development of reward and recognition systems appropriate to the workplace and performance output;
- creating programs to reward innovation and exploration of new opportunities for learning, change and development in the workplace.

Promoting diversity can involve:

- assessing current competency;
- assessing future trends in the workplace;
- identifying positive and beneficial models and elements of diversity present in the workplace;
- identifying opportunities for utilising workplace diversity;
- promoting diversity in the workplace;
- developing workplace partnerships;
- modification of processes and systems to better accommodate diversity;
- job design to accommodate workplace diversity.

B. Evidence Guide

This unit can be assessed by its application in the contexts and settings from the range of variables. Such assessment is to include a comprehensive range and diversity of research strategies and information gathering techniques, both inside and outside the immediate workplace and an optimisation of a range of information sources and strategies. Evidence may be obtained through demonstration and observation and the presentation of written or observation activities under special assignment conditions.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;

- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will require evidence demonstrating:

- designing and influencing organisation's performance management and diversity policies, practices, systems and processes;
- delegation of organisation's development resources, systems and protocols;
- using effective communication and leadership practices and methods;
- contracting research using a range of different methodology;
- using effective interpersonal skills to bring about attitudinal and cultural change in groups;
- information gathering strategies and techniques used with organisations, groups and individuals;
- recorded targets and achievement for organisational performance and respect for diversity;
- knowledge of the industry and the context and environment of organisational values and performance;
- knowledge of the impact and effects of change on individuals and organisations;
- supportive and effective teamwork and leadership;
- compliance with the organisations philosophy, policies, guidelines, practice, management structures including systems and objectives.

D. Knowledge

Assessment in this unit will require demonstration of the following knowledge:

- Government policies and legislation relating to culturally diverse work places in correctional services;
- models for organisational change;
- the contributions and benefits of cultural diversity in correctional services;
- consultative mechanisms and protocol of the organisation;
- organisational structures accountability and reporting systems;
- the political and industrial context of the industry;
- organisational and government objectives and strategic plans.

CSCORG034A Develop and support quality systems

Element	Performance Criteria
1. Give advice on assessing processes and working environments	1.1 Key people are given accurate information about the potential impact of work processes and working environments on meeting quality requirements
	1.2 Advice is given to the organisation on processes for the development and maintenance of control systems relevant to a service organisation under public sector contracts
	1.3 The organisation is assisted to put in place measures for the assessment and improvement of processes and the working environment
	1.4 The organisation is advised and supported in measures to keep necessary records related to performance in processes and the working environment and to make these available to authorised people when required
	1.5 All legal requirements which affect the quality of services, processes and products are checked, confirmed and advised on
2. Develop plans to improve quality systems	2.1 The organisation's ability to understand and achieve quality standards and specifications is assessed and reported
	2.2 Key people are given accurate information and support to develop quality systems and documentation and the requirements for quality responsibilities
	2.3 Key people are actively involved in the design of systems and the planning for improvements including roles, responsibilities and realistic schedules
	2.4 Key people are given advice about the implementation of monitoring processes and procedures
	2.5 Plans for improving quality systems are disseminated widely to all interested people for positive promotion, consultation and feedback
	2.6 All key people are encouraged to give active support for the agreed quality system
3. Advise on measurement systems	3.1 Key people contribute to identifying the organisation's current quality systems and methods for measuring performance

Element	Performance Criteria
3. Advise on measurement systems	3.2 Key people are given accurate clear and relevant information, advice, opportunities and encouragement to evaluate the effectiveness of the organisation's current performance measures
	3.3 Key people are supported to use performance measures and quality tools and techniques and to incorporate them into systems design
	3.4 Key people are given the necessary information, advice and encouragement to develop clear and concise criteria for systems design and use
	3.5 Key people are encouraged to use participation of team members to customise performance measures to suit the local work environment while maintaining the consistency of quality across the organisation
	3.6 Key people are provided with the tools to collect regular and timely information which demonstrates how the system meets the criteria and to make any adjustment to improve the system
	3.7 Information, advice and encouragement is given in a manner and at a level and pace suitable for the needs of the recipients
	4. Advise on the management of information
4.2 Key people are given clear and justifiable advice on the use of quality management tools and techniques in their work unit	
4.3 Necessary and requested information and training is provided at a level of complexity and at times which increases understanding, confidence and agreement	
4.4 Documentation related to quality system information is provided according to agreed time scales	
4.5 Support is positive and encouraging while respecting individual experience, expertise and autonomy	
4.6 Key people are encouraged to report on progress with collecting, analysing and interpreting information and to seek help when needed	

A. Assessment Guides

This unit covers the role of developing and managing organisational systems required for quality assurance in services. This includes the support given to evaluating current working environments and processes and developing plans to improve quality systems. It includes the development of performance measuring systems and the collection and analysis of

information about the organisation's quality assurance.

Assessment of this unit will require the applicant to meet all the performance criteria through a range of types of evidence based on activities of the work place. The applicant may be an employee of the organisation or may be contracted from outside the organisation. The role described in this unit may be a single exercise or a continuous responsibility. Where the applicant is an employee of the organisation, it will be necessary for assessment to be applied in the specific context of the organisations systems. Where the applicant is contracted from outside the organisation it may be possible for assessment to demonstrate performance in a range of different systems. Assessment will be applied in the following variables.

Range of Applications

Key people will include people inside the organisation including:

- senior management;
- unit/work team managers;
- members of decision making committees and forum;
- team leaders;
- information disseminators;
- systems designers and maintenance;
- consultation networks.

Key people will include people outside the organisation including:

- organisational clients;
- individual clients;
- allied services;
- service contract agencies;
- quality accreditation agencies.

The design of quality systems should include the following components:

- specified service outcomes;
- clear service strategies;
- resources;
- administrative and management systems;
- organisational policies and guidelines;
- operating procedures;
- information management systems;
- decision making processes and mechanisms;
- statutory and mandatory requirements;
- client/customer demand;
- client/customer service criteria and contracts;
- penalties;
- competency standards and performance assessment systems;
- national standards;
- performance management systems;
- provision of training and professional development;
- reporting and accountability requirements and processes.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment will require evidence to demonstrate the following outcomes:

- team understanding/key person understanding of the potential impact of quality requirements on work processes, the work environment, information collection and analysis, and performance review and evaluation;
- consultation and active involvement with key people listed in the variables leading to positive support for quality systems;
- organisational support for quality processes, control systems, quality measures and criteria;
- knowledge and compliance with legislation and statutory responsibilities;
- knowledge of the implications and requirements of service contracts;
- quality system and management plans which address all the components of the variables
- quality tools and techniques agreed to and used by the organisation;
- information and training programs to develop understanding and skills needed by the system.

D. Knowledge

Assessment in this unit will require demonstration of knowledge in the following general areas:

- research and analytical techniques;
- communication techniques for a wide range of audiences including effective communication with both positive and uncooperative audiences and with known and unknown people;
- information handling;
- consultation, involvement and motivation;
- legal requirements affecting the provision of services and reporting on quality in an organisational context;
- contract requirements;
- techniques for monitoring and evaluation;
- organisational context for quality systems including:
 - the organisations structure and the responsibilities of people in it,
 - work processes, control systems and working environments within the organisation,
 - resources available and how they are used,
 - records, documentation and information management,
 - delegations, authorisations and organisational protocols,
- quality management systems including:
 - components of the system,
 - performance measures,
 - roles and responsibilities,

- resources and their conditions for use,
- monitoring procedures,
- information requirements and management,
- times and schedules,
- marketing and promotion,
- customisation of standards,
- tools and techniques for measurement and analysis.

Communication principles and techniques

- using active listening, questioning, clarifying, rephrasing and checking mutual understanding;
- identifying the information needs of a range of audiences;
- adapting communication techniques for different audiences recognising their comprehension levels, information needs, cultural expectations and factors, timeframes, comfort levels, areas of resistance and blockages;
- using a variety of communications media and aids;
- facilitation of consultations and decision making forum;
- presenting difficult ideas and problems in ways that promote understanding;
- interpreting meanings and non-verbal messages;
- promoting confidence and participation so that people feel able to ask questions and challenge understanding.

Personal influence

- positive presentation to others;
- using a variety of strategies to influence others;
- creating different and challenging strategies to influence others.

Information management:

- using information from many different sources;
- checking the relevance, accuracy and reliability of information;
- designing and using information for many purpose.

Decision making

- breaking big decisions down into manageable and achievable tasks and activities;
- identifying a range of perspective on issues and situations;
- identifying implications, consequences and casual relationships in a situation;
- using a range of ideas to explain actions, needs and the motivations of others;
- using experience and evidence from others to identify problems and understand situations;
- make decisions which are realistic and viable for the situation.

System design and planning

- how to design performance measures, quality tools and techniques;
- using consultation to achieve active participation and ownership;
- how to interpret reports on performance from a range of sources;
- achievable time frames and cycles of schedules;
- techniques for data collection, analysis and recording.

CSCORG035A Implement quality assurance systems

Element	Performance Criteria
1. Establish quality assurance systems	1.1 Analysis of processes is sufficient to determine appropriate quality assurance systems and measurements
	1.2 Recommendations and rationale for establishing quality assurance systems are presented to relevant people with appropriate level of detail and degree of urgency
	1.3 Implementation plans are agreed to, taking account of feedback from relevant people
	1.4 Opportunities are provided for those involved in quality assurance systems to contribute to their development
	1.5 Systems set up clearly specify the processes, procedures and measurements required to ensure products and services are within the limits of acceptable quality
	1.6 Quality assurance systems are capable of making sure that agreed customer requirements are consistently met
	1.7 The establishment of quality assurance systems is communicated in a way which is clear, detailed and allows adequate time for preparation
	1.8 The results and benefits of assuring quality are communicated at times most likely to gain the commitment of relevant people to the systems
2. Maintain quality assurance systems	2.1 Information on quality assurance systems, procedures and responsibilities is presented to relevant people at a time and place and in a format appropriate to their needs
	2.2 Relevant people's understanding of, and commitment to, quality assurance systems is confirmed at appropriate intervals
	2.3 Information is collected and evaluated, and the results are reported at required intervals, using agreed methods and against specified performance measures
	2.4 Prompt and effective action is taken to clarify inadequate, contradictory or ambiguous information
	2.5 Relevant people are actively encouraged to freely report actual and potential variations in quality
	2.6 Timely and effective action is consistent with quality assurance procedures, correcting unacceptable variations in services

Element	Performance Criteria
3. Recommend improvements to quality assurance systems	3.1 Opportunities are provided for relevant people to suggest improvements to quality assurance systems
	3.2 Recommendations are based on sufficient, valid and reliable information on the effectiveness and efficiency of quality assurance systems
	3.3 Recommendations have the potential to improve the contribution which quality assurance systems make to the organisation and its customers
	3.4 Recommendations are presented to relevant people clearly, logically and in time to be of use
	3.5 Where recommendations are not accepted, the reasons are established and presented to relevant people in a manner which maintains morale and motivation

A. Assessment Guide

This unit is about ensuring that your organisation's products and services continuously meet the standard required by your customers. It covers setting up quality assurance systems in a work unit, assuring quality by making sure these systems operate effectively and making recommendations for improvements to quality assurance systems.

The evidence provided for assessment of this unit will be drawn from a range of work applications reflecting the nature of the services provided by the organisation, the legal structure of the organisation, the management system and culture and the applicant's specific roles and responsibilities.

Range of Variables

Assessment will be based on demonstrating processes which involve relevant people such as:

- senior level managers in client organisations;
- sponsors or interests outside the practice;
- colleagues and team members;
- specialists, inside and outside the practice;
- quality specialists;
- representatives of clients/customers.

Assessment will be based on identified sources of information about all of the following:

- products;
- services;
- processes;
- primary clients;
- secondary clients.

Evidence will show recommendations and implementation of all the following improvements:

- in human performance;
- in systems performance;
- in policies and strategies;
- in response to requests or delegation;
- taken on applicant's own initiative.

Evidence will be demonstrated from one of the following:

- externally validated quality assurance;
- quality assurance system which has been developed and validated in-house.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Outcomes

The evidence provided to demonstrate the implementation of quality assurance systems will show consistency with:

- the service/practice's policies, procedures, legal framework and accountability;
- quality and continuous improvement system and processes;
- strategic plans, business plans and performance management processes;
- the organisation's agreed practices for supervision and reporting ;
- legal and ethical practice including duty of care to team members and occupational health and safety.

D. Knowledge

Evidence and work performance will show basis the following knowledge:

- methods and language to communicate to all interests about quality assurance issues;
- the importance of customer/client focus in managing quality;
- how to develop and present an effective case for the introduction and use of quality assurance systems in your organisation;
- the importance of using consultation in the introduction of quality assurance system and how to do so effectively;
- strategies to gain the commitment of staff and management to quality assurance systems and to maintain the commitment;
- the importance of quality assurance and roles and responsibilities in its introduction;
- the meaning of quality in the context of managing the activities of the organisation;
- the principles underpinning quality assurance systems and how to apply them;
- the range of different quality assurance systems available and their relative advantages and disadvantages of them in the context of the organisation;
- how to analyse work processes to determine the most appropriate quality assurance systems and measurements.

- how to specify the requirements of a quality assurance system;
- how to encourage and enable honest and effective feedback on quality;
- the importance of maintaining the quality assurance systems and the procedures required to do so;
- how to develop and argue an effective case for change;
- the importance of continuous improvement to the effectiveness of the team and organisation and your role and responsibilities in relation to this;
- how to collect and validate sufficient information on the effectiveness of quality assurance systems to make recommendations for improvement;
- how to address and resolve disagreements and disputes in ways which maintain moral and motivation.

CSCORG036A Audit organisation performance

Element	Performance Criteria
1. Audit compliance with quality systems	<p>1.1 Quality audits are carried out according to an agreed plan and schedule</p> <p>1.2 Units being audited are given the agreed period of notice of the intention to audit and any conditions applied</p> <p>1.3 The responsibilities of units being audited is clearly negotiated and confirmed and procedures applying are identified</p> <p>1.4 The audit is based on information which is sufficiently detailed to reveal any discrepancies</p> <p>1.5 Corrective action related to deficiencies is negotiated with the audited units and a schedule and timeframe for implementation of change is agreed</p> <p>1.6 Authorised support is consulted where there is failure to negotiate mutual agreements about discrepancies and corrective action, according to policies</p> <p>1.7 Audits are conducted in a manner which enhances the organisations confidence and commitment to the quality system and its audits</p> <p>1.8 Records of the process and outcomes of the audit comply with the organisations requirements and reporting system</p>
2. Follow up quality audits	<p>2.1 Quality audit reports are made available to authorised people in accordance with the organisations procedures and quality management system</p> <p>2.2 Any discrepancies which have serious or immediate risks to the organisation are brought to the attention of relevant people promptly</p> <p>2.3 Corrective action is checked and confirmed with units audited</p> <p>2.4 Persistent problems in achieving compliance are reported to relevant people</p> <p>2.5 Appropriate and justifiable recommendations for improvement to procedures are made to relevant people</p>

A. Assessment Guide

This unit is about assessing the extent to which the organisation and its services and systems comply with agreed quality systems and procedures through carrying out audits and reporting the results.

Assessment of this unit will require the applicant to meet all the performance criteria through a range of types of evidence based on activities of the work place. The applicant may be an employee of the organisation or may be contracted from outside the organisation. The role described in this unit may be a single exercise or a continuous responsibility. Where the applicant is an employee of the organisation, it will be necessary for assessment to be applied in the limited context of the organisations systems. Where the applicant is contracted from outside the organisation it may be possible for assessment to demonstrate performance in a range of different systems. Assessment will be applied in the following variables.

Range of Variables

Relevant people will include people inside the organisation including:

- senior management;
- unit/work team managers;
- members of decision making committees and forum;
- team leaders;
- information disseminators;
- systems designers and maintenance;
- consultation networks.

Relevant people will include people outside the organisation including:

- organisational clients;
- individual clients;
- allied services;
- service contract agencies;
- quality accreditation agencies.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment in this unit will require demonstration of all the performance criteria in the context of the range of variables and the underpinning knowledge.

D. Knowledge

Assessment of this unit will require evidence of the following knowledge:

Analytical techniques including:

- methods of gathering complex information from a range of different sources;
- techniques and justifications for challenging the validity and reliability of sources and content of information;
- processes to evaluate practice against procedures to identify discrepancies.

Principles of *effective communication* including:

- the principles and processes for effective communication with a range of different audiences represented in the organisation;
- cultural issues which have an impact on communication and methods of adapting to them;
- complex presentation and written reporting requirements;
- techniques for providing constructive interactive feedback and recommendations.

Involvement and motivation including:

- techniques to enhance the confidence and commitment of people involved;
- techniques for promoting consultation and ownership.

Organisational context including:

- the organisation's policies, procedures and systems related to quality systems and management;
- the organisation's plans and schedules for auditing work units;
- the organisation's management structure, accountability, reporting and delegations;
- the people involved in the quality system and the resources they have;
- information systems and recording and reporting requirements.

Quality management including:

- agreed schedules, timeframes and processes;
- the procedures which apply in different circumstances;
- the principles of quality assurance and how they work in organisations;
- options for corrective action;
- the organisation's appeals and disputes systems;
- audit reporting requirements and how to interpret the content of reports;
- criteria for evaluating the risks and impact of identified discrepancies.

CSCORG037A Recruit staff

Element	Performance Criteria
1. Identify staff requirements	<p>1.1 Identify the objectives and constraints affecting staff requirements clearly and accurately using research and consultation</p> <p>1.2 Consult relevant people who have expertise or who can provide support on staff requirements in a timely and mutual agreed manner</p> <p>1.3 Estimates of staff requirements are based on an accurate analysis of sufficient, up-to-date and reliable information and projections of future needs and succession planning</p> <p>1.4 The specifications for staff are clear, accurate and comply with organisation's, professional and legal requirements</p> <p>1.5 The specifications identify fair and objective criteria for selection</p> <p>1.6 The specifications are agreed with authorised people prior to recruitment action</p>
2. Select required staff	<p>2.1 Negotiate and determine the process to assess and select personnel to ensure objective outcomes against criteria</p> <p>2.2 Information obtained about each candidate is relevant to and sufficient for the selection process</p> <p>2.3 The information is assessed objectively against specified selection criteria</p> <p>2.4 Selection decisions are justifiable from the evidence gained</p> <p>2.5 Ensure that authorised people are informed about selection decisions and the identified information or development needs of successful candidates</p> <p>2.6 The information provided to authorised people is clear and accurate</p> <p>2.7 All candidates receive constructive and personalised feedback and information appropriate to their needs at each stage of the selection process</p>
3. Review staff selection	<p>3.1 Reports on selection processes and outcomes are accurate, clear and comply with organisational and legal requirements</p>

Element	Performance Criteria
3. <i>Review staff selection</i>	3.2 All information, processes and selection activities comply with organisational policies and procedures and legal requirements
	3.3 Recommendations for improvements to the selection process based on review of the process are passed on to the appropriate people in the organisation

A. Assessment Guide

This unit is about managing the process for recruiting and selecting the people needed to carry out required work activities. It applies to both external and internal recruitment of people for permanent work, temporary work or contract work. With customisation, it can apply to the selection of colleagues or other specialists for assistance or referral.

Assessment of this unit will be based on evidence generated from routine work experience or from special assignments. Evidence from simulation activities is not acceptable for this unit. Assessment will require the demonstration of performance in a number of recruitment exercises applying the following variables.

Range of Applications

Assessment will require evidence of applying the performance criteria with the following *personnel*:

- positions which are internal to the work unit;
- positions which are in different work units and locations;
- permanent positions and contract or temporary positions;
- positions which are above the applicants level and at equal or below level;
- existing and new positions;
- positions which are covered by at least two different industrial award conditions and classifications and enterprise contracts.

Assessment will require application in the following *processes*:

- consultation with colleagues, team members, management and personnel specialist;
- active involvement of the selection team in the design of the process and requirements;
- getting agreement on all aspects of the selection process from colleagues, management and personnel specialists;
- compliance with all policies, procedures and legislation.

Assessment will require *compliance* with all of the following requirements:

- advertising, recruitment and selection policies and procedures of the organisation;
- Equal Employment Opportunities legislation;
- anti-discrimination legislation;
- enterprise agreements employment conditions where relevant;
- industrial award conditions where relevant;
- Public Sector Management Act where relevant;
- service contracts.

Assessment will require evidence of the developing all the following *specifications*:

- key purposes of the positions;
- skills and performance levels;
- individual and team roles and responsibilities;
- individual and team competencies and performance requirements;
- selection criteria;
- selection process and logistics;
- mandatory and optional requirements;
- employment contract conditions.

Assessment requires evidence of using the following *information*:

- employment history;
- references;
- applicant documentation;
- interview responses and performance;
- presentations;
- results of skills tests;
- competency assessments;
- performance management and review outcomes.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Using information} and {Planning and organising} requiring the applicant to interpret and manage procedures. at Level 3. These Key Competencies are reflected in the performance criteria. Examples are indicated in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment will require evidence of the demonstration of the following outcomes:

For Element 1.

- Personnel requirements and planning resulting from consultation with colleagues and with specialists {KC Communication};
- Personnel plans which clearly specify the skills and performance requirements and the numbers and deployment needs of the organisation {KC *Planning and organising*};
- Design of specifications of the skills, knowledge and experience required for the work designated {KC *Problem solving*}.

For Element 2.

- Using a variety of techniques and sources for gathering information about candidates;
- Designing a selection process which is suitable for the nature of the position and candidates and which complies with all organisational policies, procedures and legal responsibilities;
- Analysing and assessing information against criteria and specifications;
- Participating in the selection of the candidate which best meets the specifications and the agreed requirements of the work and complies with all organisational and legal requirements;
- Documentation completed clearly, comprehensively, accurately and in the format used by the organisation;
- Communicating effectively and sensitively with candidates and colleagues about the selection requirements and outcomes;
- Making recommendations on improvements to the recruitment process.

D. Knowledge

Knowledge is specific to the service organisation environment, specific to enterprise requirements and statutory context and knowledge requirements.

Assessment in this unit requires evidence of the following knowledge:

Principles of *effective communication* including:

- giving clear and accurate information to a range of different audiences;
- adapting communication techniques and content to different audiences and different cultural expectations;
- giving constructive feedback on performance;
- using communication strategies and techniques to achieve active participation, confidence and agreement;
- modifying communication in response to feedback from listeners.

Models and systems of *continuous improvement* including:

- complying with legal and statutory requirements;
- complying with industry standards and professional and organisations codes;
- specifications determining fairness and integrity in decision making;
- evaluation and review of services, processes and outcomes;
- promotion of the positive aspects of organisational change;
- the impact of personal and cultural values on organisational behaviour;
- analysis of the values and principles of the organisation and their impact on fair and ethical behaviour and practices;
- knowing personal values and understanding whether to support the organisation's values or influence them to change.

Principles of *decision making* including:

- positive and honest presentation of ideas, opinions and beliefs to others;
- understanding the culture and ethics of the organisation and the values of individuals involved;
- techniques to actively encourage the free exchange of information;
- using existing sources of information, including from multiple sources;
- ensuring the accuracy and reliability of information;
- using information to clarify ambiguous situations and issues;

- breaking large and complex issues into manageable tasks and activities;
- patterns of meaning from events and data which may not be obviously related;
- making decisions which are realistic and able to be justified.

CSCORG038A Establish information management and communication systems

Element	Performance Criteria
1. Identify information and communication requirements	1.1 Calculate the resources needed to meet information requirements and allocate them according to competitive costings, established budgets and realistic availability
	1.2 Research is sufficient and targeted to identify the information requirements of the service and its clients
	1.3 Research is sufficient to identify comprehensive information needs, and communication processes, both present and future
	1.4 Documentation of information requirements is clear, accurate and based on needs identified by staff , colleagues and clients
	1.5 The proposed information requirements are consistent with service objectives, activities and resource constraints
2. Select information management and communication systems	2.1 Criteria for selection of information management and communication systems is clear and endorsed by users and others involved or affected
	2.2 Possible systems are capable of meeting requirements and practice objectives within resource constraints are identified
	2.3 Evaluation of potential systems accurately identifies their respective benefits and disadvantages
	2.4 The systems proposed most closely meet the agreed criteria and comply with practice values, ethics and legal requirements
	2.5 Proposals include an implementation plan which is agreed with users and others involved or affected
3. Install information management and communication systems	3.1 Provide plans for implementing information management and communication systems to others involved or affected at an appropriate time, level and pace for evaluation and feedback
	3.2 Promote understanding of the systems with those who will be involved and an understanding of their roles in its implementation
	3.3 The resources selected are sufficient for the implementation to take place within agreed time scales
	3.4 Monitor the implementation of the system at appropriate times against agreed plans

Element	Performance Criteria
3. <i>Install information management and communication systems</i>	3.5 Monitor implementation activities to identify and resolve any problems arising
	3.6 The implementation of systems enables users and others involved and affected to make effective contribution
	3.7 Implementation of information management and communication systems is within the agreed budget and time scales
4. Monitor information management and communication systems	4.1 Key people provide feedback on the effectiveness of information management and communication systems
	4.2 Monitoring and evaluation of systems take place at appropriate times against agreed criteria
	4.3 Evaluations take account of trends and developments and likely future requirements
	4.4 Provide results of evaluations to those involved or affected in a manner likely to attract their support for improvements
	4.5 Problems in information management and communication systems are identified and overcome effectively

A. Assessment Guide

This unit is about setting up effective communication and information management systems in your organisation, service or program. This involves identifying the information and communication needs, selecting information management and communications systems which meet those needs, setting these systems up, or contracting for them to be set up and monitoring these systems to ensure their effectiveness.

The evidence provided for assessment of this unit will be drawn from a range of work applications reflecting the nature of the services provided by the organisation, the legal structure of the service, management and service culture and the applicant's specific roles and responsibilities.

Range of Applications

The evidence provided to demonstrate *the management of information systems and communication* activities will show consistency with:

- practice, ethics, contracts, legal framework and accountability;
- quality and continuous improvement system and processes;
- strategic plans, business plans and performance management processes;
- agreed practices for supervision and reporting;
- legal and ethical practice including duty of care to team members and clients, reporting and security/release of information, occupational health and safety.

Evidence will show assessment of *information needs and context of*:

- colleagues and other services/agencies;
- clients;
- contracts;
- formally structured inquiries or reporting requirements.

Evidence will show inclusion of the following *information requirements*:

- amount of detail;
- purpose of the information and who will have access to it;
- format;
- contract reporting;
- accessibility and confidentiality;
- communication processes;
- legal and ethical considerations;
- financial reporting.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program, self directed study and professional development programs.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Assessment of this unit requires evidence of the following performance:

- using contemporary research and consultation to gather information on technical, design and capacity issues for information systems;
- analysing information for decision making and recommendations on information equipment and systems;
- analysing resources and cost benefit;
- compliance with all policy, strategic plans, protocols, legal and statutory obligations;
- negotiating commercial agreements and contracts;
- analysing service and client needs and requirements;
- designing specifications for technical services;
- supervising technical staff and projects.

D. Knowledge

Assessment of this unit requires evidence of knowledge and understanding covering:

- the organisation's requirements for designing and tendering contracts;
- techniques and methodologies for researching and analysing organisational information;
- the role of information systems in a service organisation;
- models of information systems;
- projections of future information needs and flow;

- legal requirements related to the collection, storage, security and distribution of information;
- organisation's strategic plans, objectives, purpose, culture, management structure, services and programs;
- organisation's financial management, budgetary processes and financial resources.

CSCORG039A Manage effective communication

Element	Performance Criteria
1. Contribute to the development of effective communication strategies.	1.2 Develop strategies for effective internal and external dissemination of information
	1.3 Communication strategies address special communication needs of individuals and teams to avoid discrimination in the workplace.
	1.3 Ensure that communication strategies are analysed, evaluated and revised where necessary to make sure they are effective.
	1.4 Establish channels of communication and monitor information regularly to provide staff with relevant information.
	1.5 Use of effective listening techniques to promote understanding a complex issues and to role model good practice
	1.6 Coach team members in effective communication to ensure consistency in practice and standards
	1.7 Ensure that effective negotiation processes and conflict resolution methods are used in communication inside and outside the organisation
	1.8 Negotiate issues with key stakeholders in a way which works toward a mutually acceptable outcome.
	1.9 Maintain mutually beneficial work related networks and relationships
2. Represent the organisation with a range of groups.	2.1 Present information relevant to the topic to promote the organisation in a clear, accurate and positive way.
	2.2 Presentations are delivered in a clear and sequential manner and within a predetermined time.
	2.3 Electronic and a range of different media enhances the presentation.
	2.4 Special needs of the audience are addressed in the content and presentation
	2.6 Questions are responded to in a manner and detail consistent with the legal and ethical implications and organisation guidelines and standards.

Element	Performance Criteria
2. Represent the organisation with a range of groups. (cont)	2.7 Involve participants in the design, delivery and interaction of the presentation. 2.8 Information and ideas are clear, concise and the in language adjusted to meet the audience needs. 2.9 Participation in internal and external meetings and forums promotes the organisation. 2.10 Spoken and non-verbal message convey consistent meaning 2.11 Differences are respected and considered in a way that encourages and values other's contributions.
3. Give and receive instructional information.	3.1 Instructions given are clear, understandable and concise. 3.2 Adjustments cater for individual and <i>cultural differences</i> . 3.3 Instruction methods and style are meaningful to the audience. 3.4 Instructions related to routine work activities are clear, concise, understandable and appropriate to the given task. 3.5 Clarification is sought and given where necessary. 3.6 Interpretation and analysis enhances information to make it meaningful to the audience
4. Facilitate group discussions.	4.1 Information provided to the group assists and enhances its outcomes. 4.2 All participants in the group and their contributions are acknowledged and encouraged 4.3 Evaluation of group communication strategies is undertaken to promote ongoing participation of all parties. 4.4 Interpersonal strategies encourage all group members to participate 4.5 The management of group discussions addresses specific communication needs of individuals 4.6 Objectives and agendas for meetings and discussions are set and followed by participants
5. Produce quality written materials.	5.1 Writing is presented in a logical and sequential way which matches the audience and the purpose of the document.

Element	Performance Criteria
5. <i>Produce quality written materials.</i>	5.3 Written material reflects the organisation guidelines and current accepted standards of professional writing 5.4 Writing is succinct and the content and meaning is clear to the audiences 5.5 Management and clients receive clear and accurate information based on policies, procedures, guidelines and standards.
6. Conduct interviews.	6.1 Objectives are clearly defined and time and venue are mutually agreed to by participants. 6.2 Effective questioning, speaking, listening and non-verbal communication techniques are used to encourage participation and clarify agreement on information 6.3 Feedback and advice is positive , constructive and supportive and reflects current ethical management practice. 6.4 Formal grievance and counselling procedures are used when required by <i>organisation's policies</i>

A. Assessment Guide

This unit is concerned with the competency required for a complex range of communication purposes in the management of a diverse organisation with a very broad range of settings and audiences inside and outside the organisation

This unit applies to communication both inside the organisation with team members and colleagues and with individuals and groups in the correctional environment, in the community, in the justice sector at executive decision making levels in the employing and in other organisations. The communication is part of a management and team leader responsibility or where groups are used as part of a decision making or service determined program.

This unit should be assessed in the workplace, or where this may not be feasible, in a structured learning process using workplace material and applied in the industry context.

Range of Applications

Oral, written and non-verbal communication systems can include communication with:

- representatives of client groups or organisations;
- members of the public;
- managers in own and other organisations;
- peers in own and other organisations;
- staff;
- private organisations and consultants;
- representatives of other sections of the justice and legal systems, other public sector and

- community agencies;
- colleagues in different locations;
- selected individuals and groups of offenders.

Written communication will include

- reports on the outcomes of meetings;
- routine as well as complex special reports;
- proposals, project plans and progress reports;
- general internal and external correspondence to senior and executive level colleagues;
- speeches, journal articles and marketing material;
- presentations to national and international forum;
- instructions, procedures and policies;
- information to be distributed through mass media or in externally moderated publications.

Oral communication can take the form of:

- answering and conveying descriptions, explanations and instructions;
- consulting and advising;
- formal and informal presentations to different audiences;
- structured interviewing for selection or counselling purposes;
- discussion leading and briefing;
- negotiating with colleagues and groups inside and outside the organisation;
- chairing and participating in meetings;
- negotiating conflict;
- advocacy in organisational and political contexts.

Clients are defined by the work of the organisation and can include:

- the criminal justice system;
- management;
- offenders;
- members of the public;
- other agencies with an interest in correctional services;
- agencies providing support to community corrections and placements;
- the government;
- the community.

B. Evidence Guide

This unit can be assessed in application to the contexts and settings from the range of variables which demonstrates a comprehensive range and diversity of strategies and communication techniques, both inside the organisation and outside and with known and unknown individuals and groups determined by the work role and responsibilities. Evidence will be through demonstration and observation in a range of communication and information management contexts and by presentation of written material in internal, national and international audiences.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- using effective communication techniques applied in the range of variables;
- using negotiation and conflict resolution in high profile events and incidents;
- effective writing and presentation skills in a diverse range of format and to different audiences including the most senior;

- public presentations to both known and unknown audiences in high profile issues;
- using the organisation's information systems, reporting requirements and protocol for the use and release of information;
- group work strategies and techniques with staff, colleagues and clients.

D. Knowledge

Assessment of this unit will require demonstration of the following knowledge:

- principles of effective, interactive communication with a diverse range of audiences;
- relevant cultural practices within the organisation and offender's community and in the general community;
- adaptive language applied in a range of audiences of different culture and expectations and different power relationships;
- interpersonal liaison and negotiation within a team and with groups of senior decision makers in allied organisations and services;
- identification of discriminative language and use of strategies to challenge and modify such language;
- organisation's procedures and policy related to information and communication systems, protocol and procedures;
- standards for the presentation of formal written material;
- personal values and cultural values – your own and others -which have an impact on effective communication in the organisation and with the community.

CSCORG040A Plan services under contract

Element	Performance Criteria
1. Negotiate the contracts scope and definition	<p>1.1 Investigate the scope and expectations of the service required to the level of detail needed to plan the service effectively</p> <p>1.2 Identify the main links between the contract's scope and definition and the sponsor's strategic and operational objectives</p> <p>1.3 Identify and confirm the primary and secondary clients' interests in the project</p> <p>1.4 Identify and assess the main contingencies which may occur during the service provision for the contract for their likely impact on achieving the contracted outcomes</p> <p>1.5 Identify and assess the main risks associated with the project and address these in the strategies and allocation of resources</p> <p>1.6 Calculate the contract's feasibility and negotiate any necessary amendments with sponsors in a way which ensures the goals can be achieved within constraints</p> <p>1.7 Identify and confirm levels of authority and accountability for project activities, resources and decisions</p> <p>1.8 All aspects of the contract's scope and definition are clearly confirmed with the sponsor</p>
2. Develop plans to achieve the contract's goals	<p>2.1 Involve key people in the development of the strategies to meet the contract requirements</p> <p>2.2 The strategy and plans required by the contract are consistent with the agreed scope, definition and known constraints</p> <p>2.3 The plans break the provision of professional service down into tasks which are manageable, measurable, and achievable</p> <p>2.6 The plans correctly identify links, dependencies, schedules, evaluation methods, deliverables and hand over procedures</p> <p>2.6 The plans include effective measures to deal with identified contingencies and risks</p> <p>2.7 The plans realistically estimate and cost the human and physical resources required to carry out the project's tasks</p> <p>2.8 The plans are based on previous experience and the sound professional practice of others</p>

Element	Performance Criteria	
2. <i>Develop plans to achieve the contract's goals</i>	2.9	All key aspects of the project plans are checked, negotiated and agreed to with the sponsor and authorisation to proceed is obtained
3. Establish the project's resources and control methods	3.1	Selected team members make an effective contribution to the project's objectives
	3.2	The roles assigned to team members, and the tasks they are allocated are realistic and equitable
	3.3	The team members' lines of responsibility and accountability are clear, unambiguous and take account of their other responsibilities
	3.4	There are agreed meeting schedules, reporting, control and communication methods which are consistent with the project plans
	3.5	There are effective opportunities for team development
	3.6	The methods of obtaining and managing the necessary resources are efficient, effective and consistent with legal and organisational requirements

A. Assessment Guide

This unit is about negotiating a formal contractual agreement of service, planning and setting up strategies and activities which are essential to the strategic objectives of the sponsoring organisation.

This unit is a generic management unit and will require contextualisation for correctional services enterprises and jurisdictions and relevant applications of organisational and systemic change.

This unit should be assessed in the workplace applying workplace context and material drawn from the range of variables and relevant to the enterprise requirements and the defined work role.

Range of Applications

Negotiation of the scope and definition of contracts will depend on the nature of expertise and service profiles of the organisation but should include :

- preparation of a range of organisational information for marketing and promoting services, managing projects, planning new services, reviewing existing services, providing advice to key people in the service and the community;
- responsibility for information about successful projects specific to a service, its clients, interests and relationship within the wider justice system;

- responsibility for research for specific client interests and issues;
- research into the interests of the criminal justice system or correctional services;

Contract scope and definition will include a critical range of the following components:

- staff skills and expertise;
- materials availability and supply;
- costings and financial requirements;
- budgets;
- timeframes and schedules;
- methodology;
- deliverables;
- legal requirements;
- accountability;
- penalties;
- processes.

Relevant people may be:

- within the organisation or department;
- team members;
- staff;
- people with specialist expertise;
- in other services, agencies or departments;
- in the justices services field;
- other project managers;
- management;
- industry representatives;
- commercial leaders;
- community leaders;
- colleagues;
- service and department clients;
- funding bodies.

Sources of information and consultation will include:

- personal contact;
- paper based;
- electronic, including Internet;
- internal and external documents;
- data bases;
- resource material;
- qualitative and quantitative data.

B. Evidence Guide

Evidence for this unit is likely to be through documentation of actual negotiations, agreements and contracts.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.

- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- applying a range of research strategies to provide strategic information for the negotiation of contract services;
- use of a wide range of information sources;
- effective consultation with a relevant range of key people;
- knowledge of organisation's financing, management, reporting and accountability systems and processes;
- skills of analysis applied to complex data;
- literacy, language and written presentation skills for reports;
- personal time management;
- delegation to staff;
- financial and budget management;
- a range of contracted service outcomes;
- using wide range of consultation methods;
- confident in complex communication;
- negotiation with a wide range of know and unknown relevant people;
- negotiation with senior management and specialist advisers;
- complex written communication;
- interpretation and analysis of data and information;
- complex problem solving;
- use of information technology;
- networking;
- cross cultural awareness and communication.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge:

- agency, organisation and legislative requirements, policies, procedures, practice related to providing services under contract;
- current and suitable service delivery methods and processes;
- consultation models, protocol and practice;
- information systems, manual and electronic;
- any relevant legal requirements and code of ethics applying to services under contracts;
- report presentation for senior management and expert advisers;
- cultural implications of contracts and services;
- the community and political culture and climate of the organisation and its services;
- strategic planning and process management.

CSCORG041A Plan and prepare projects

Element	Performance Criteria
1. Negotiate the project scope and definition with the sponsor	<p>1.1 The project's scope and definition is agreed to be key people</p> <p>1.2 The main links between the project's scope and the sponsor's strategic and operational objectives are clear and reflected in strategies</p> <p>1.3 The interests of key stakeholders are reflected in consultation strategies and processes of the plan</p> <p>1.4 Contingencies which may effect the planning process and implementation of the plan are addressed in information for consultations and allowances</p> <p>1.5 The main risks associated with the project are addressed and prioritised for action</p> <p>1.6 The project's feasibility is agreed with the sponsor so that the goals can be achieved within constraints</p> <p>1.7 Roles, responsibilities, authority and accountability of all key people is clearly established and agreed in information</p> <p>1.8 All aspects of the project's scope and definition are confirmed by the sponsor and agreements are documented</p>
2. Develop plans to achieve project goals	<p>2.1 Key people are involved in the development of the project plans</p> <p>2.2 All aspects of the planning process are clearly and accurately recorded and provided to relevant people</p> <p>2.3 The strategies and plans for the project are consistent with the agreed scope, definition and known constraints</p> <p>2.4 The plans include a breakdown of the tasks into manageable, measurable and achievable activities</p> <p>2.4 The plans clearly identify links, dependencies, schedules, evaluation methods, deliverables and hand-over procedure</p> <p>2.5 The plans include effective measures to deal with identified contingencies and risks</p> <p>2.6 The plans realistically estimate and cost the human and physical resources required to carry out the project's tasks</p>

Element	Performance Criteria
2. <i>Develop plans to achieve project goals</i>	2.8 Plans are based on previous experience and the effective practice of others
	2.9 All key aspects of the project plans are checked, negotiated and agreed with the sponsor and authorisation to proceed is confirmed
3. Establish project resources and control methods	3.1 Team members are selected for this capacity to make an effective contribution to the project's objectives
	3.2 The roles assigned to team members and the tasks they are allocated are realistic and equitable
	3.3 Team members lines of responsibility and accountability are clear, unambiguous and take account of their other responsibilities
	3.4 There are agreed meeting schedules, reporting, control and communication methods which are consistent with the project plans
	3.5 There are effective opportunities for team and professional development
3.6 Physical and financial resources are clearly defined, assessed for priorities and acquisition schedules and committed according to plans and budgets	
3.7 The methods of obtaining and managing the necessary resources are efficient, effective and consistent with legal and organisational requirements	

A. Assessment Guide

This unit is about planning and setting up substantial complex projects which are essential to the strategic objectives of the organisation. Project sponsors may be internal or external to your organisation.

This unit should be assessed against actual work activities. Assessment in simulated activities should only be used to confirm or extend the variables evident in the real work activities.

Range of Applications

Projects should include a significant range of the following components:

- strategic implications for the sponsor;
- substantial resource implications for the sponsor;
- a high level of complexity in components of the plan, range of team members, technical requirements of process and objectives;

- involving senior and specialist key people;
- involving external organisation.

Planning should show evidence of:

- an emphasis on the importance of systematic and thorough planning for the success of the project;
- the level of detail consistent with the complexity and scope of the objectives;
- analysis of constraints, risks and benefits associated with the project;
- feasibility analysis;
- analysis of contingencies.

Constraints may include:

- time;
- resources;
- technology;
- skills available;
- legislation and statutory requirements;
- organisational policies and practices;
- commitment of key people.

Stakeholders and key people will be inside the organisation and in external organisation and will include:

- team members;
- senior management;
- specialist and professional service providers;
- contracted service providers;
- technical experts;
- representatives of service/product consumers.

B. Evidence Guide.

Evidence will be drawn from the range of routine and required work activities relevant to the performance criteria, the range of variables and the organisational environment. Evidence must include observation in the workplace as well as performance in a simulated environment where necessary to confirm the transferability of the competencies.

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies, supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Evidence of meeting the competencies of this unit will demonstrate:

- ethical and professional relationships with all people with an interest in the project
- mutually successful negotiation of outcomes with key people
- clear documentation of all aspects of the process and outcomes of project planning

- knowledge of the organisation's policies, strategic objectives and current practices related to project planning and management and compliance with these
- compliance with all legal and statutory obligations and accountability related to the organisation's operations, services and projects;
- application of the principles and range of models of project planning and management, including computer based project planning programs where available;
- accurate estimates of resource capacity and requirements;
- accurate identification and analysis of contingencies and risks and successful allowances;
- mutually beneficial selection, deployment and delegation to team members involved in the planning process;
- inclusion of resource control and budget management processes.

D. Knowledge

This unit requires demonstration of the following knowledge:

- the organisation's policies, procedures and practices related to project planning and management;
- legal and statutory obligations associated with project planning and management in the context of the organisation and its services;
- the role and relationship of projects and their management within the strategic objectives and purposes of the organisation and the wider justice system;
- current project planning and management methods;
- the organisation's recent experience with project management and constraints arising from this;
- methods of analysing and costing resource capacity requirements;
- methods of control and accountability of processes and resources;
- principles of team leadership and team development;
- the objectives and methods for effective negotiation

CSCORG042A Complete projects

Element	Performance Criteria
1. Complete project activities	<p>1.1 The projects goals are achieved according to the agreed schedules, costs and quality criteria</p> <p>1.2 All products and outcomes are handed over according to contracts and agreed schedules</p> <p>1.3 Any hand-over problems are resolved in a way which maintains an effective working relationship with the sponsor and key people</p> <p>1.4 Agreement confirms that all specified project work has been achieved</p> <p>1.5 Information from the sponsor and key people evaluates the effectiveness of the project and their level of satisfaction</p> <p>1.6 The completion of the project is confirmed with team members and key people and activities and processes are closed according to the project plan and organisational practice</p> <p>1.7 All procedures related to finance, resources and personnel are completed in accordance with organisational requirements</p> <p>1.8 All records and documents related to the project are accurate, complete and stored securely</p>
2. Evaluate project planning and outcomes	<p>2.1 Collect, check and collate all key information needed for evaluation</p> <p>2.2 Check and analyse feedback from all key people</p> <p>2.3 Analysis includes comparisons made between the details of the plan, the actual events and the adjustments made</p> <p>2.4 Team members and key people provide feedback on the project</p> <p>2.5 Project reports and the evaluation are documented and stored for the information of future projects</p> <p>2.6 The results of the evaluation are distributed to key people within the requirements of information security and confidentiality</p>

A. Assessment Guide

This unit is about completing substantial complex projects which are essential to the strategic objectives of the project sponsor and the organisation.

This unit should be assessed against actual work activities. Assessment in simulated activities should only be used to confirm or extend the variables evident in the real work activities.

Range of Applications

Projects should include a significant range of the following components:

- strategic implications for the sponsor;
- substantial resource implications for the sponsor;
- a high level of complexity in components of the plan, range of team members, technical requirements of process and objectives;
- involving senior and specialist key people;
- involving external organisation.

Key people will include examples from:

- team members;
- senior management;
- specialist and professional service providers;
- contracted service providers;
- technical experts;
- representatives of service/product consumers.

Feedback may include

- quality and suitability of the outcomes delivered by the project to the sponsor and service consumers;
- the effectiveness of consultation and inclusion in developing commitment and motivation;
- the contributions of team members;
- the quality of team leadership;
- obstacles and problems experienced and how they were resolved;
- resource and process control mechanisms;
- the level of support of key people;
- recommendations for changes in future projects.

B. Evidence Guide.

Evidence will be drawn from the range of routine and required work activities relevant to the performance criteria, the range of variables and the organisational environment. Evidence must include observation in the workplace as well as performance in a simulated environment where necessary to confirm the transferability of the competencies.

Evidence will be gathered from a range of activities including:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing or inference associated with work activities.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from senior management, colleagues, clients, specialist support agencies,

supervised staff, colleagues in other agencies and services.

C. Key Evidence Requirements

Evidence of meeting the competencies of this unit will demonstrate:

- ethical and professional relationships with all people with an interest in the project;
- maintaining the commitment, motivation and support of team members;
- mutually successful negotiation outcomes with team members and key people;
- clear documentation of all aspects of the process and outcomes of project management;
- knowledge of the organisation's policies, strategic objectives and current practices related to project management and review and compliance with these;
- compliance with all legal and statutory obligations and accountability related to the organisation's operations, services and projects;
- application of the principles and range of models of project planning and management
- accurate analysis and measure of resource use;
- accurate identification and analysis of contingencies and risks and successful implementation of changes to overcome these;
- introduction of continuous improvement strategies;
- mutually beneficial selection, deployment and delegation to team members involved in the planning process;
- inclusion of resource control and budget management processes;
- effective recording, reporting and distribution of information.

D. Knowledge

This unit requires demonstration of the following knowledge:

the organisation's policies, procedures and practices related to project management and accountability;

legal and statutory obligations associated with project management in the context of the organisation and its services;

the role and relationship of projects and their management within the strategic objectives and purposes of the organisation and the wider justice system;

current project management and quality assurance methods;

the organisation's recent experience with project management and constraints arising from this;

methods of analysing and costing resource capacity and use;

methods of control and accountability of processes and resources;

principles of team leadership and team development;

the objectives and methods for effective negotiation;

recording and reporting requirements;

opportunities for skills development for team members;

project evaluation methods and strategies.

CSCOHS001A Use safe work practices

Element	Performance Criteria
1. Maintain a safe and healthy environment	1.1 Assess equipment, materials and environment for hazards and take protective action which gives first priority to health and safety
	1.2 Record and report health and safety risks and concerns to the appropriate authority
	1.3 Use approved safe measures and techniques when lifting and carrying
	1.4 Use protective clothing and footwear where and when required
	1.5 Ensure that conduct and contact with offenders is carried out in accordance with agreed procedures and in a way which minimises intrusion on personal privacy and provocation of aggressive behaviour
	1.6 Comply with regulations and guidelines relating to personal security when off duty
	1.7 Identify and report potential threats to personal safety and take protective action which is appropriate and according to legal responsibilities

A. Assessment Guide

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- knowledge testing and simulation exercises conducted in a training program;
- knowledge testing through questioning on performance and contingency scenarios;
- observation of performance in routine workplace activities;
- documentation and products produced as part of routine work activities;
- observation and documentation from specially conducted assignments based on routine work requirements;
- observations from supervisors, colleagues, clients and specialist support agencies.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork},

{Information management} {Technology} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

C Key Evidence Requirements

Assessment will be based on evidence of:

- operating and checking basic equipment and activities for safety (*KC Technology*);
- accurate completion of incident and hazard records and reports (*KC Communication*);
- identifying faults and problems in equipment and procedures (*KC Problem solving*);
- complying with security procedures (*KC Teamwork*);
- using equipment for the purpose and in the manner intended and authorised;
- compliance with occupational health and safety procedures (*KC Planning and organising*);
- knowledge and application of the organisation's policies and procedures for Occupational health and safety applied to the nature of the duties (*KC Information*).

D. Knowledge

Performance in this unit requires knowledge and understanding in the areas of:

Organisational requirements regarding safety in the workplace

The organisation's policies and procedures for occupational health and safety

The organisation's records and information systems related to occupational health and safety

- the organisation's policies, procedures and guidelines for the operation and safe maintenance of equipment;
- the organisation's reporting structures and delegations related to incidents and hazards.

Working relationships including:

- within the work team;
- with supervisors;
- chain of command in the work unit;
- reporting and accountability.

CSCOHS002A Supervise occupational health and safety practice

Element	Performance Criteria
1. Provide information to the work group about occupational health and safety	1.1 Provide clear and accurate information about the requirements of the occupational health and safety legislation and codes of practice to the work group 1.2 Explain the organisation's occupational health and safety policies, procedures and programs in a readily accessible manner and clearly and accurately to the work group 1.3 Regular information to the work group about identified hazards, the purpose of risk assessment and risk control is accurate and clear
2. Involve team members in the practices of occupational health and safety	2.1 Ensure that all members of the work group have the opportunity to contribute to occupational health and safety practice 2.2 Use team meetings to raise issues and deal with practice issues 2.3 Refer issues to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution 2.4 Distribute information about consultations over occupational health and safety issues to the work group clearly and promptly
3. Monitor the organisation's health and safety performance	3.1 Identify training needs accurately, specifying gaps between competencies required and those held by work group members 3.2 Organise identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties 3.3 Complete occupational health and safety records for work area accurately and legibly in accordance with workplace requirements records for occupational injury and disease 3.4 Analyse information from the area's occupational health and safety records to identify hazards and monitor risk according to organisational procedures

A. Assessment Guide

This unit is concerned with implementing and monitoring the organisation's occupational health and safety policies, procedures and programs in the relevant work area to achieve and maintain occupational health and safety standards. This unit has been adapted from the Worksafe Standards

Competence is demonstrated in the context of an established organisational occupational health and safety system with related policies, procedures and programs. Evidence of working knowledge, consistent with the elements of competence, of all applicable occupational health and safety legislation and codes of practice is required

Range of Applications

Relevant occupational health and safety legislation will depend on State and Territory legislation and requirements and will include:

- general duty of care;
- requirements for the maintenance and confidentiality of records of occupational injury and disease;
- provision of information and training;
- regulations and codes of practice relating to hazards present in work area;
- health and safety representatives and occupational health and safety committees;
- issue resolution;
- training in occupational health and safety policy, procedures and reporting.

Hazardous events are included in the range of variables for this level in CSCSAS020A
Provide emergency response to dangerous incidents

Workplace procedures will include:

- inspection;
- housekeeping;
- consultation processes, either general or specific to occupational health and safety;
- training and assessment;
- specific hazard policies and procedures;
- occupational health and safety record keeping;
- maintenance of plant and equipment;
- purchasing of supplies and equipment;
- counselling/disciplinary processes.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork}, {Information management} {Technology} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge tested or inferred from explanations and performance in work place applications.

- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Evidence of understanding of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls and, lastly, personal protective equipment) is required.

Competence may be demonstrated working individually, or under the guidance of, or as a member of a team with, specialist occupational health and safety staff or managers. *{KC Teamwork}*

Evidence of knowledge of the significance of equal employment opportunity principles and practices for occupational health and safety is required. *{KC Planning and organising}*

Evidence of knowledge of the significance of other management systems and procedures for occupational health and safety is required. *{KC Problem solving}*

Evidence of knowledge of literacy levels and communication skills of work group members and consequent suitable communication techniques is required. *{KC Communication}*

Evidence from reports and documentation of the processes and outcomes of occupational health and safety requirements. *{KC Information}*

CSCOHS003A Maintain occupational health and safety system

Element	Performance Criteria
1. Maintain the framework for the occupational health and safety system in the area of responsibility.	1.1 Occupational health and safety policies clearly express the organisation's commitment to occupational health and safety and how relevant occupational health and safety legislation will be implemented through organisational policies
	1.2 Occupational health and safety responsibilities and duties are clearly included in job descriptions and duty statements for all relevant positions
	1.3 Financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner
	1.4 Information on the occupational health and safety system and procedures for the area of responsibility is provided and explained in a form which is readily accessible to employees
2. Establish and maintain participative arrangements for the management of occupational health and safety	2.1 Appropriate consultative processes with employees and their representatives comply with relevant occupational health and safety legislation and the organisation's process for consultation
	2.2 Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution
	2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees
	2.4 Existing and potential hazards within the area of managerial responsibility are correctly identified and confirmed in accordance with occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system
3. Establish and maintain procedures for identifying hazards	3.1 Develop procedures for ongoing identification of hazards and integrated it within systems of work and procedures
	3.2 Monitor activities to ensure that this procedure is adopted effectively throughout area of managerial responsibility
	3.3 Address hazard identification at the planing, design and evaluation stages of any change in the workplace to ensure that new hazards are not created

Element	Performance Criteria
4. Establish and maintain procedures for assessing risks	4.1 Assess risks presented by identified hazards correctly in accordance with occupational health and safety legislation and codes of practice
	4.2 Develop procedures for ongoing assessment of and integrate this within systems of work and procedures
	4.3 Monitor activities to ensure that this procedures are effective throughout the area of managerial responsibility
	4.4 Address risk assessment at the planning design and evaluation stages of any change within the area of managerial responsibility to ensure that the risk from hazards is not increased
5. Establish and maintain procedures for controlling risks	5.1 Measures to control assessed risks comply with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system
	5.2 Measures include interim solutions to be implemented until a permanent control measure is developed
	5.3 A procedure for ongoing control of risks, based on the hierarchy of control is developed and integrated within general systems of work and procedures
	5.4 Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility
	5.5 Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that adequate risk control measures are included
	5.6 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures
6. Establish and maintain organisational procedures for dealing with hazardous events	6.1 Identify potential hazardous events accurately
	6.2 Procedures to control the risks associated with hazardous events meet any legislative requirements and consultation with appropriate emergency services
	6.3 All employees have information and training to enable implementation of the correct procedures in all relevant circumstances

Element	Performance Criteria
7. Maintain an occupational health and safety quality system	<p>7.1 Ensure that an occupational health and safety training program is delivered to meet employees' occupational health and safety training needs as part of the organisation's general training program</p> <p>7.2 A system for keeping occupational health and safety records allows identification of patterns of occupational injury and disease within the area of managerial responsibility</p> <p>7.3 Assess the effectiveness of the occupational health and safety system and related policies, procedures and according to the organisation's aims</p> <p>7.4 Develop and implement improvements to the occupational health and safety system to ensure more effective achievement of the organisation's aims</p> <p>7.5 Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum</p>

A. Assessment Guide

This unit is concerned with the competencies required to maintain and evaluate the organisation's occupational health and safety system in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees.

This unit involves application of relevant occupational health and safety legislation and codes of practice, particularly general duty of care requirements for the maintenance of records of occupational injury and disease, provision of information and training, dealing with occupational health and safety committees, health and safety representatives and issue resolution.

Range of Applications

This unit includes processes for consultation include occupational health and safety committees, consultation with health and safety representatives, issue resolution procedures and participative/consultative procedures conducted by supervisory staff within the area of managerial responsibility.

This unit includes monitoring of activities may include review of written reports, performance appraisal or auditing procedures.

Relevant positions for implementing the occupational health and safety system will include managers, supervisors, occupational health and safety officer/manager and first aid officers.

This unit will be assessed on the job or off the job through a structure learning process based

on industry workplace material and requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge which can be inferred from performance or confirmed through questioning.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit requires evidence of performance in the following areas:

- detailed knowledge of all relevant occupational health and safety legislation and codes of practice and how they will be implemented within the area of responsibility is required;
- understanding of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls and, lastly, personal protective equipment) is required;
- working individually, or under the guidance of, or as a member of a team with, specialist occupational health and safety staff, managers or consultants;
- understanding of the significance of equal employment opportunity principles and practices for occupational health and safety is required;
- understanding of the significance of other management systems and procedures for occupational health and safety is required;
- knowledge of literacy levels and communication skills of employees in the area of managerial responsibility and consequent suitable communication techniques is required;
- organisational policies;
- consultation activities and processes;
- hazard lists;
- risk assessment models;
- risk control measures and strategies;
- occupational health and safety training programs.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge:

- occupational health and safety legislation applying to the organisation;
- principles and best practice in occupational health and safety management;
- systems for the regulation and auditing of occupational health and safety compliance;
- organisation's hazards, risks, control measures and training;
- characteristics and composition of the workforce and its impact on occupational health and safety management;
- connections between occupational health and safety management and organisational management system

National Competency Standards for Correctional Services

Key Role 1. Occupational Health and Safety

Units of Competency

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CSCOHS001A Use safe work practices

Element	Performance Criteria
1. Maintain a safe and healthy environment	<p>1.1 Assess equipment, materials and environment for hazards and take protective action which gives first priority to health and safety</p> <p>1.2 Record and report health and safety risks and concerns to the appropriate authority</p> <p>1.3 Use approved safe measures and techniques when lifting and carrying</p> <p>1.4 Use protective clothing and footwear where and when required</p> <p>1.5 Ensure that conduct and contact with offenders is carried out in accordance with agreed procedures and in a way which minimises intrusion on personal privacy and provocation of aggressive behaviour</p> <p>1.6 Comply with regulations and guidelines relating to personal security when off duty</p> <p>1.7 Identify and report potential threats to personal safety and take protective action which is appropriate and according to legal responsibilities</p>

A. Assessment Guide

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- knowledge testing and simulation exercises conducted in a training program;
- knowledge testing through questioning on performance and contingency scenarios;
- observation of performance in routine workplace activities;
- documentation and products produced as part of routine work activities;
- observation and documentation from specially conducted assignments based on routine work requirements;
- observations from supervisors, colleagues, clients and specialist support agencies.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork}, {Information management} {Technology} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

C. Key Evidence Requirements

Assessment will be based on evidence of:

- operating and checking basic equipment and activities for safety (*KC Technology*);
- accurate completion of incident and hazard records and reports (*KC Communication*);
- identifying faults and problems in equipment and procedures (*KC Problem solving*);
- complying with security procedures (*KC Teamwork*);
- using equipment for the purpose and in the manner intended and authorised;
- compliance with occupational health and safety procedures (*KC Planning and organising*);
- knowledge and application of the organisation's policies and procedures for Occupational health and safety applied to the nature of the duties (*KC Information*).

D. Knowledge

Performance in this unit requires knowledge and understanding in the areas of:

Organisational requirements regarding safety in the workplace

The organisation's policies and procedures for occupational health and safety

The organisation's records and information systems related to occupational health and safety

- the organisation's policies, procedures and guidelines for the operation and safe maintenance of equipment;
- the organisation's reporting structures and delegations related to incidents and hazards.

Working relationships including:

- within the work team;
- with supervisors;
- chain of command in the work unit;
- reporting and accountability.

CSCOHS002A Supervise occupational health and safety practice

Element	Performance Criteria
1. Provide information to the work group about occupational health and safety	1.1 Provide clear and accurate information about the requirements of the occupational health and safety legislation and codes of practice to the work group
	1.2 Explain the organisation's occupational health and safety policies, procedures and programs in a readily accessible manner and clearly and accurately to the work group
	1.3 Regular information to the work group about identified hazards, the purpose of risk assessment and risk control is accurate and clear
2. Involve team members in the practices of occupational health and safety	2.1 Ensure that all members of the work group have the opportunity to contribute to occupational health and safety practice
	2.2 Use team meetings to raise issues and deal with practice issues
	2.3 Refer issues to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution
	2.4 Distribute information about consultations over occupational health and safety issues to the work group clearly and promptly
3. Monitor the organisation's health and safety performance	3.1 Identify training needs accurately, specifying gaps between competencies required and those held by work group members
	3.2 Organise identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties
	3.3 Complete occupational health and safety records for work area accurately and legibly in accordance with workplace requirements records for occupational injury and disease
	3.4 Analyse information from the area's occupational health and safety records to identify hazards and monitor risk according to organisational procedures

A. Assessment Guide

This unit is concerned with implementing and monitoring the organisation's occupational health and safety policies, procedures and programs in the relevant work area to achieve and maintain occupational health and safety standards. This unit has been adapted from the Worksafe Standards

Competence is demonstrated in the context of an established organisational occupational health and safety system with related policies, procedures and programs. Evidence of working knowledge, consistent with the elements of competence, of all applicable occupational health and safety legislation and codes of practice is required

Range of Applications

Relevant occupational health and safety legislation will depend on State and Territory legislation and requirements and will include:

- general duty of care;
- requirements for the maintenance and confidentiality of records of occupational injury and disease;
- provision of information and training;
- regulations and codes of practice relating to hazards present in work area;
- health and safety representatives and occupational health and safety committees;
- issue resolution;
- training in occupational health and safety policy, procedures and reporting.

Hazardous events are included in the range of variables for this level in CSCSAS020A Provide Emergency Response to Dangerous Incidents

Workplace procedures will include:

- inspection;
- housekeeping;
- consultation processes, either general or specific to occupational health and safety;
- training and assessment;
- specific hazard policies and procedures;
- occupational health and safety record keeping;
- maintenance of plant and equipment;
- purchasing of supplies and equipment;
- counselling/disciplinary processes.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork}, {Information management} {Technology} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.

- Knowledge tested or inferred from explanations and performance in work place applications.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Evidence of understanding of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls and, lastly, personal protective equipment) is required.

Competence may be demonstrated working individually, or under the guidance of, or as a member of a team with, specialist occupational health and safety staff or managers. *{KC Teamwork}*

Evidence of knowledge of the significance of equal employment opportunity principles and practices for occupational health and safety is required. *{KC Planning and organising}*

Evidence of knowledge of the significance of other management systems and procedures for occupational health and safety is required. *{KC Problem solving}*

Evidence of knowledge of literacy levels and communication skills of work group members and consequent suitable communication techniques is required. *{KC Communication}*

Evidence from reports and documentation of the processes and outcomes of occupational health and safety requirements. *{KC Information}*

CSCOHS003A Maintain occupational health and safety system

Element	Performance Criteria
1. Maintain the framework for the occupational health and safety system in the area of responsibility.	1.1 Occupational health and safety policies clearly express the organisation's commitment to occupational health and safety and how relevant occupational health and safety legislation will be implemented through organisational policies
	1.2 Occupational health and safety responsibilities and duties are clearly included in job descriptions and duty statements for all relevant positions
	1.3 Financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner
	1.4 Information on the occupational health and safety system and procedures for the area of responsibility is provided and explained in a form which is readily accessible to employees
2. Establish and maintain participative arrangements for the management of occupational health and safety	2.1 Appropriate consultative processes with employees and their representatives comply with relevant occupational health and safety legislation and the organisation's process for consultation
	2.2 Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution
	2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees
	2.4 Existing and potential hazards within the area of managerial responsibility are correctly identified and confirmed in accordance with occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system
3. Establish and maintain procedures for identifying hazards	3.1 Develop procedures for ongoing identification of hazards and integrated it within systems of work and procedures
	3.2 Monitor activities to ensure that this procedure is adopted effectively throughout area of managerial responsibility
	3.3 Address hazard identification at the planing, design and evaluation stages of any change in the workplace to ensure that new hazards are not created

Element	Performance Criteria
4. Establish and maintain procedures for assessing risks	<p>4.1 Assess risks presented by identified hazards correctly in accordance with occupational health and safety legislation and codes of practice</p> <p>4.2 Develop procedures for ongoing assessment of and integrate this within systems of work and procedures</p> <p>4.3 Monitor activities to ensure that this procedures are effective throughout the area of managerial responsibility</p> <p>4.4 Address risk assessment at the planning design and evaluation stages of any change within the area of managerial responsibility to ensure that the risk from hazards is not increased</p>
5. Establish and maintain procedures for controlling risks	<p>5.1 Measures to control assessed risks comply with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system</p> <p>5.2 Measures include interim solutions to be implemented until a permanent control measure is developed</p> <p>5.3 A procedure for ongoing control of risks, based on the hierarchy of control is developed and integrated within general systems of work and procedures</p> <p>5.4 Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility</p> <p>5.5 Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that adequate risk control measures are included</p> <p>5.6 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures</p>
6. Establish and maintain organisational procedures for dealing with hazardous events	<p>6.1 Identify potential hazardous events accurately</p> <p>6.2 Procedures to control the risks associated with hazardous events meet any legislative requirements and consultation with appropriate emergency services</p> <p>6.3 All employees have information and training to enable implementation of the correct procedures in all relevant circumstances</p>

Element	Performance Criteria
7. Maintain an occupational health and safety quality system	<p>7.1 Ensure that an occupational health and safety training program is delivered to meet employees' occupational health and safety training needs as part of the organisation's general training program</p> <p>7.2 A system for keeping occupational health and safety records allows identification of patterns of occupational injury and disease within the area of managerial responsibility</p> <p>7.3 Assess the effectiveness of the occupational health and safety system and related policies, procedures and according to the organisation's aims</p> <p>7.4 Develop and implement improvements to the occupational health and safety system to ensure more effective achievement of the organisation's aims</p> <p>7.5 Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum</p>

A. Assessment Guide

This unit is concerned with the competencies required to maintain and evaluate the organisation's occupational health and safety system in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees.

This unit involves application of relevant occupational health and safety legislation and codes of practice, particularly general duty of care requirements for the maintenance of records of occupational injury and disease, provision of information and training, dealing with occupational health and safety committees, health and safety representatives and issue resolution.

Range of Applications

This unit includes processes for consultation include occupational health and safety committees, consultation with health and safety representatives, issue resolution procedures and participative/consultative procedures conducted by supervisory staff within the area of managerial responsibility.

This unit includes monitoring of activities may include review of written reports, performance appraisal or auditing procedures.

Relevant positions for implementing the occupational health and safety system will include managers, supervisors, occupational health and safety officer/manager and first aid officers.

This unit will be assessed on the job or off the job through a structure learning process based on industry workplace material and requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge which can be inferred from performance or confirmed through questioning.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit requires evidence of performance in the following areas:

- detailed knowledge of all relevant occupational health and safety legislation and codes of practice and how they will be implemented within the area of responsibility is required;
- understanding of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls and, lastly, personal protective equipment) is required;
- working individually, or under the guidance of, or as a member of a team with, specialist occupational health and safety staff, managers or consultants;
- understanding of the significance of equal employment opportunity principles and practices for occupational health and safety is required;
- understanding of the significance of other management systems and procedures for occupational health and safety is required;
- knowledge of literacy levels and communication skills of employees in the area of managerial responsibility and consequent suitable communication techniques is required;
- organisational policies;
- consultation activities and processes;
- hazard lists;
- risk assessment models;
- risk control measures and strategies;
- occupational health and safety training programs.

D. Knowledge

Assessment of this unit requires evidence of the following knowledge:

- occupational health and safety legislation applying to the organisation;
- principles and best practice in occupational health and safety management;
- systems for the regulation and auditing of occupational health and safety compliance;
- organisation's hazards, risks, control measures and training;
- characteristics and composition of the workforce and its impact on occupational health and safety management;
- connections between occupational health and safety management and organisational management system.

National Competency Standards for Correctional Services

Key Role 2. Safety and Security

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CSCSAS001A Maintain safety and security

Element	Performance Criteria
1. Maintain safety and security procedures	<p>1.1 Check and confirm that workplace safety, security, and emergency or contingency procedures are routinely complied with in your own practice</p> <p>1.2 Assess and prioritise the security and safety risks of the work location and confirm the appropriate responses according to guidelines and instructions</p> <p>1.3 Where safety and security is threatened use intervention which is immediate and appropriate to the degree and nature of the risk</p> <p>1.4 Participate in the routine review of emergency procedures and response</p> <p>1.5 Implement safety and security procedures consistent with your role, responsibilities and duty of care</p> <p>1.6 All accidents, injuries or hazardous incidents are investigated and reported and breaches are identified, assessed for procedural implications and reported to appropriate authority</p>
2. Maintain security of information	<p>2.1 Maintain current and accurate offender records in a form accessible to all authorised people</p> <p>2.2 Relevant team members and agencies are informed of the movements and circumstances of offenders</p> <p>2.3 Requests for information are responded to promptly and according to agreed procedures and information is accurate, relevant and complete</p> <p>2.4 Security files are opened, stored, reviewed and archived according to agreed procedures and effective work practice.</p>
3. Preserve your own and others' safety	<p>3.1 Maintain personal conduct, manner and presentation according to organisational requirements and code of conduct</p> <p>3.2 Participate in fire and emergency practice routinely according to policy requirements</p> <p>3.3 Promote safe practices with colleagues, offenders and the public</p>

Element	Performance Criteria
3. <i>Preserve your own and others' safety (cont)</i>	3.4 Identify and anticipate factors which lead to hostility and threatening behaviour and assess incidents for risk and appropriate action
	3.5 Use and maintain safety and protective clothes and equipment according to procedures and manufacturers specifications and appropriate for the duties performed
	3.6 Use approved safe measures and techniques when lifting and carrying
	3.7 Anticipate potential risks outside the workplace and observe reasonable safety precautions
	3.8 Maintain current safe practice requirements and first aid knowledge and skills to the standard required by the level of responsibility and the anticipated circumstances

A Assessment Guide

This unit describes the competency required to implement effectively and confidently the security and safety policies of the organisation. This unit covers occupational health and safety requirements for working in correctional services. This is a core unit for all certificate qualifications. It applies to all people working correctional services; in prisons, community corrections offices, head office and on work sites where offenders are under statutory supervision. It can be applied to correctional services staff, contractors, external services and agencies, professional support staff such as medical, education and training, employment, transport, escorts, representatives of government services, departments and authorities.

This unit should be assessed in conjunction with all other units with components of maintaining safety and security.

Range of Applications:

Organisation policies and procedures determining safety and security include:

- Occupational Health and Safety;
- emergency procedures;
- security guidelines and procedures;
- supervision/management/accountability for movements and activities and classifications of offender/members of the public;
- use and maintenance of general safety and security equipment relevant to work roles and responsibilities;
- code of conduct;
- duty of care;
- relevant legislation and statutory requirements governing work role in the justice system.

Security and safety risks will include:

- fire;
- threats/intimidation;
- physical violence/assault;

- hostage taking;
- serious accidents/injury;
- infectious/contagious disease;
- unauthorised entry;
- bomb threat;
- death - accidental, natural, suicide.

Safety and protective equipment will include:

- fire extinguishers/fire response equipment;
- protective clothing;
- alarms/alerts;
- communications technology/radios;
- security screening equipment.

Contingency measures will include:

- separation/isolation/evacuation/withdrawal;
- defusing strategies;
- counselling;
- specialists/experts intervention;
- mediation.

Key Competencies

This unit relates to Key Competencies: {Problem Solving}, {Planning and organising}, {Information Management}, {Teamwork}, {Communication} and {Using Technology}.at levels I and 2. Key competencies are identified in the Key Evidence Requirements.

B Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and reports produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations and feedback from supervisors, colleagues, clients and specialist support agencies.

C Key evidence requirements

Assessment will be based on evidence of:

Element 1: Implementing procedures:

- Complying with security procedures (*K.C. Teamwork*);
- Using equipment for the purpose and in the manner intended and authorised (*K.C. Technology*);
- Compliance with occupational health and safety procedures.

Element 2: Maintain security information:

- Accurate completion of incident and hazard records and reports (*K.C. Communication*);
- Using information systems (*K.C. Information*).

Element 3. Preserve safety

- Operating and checking routine activities and equipment for safety and security factors;
- Identifying faults in security procedures and problems in equipment and practices;
- Giving advice to others about safe practices (*K.C Planning and organising*);
- Responding to incidents and emergencies including alarms and using first aid;
- Using infection control precautions (*K.C. Problem solving*).

D Knowledge

This unit assumes knowledge and application of the organisation's policies and procedures for:

- occupational health and safety regulations relevant to the specific work location;
- operating and checking safety and security equipment used in the work location ;
- the requirements for incident and hazard records and reports;
- identifying faults and problems and reporting them;
- identify and responding to risks and emergencies;
- training in the use of equipment and in safety procedures;
- strategies for reducing and managing risk factors and stress;
- duty of care responsibilities and requirements.

CSCSAS002A Interpret information from security equipment

Element	Performance Criteria
1. Evaluate and respond to information from multiple sources	1.1 Operate and monitor communication systems and equipment according to procedures and duty instructions
	1.2 Analyse security information from communication systems and respond according to procedures and delegations
	1.3 Cross check information with all sources to confirm accuracy and consistency
	1.4 Assess situations by referring to all available information and response strategies
	1.5 Respond to security risks and incidents according to your designated role and procedures
	1.6 Record and report security information according to procedures and the nature and degree of urgency of the incidents
2. Respond to situations identified through security systems	2.1 Respond to security situations according to the requirements of the work location, the nature of the situation and the degree and nature of risk
	2.2 Seek support where security needs cannot immediately and fully be resolved through application of procedures
	2.3 Record all incidents and actions according to the organisation's policies and procedures
3. Maintain security monitoring systems	3.1 Monitor the security systems continuously to ensure they are working according to the technical criteria
	3.2 Test security systems routinely to ensure they are working correctly within security guidelines
	3.3 Report suspected or actual malfunctions of equipment immediately according to procedures
	3.4 Take required steps to correct malfunctions of equipment according to procedures and technical guidelines.

A Assessment Guide

This unit deals with the operation and control of security communications systems, and responding to situations identified through their use. This unit is adapted from the unit SG20A of the Property Services Training Package.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

Range of applications

Security equipment will include examples of work requirements from the following:

- electronic screening equipment;
- video cameras;
- video monitors;
- alarms and signals;
- metal detectors;
- motion sensors;
- two way radios;
- personal duress alarms;
- static alarms.

Communication security systems will include all of the following:

- radios;
- alarm systems;
- electronic monitoring;
- electronic screening;
- remote control video;
- taping;
- selecting correct responses;
- appropriate emergency response.

Communication will include:

- interpreting procedures to determine priorities, actions and responses;
- interpreting non-verbal and verbal messages;
- observation techniques;
- checking and confirming accuracy of information;
- using authorised information sources.

Support will include:

- cooperating with support staff/specialists;
- following the guidance of supervisors;
- using the chain of command.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving and Using Technology at Level 1. These are identified in the Key Evidence Requirements.

B Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors and team members.

C Key Evidence Requirements

Because of the security implications of the work of this unit, it will be necessary for applicants to demonstrate performance in supervised simulations based on the incidents and the circumstances of the work environment.

Assessment will be based on evidence of:

- interpreting a range of security factors and situations from communications security systems (*K.C. Problem solving*);
- acting upon information from multiple communication systems in a range of different levels of risk and types of incidents (*K.C. Planning and organising*);
- cross checking information with different communication systems. (*K.C. Information*);
- knowledge of standard operating procedures for using and responding to communications security systems (*K.C. Communication*);
- determining individual responsibilities and the need to seek assistance (*K.C. Teamwork*);
- effectively operating all security communication systems in use in the work site (*K.C. Technology*);
- effectively monitoring the safe and efficient functioning of security communications systems.

D. Knowledge

Knowledge is specific to enterprise security requirements and equipment and statutory and employment context. To perform effectively in this unit, applicants need to have knowledge and understanding in the areas of *organisational* requirements regarding:

- monitoring security information from the surveillance and communications system;
- the work site emergency procedures;
- the work site alarm system;
- the organisation's records and information systems related to security and incidents;
- the organisation's back up procedures in the event of the failure of security systems;
- the organisation's reporting structures and delegations;
- guidelines and specifications for use of security systems equipment;
- Occupational Health and Safety policy relevant to the use of security systems.

CSCSAS003A Screen access to and exit from premises

Element	Performance Criteria
1. Screen people and property entering and leaving the site	1.1 Check and verify the authorisation and identity of people entering restricted areas by matching relevant details on identification documents
	1.2 Check that issuing and return of entry passes complies with procedures
	1.3 Report and record incidents which infringe regulations
	1.4 Receive visitors in a professional manner
	1.5 Provide information required about the visit to people who need to know
	1.6 Provide escorts according to regulations and instructions
	1.7 Search personal property according to authorisations, procedures and code of conduct
	1.8 Deal with prohibited items found during search according to procedures
	1.9 Report items found during search accurately and in the required format
2. Screen vehicles and goods entering and leaving the site	2.1 Check deliveries, goods and vehicles entering and leaving the site according to authorisations and procedures
	2.2 Vehicle parking complies with regulations and instructions
	2.3 Report vehicle incidents or accidents to authorised officer
	2.4 Check and verify items being transported into and from the premises or site against authorised documentation
	2.5 Search deliveries, goods and vehicles entering and leaving the site according to procedures and instructions
	2.6 Control vehicle access and issue of vehicle passes according to procedures
	2.7 Identify and report unauthorised goods accurately and to the authorised officers

A Assessment Guide

This unit deals with monitoring and screening the access and exit of persons and vehicles to and from premises including checking authorisations, detecting unauthorised items, and searching people, goods and vehicles.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders.

Assessment of competence in this unit relies on demonstrated compliance with standard operating procedures and organisational policies.

Range of Applications

Communication including examples of:

- questioning to get specific information;
- factual reporting of information;
- interpretation of body language;
- awareness of cultural differences related to personal contact and communication;
- observation techniques;
- interpretations of codes and alarm systems.

Working relationships including:

- within your team;
- with support staff and specialists;
- management/senior staff;
- chain of command;
- reporting and accountability.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Evidence will demonstrate performance of the following:

- complying with screening procedures in a range of situations involving inspecting property and/or people required in the range of applications;
- using searches and search methods specified in operating procedures
- using electronic screening;
- the records and documents used to report and used to provide information;
- the observations of trainers, supervisors, coaches and team members;
- evidence will include explanations of actions and explanations of why and how searches should be conducted.

D. Knowledge

Knowledge is specific to the work environment, specific to enterprise requirements and statutory context of the organisation and the location and the applicants' duties and responsibilities specified in work contracts. Evidence of competency in this unit will include demonstration of knowledge and understanding in the areas of:

Organisational requirements regarding the control of access to and exit from premises when applied to:

- the organisation's policies and procedures appropriate to screening access and exit;
- the organisation's records and information systems related to documenting access and exit;
- the locations' surveillance and control systems;
- the organisation's procedures and guidelines for conducting searches;
- occupational health and safety policy relevant to screening and searches;
- the organisation's reporting structures and delegations;
- the organisation's procedures and rules about authorised/unauthorised items and substances;
- code of conduct;
- the organisation's requirements and procedures for use of security and search equipment;
- rules for the identification and handling of dangerous and prohibited items.

CSCSAS004A Maintain the security of premises

Element	Performance Criteria
1. Patrol premises	<p>1.1 Comply with duty assignment and procedures in the frequency and duration of checks, observations and monitoring of control points, and in routine telephone/radio calls to control room</p> <p>1.2 Check screening and security equipment for accuracy and serviceability according to specifications and procedures and identify and report faults and damage</p> <p>1.3 Monitor and identify factors which increase the risk to security during patrols and report observations clearly and according to the nature and degree of risk</p> <p>1.4 Monitor risk factors and report observations according to duties and procedure</p>
2. Monitor security system	<p>2.1 Report and record system functions clearly and accurately and in the required format</p> <p>2.2 Set and verify electronic security and protection systems according to duty instructions procedures</p> <p>2.3 Establish and search restricted areas according to instructions and procedures</p> <p>2.4 Identify the sources of all signals received, identify the source and urgency and take action according to response procedures</p> <p>2.5 Maintain information and reports in a clear, accurate and legible manner and required format</p>
3. Respond to security alarm calls	<p>3.1 Interpret all alarm signals correctly</p> <p>3.2 Identify sources and causes of alarms and notify authorised staff</p> <p>3.3 Use and interpret codes/call signs correctly in all radio/telephone communication</p> <p>3.4 Report incidents clearly, accurately and in the required format</p> <p>3.5 Respond to alarms promptly and according to instructions, emergency procedures and the degree and nature of urgency</p>

A. Assessment Guide

This unit covers the competencies required for both mobile and static guarding and includes monitoring the environment and movements of personnel, monitoring the use of codes and alarms used in the location and responding to alarm calls. This Unit is adapted from the Unit SG01A of the Securities Training Package.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

Range of Applications

Assessment will be based on performance in patrol duties in a range of different locations including:

- inside the organisation's own premises such as perimeters, gates, grounds, specialist areas; and/or
- external locations such as visitor centres, justice facilities, community based custodial units, work sites.

Monitoring will include using:

- surveillance techniques;
- surveillance equipment;
- static security methods;
- dynamic security techniques;
- observation;
- transport;
- searches appropriate to the situation and location.

Assessment will be based on observation of performance using the specific security equipment required for the applicant's duties and the location and may include:

- video monitors and cameras;
- code calls and alarms;
- communication equipment;
- electronically controlled entrance and exit;
- electronic search equipment;
- electronic screening and monitoring.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 1. These are identified in the Essential Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.

- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities where possible.
- Documentation and products produced as part of routine and unpredictable work activities.
- Observation and documentation from specially conducted assignments based on routine and special work requirements.
- Observations from supervisors, colleagues and specialists.

C. Key Evidence Requirements

Evidence will be required of the following performance:

Element 1.

- complying with procedures for monitoring the environment and personnel;
- recording and documenting observations and security information (*KC Information*);
- testing and maintain security equipment (*KC Using technology*).

Element 2.

- using a range of different security systems and equipment required by the work assignment and location;
- using search techniques required for monitoring the security of premises (*KC Planning and organising*);

Element 3.

- knowing and distinguishing all the signal and alarms used in the patrolled locations;
- knowing the operating procedures and assignment instructions for all duties;
- assessing the origins and cause of signals (*KC Problem solving*);
- responding with the correct action, urgency and process required by instructions and procedures;
- using communication and signalling equipment (*KC Communication*).

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory requirements of the location, the organisation and the applicants' duties, roles and responsibilities. For assessment in this unit, applicants will demonstrate that they know the following:

- the organisation's procedures and instructions for site security;
- the organisation's occupational health and safety policies related to security;
- the steps necessary to set alarms and maintain monitoring equipment;
- alarm systems and security locations;
- communication codes and signals used in the organisation/site;
- operation of communication equipment used in the organisation/site;
- control system operation;
- maker's instructions for equipment;
- security plan and assignment instructions;
- static and dynamic surveillance techniques for site layout and risk factors.

CSCSAS005A Maintain security of environment

Element	Performance Criteria
1. Maintain confident presence	1.1 Maintain a professional image during interactions in accordance with procedures and code of conduct
	1.2 Respect the independence and personal dignity of all people
	1.3 Provide information and advice which is clear, accurate and appropriate for the audience and takes into account cultural and social differences
2. Maintain operational safety	2.1 Continually review environmental factors to identify distinctive features and characteristics and to note changes
	2.2 Check information about people, property and confirm from authorised sources
	2.3 Identify and analyse risk factors in accordance with enterprise procedures
	2.4 Maintain precautionary measures to preserve safety of people according to legal requirements and procedures
	2.5 Identify situations requiring assistance and request support promptly
	2.6 Systems and records comply with legal requirements and organisational procedures

A. Assessment Guide

This unit covers the competencies of monitoring the environment and identifying risk factors. Performance in this unit will require assessment of monitoring both the internal environment of a correctional facility and an external community environment with access by the public and specialist services.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where incidents occur.

Resources required for assessment will include the opportunity to demonstrate in simulations which model the work environment and incidents.

Range of Applications

Assessment will require demonstration in the contexts of:

- a secure custodial environment (controlled environment);
- public environments;
- specialist locations such as hospitals, courts, training centres, recreation centres, employment programs.

Communication techniques will include:

- using electronic communication equipment;
- communicating with team members;
- communicating with members of the public;
- communicating with aggressive and uncooperative people;
- spoken and written information;
- using the offender information system;
- communicating with people from different cultures;
- communicating with Aboriginal/Torres Strait people.

Assessment of taking into account *cultural and social differences* will include demonstration of:

- interacting with people from a different culture;
- interacting with Aboriginal/Torres Strait people;
- communicating with people who don't speak English or have poor use of English;
- interacting with people whose dress, manner, language and codes of behaviour are different;
- interacting with people who values and moral codes are in conflict with standard values.

Assessment will require demonstration of working with *environmental factors* which include:

- varying times of day and night and the daily sequence of events;
- different degrees of light including low light/darkness;
- crowds;
- vehicles;
- multiple sources of risk;
- varying availability of resources and support.

Assessment will require analysis of *risk factors* which include:

- factors arising from the physical location, lay out and environment;
- factors arising from the behaviour and intention of people;
- known and unknown factor;
- factors arising from equipment such as vehicles, weapons, power and water supplies;
- irrational behaviour caused by alcohol/drugs, mental illness, physical illness, hysteria, panic;
- multiple source hazards.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} {Technology} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in the work environment.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine or anticipated work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will be based on evidence of the following outcomes:

- Accurate interpretation of and compliance with legal and procedural requirements;
- Use of communication to give clear, accurate and concise information (*KC Communication*);
- Identification of current and potential risk factors and their impact on the environment and people (*KC Problem solving*);
- Management of human and environmental factors which anticipated hazards (*KC Planning and organising*);
- Maintaining continuous vigilance and observation (*KC Technology*);
- Cooperating with team members and special response teams (*KC Teamwork*);
- Accurate application of emergency procedures including interpretation of alarms, calling for assistance (*KC Information*).

D. Knowledge

Assessment in this unit requires the applicant to demonstrate the following knowledge, directly and through the integration of knowledge with performance:

- legislative requirements covering duties and responsibilities of security functions;
- organisation's policies and procedures covering emergency response, use of weapons, use of restraint, incident management, chain of command, recording and reporting, intelligence processing;
- principles of effective communication and use of interpersonal techniques, especially under pressure and with people using a range of communication levels;
- principles of problem solving;
- team roles and responsibilities, delegations, chain of command, accountability;
- use of security equipment;
- surveillance and observation techniques;
- alarms and signals;
- principles of cooperative team work.

CSCSAS006A Contain incidents which jeopardise safety and security

Element	Performance Criteria
1. Respond to incidents	1.1 Respond to incidents confidently, effectively, appropriately and in accordance with agreed procedures.
	1.2 Identify the possible causes of incidents and assess these for relevance to the security and safety of offenders and environment
	1.3 Identify and provide information on potential responses to the appropriate team members for action and support
	1.4 Request assistance clearly and promptly
	1.5 Use security equipment and technology according to instructions and procedures
2. Contain incidents	2.1 Anticipate potential causes of conflict and harmful behaviour and make appropriate responses to prevent escalation
	2.2 Use calm, confident and assertive communication to establish positive personal interaction and exchange information
	2.3 Provide information designed to promote positive decision making based on the relationship between actions and consequences
	2.4 Provide information to all relevant individuals in a clear, accurate and comprehensive manner.
	2.5 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved
	2.6 Responses and emergency action give priority to the protection of individuals from severe harm.
	2.7 Use of force for the maintenance of security complies with procedures and is applied with the force necessary to establish control
	2.8 Reports are accurate and clear and are provided to the appropriate authority promptly

A. Assessment Guide

This unit describes the competencies required to maintain safety and security through effective response to potential or actual breaches of security and orders. This unit applies to correctional services staff working in prisons and in work sites or in the community where offenders are under statutory supervision.

This unit contains knowledge which may be assessed in a structured learning process and performance which should be assessed in the workplace or in a suitable simulation which draws upon the context or range of applications appropriate to the workplace and the defined work role and responsibilities. Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills.

Range of Applications

Responses to minimise risks may include:

- separation/isolation/searches;
- defusing strategies;
- counselling;
- specialists/experts;
- intervention or mediation;
- special watch;
- cultural support specialists;
- referrals;
- negotiation;
- specialist response teams.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} {Technology} at Level 1. These are identified in the Key Evidence Requirements.

B. Evidence Guide.

Evidence must include records of performance in the workplace and performance in a simulated environment

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- knowledge and application of organisation policies and procedures for responding to incidents (*KC Problem solving*);
- knowledge and relevance of statutory obligations and duty of care (*KC Information*);
- assessing risks to safety and security and selecting approved and effective responses (*KC Planning and organising*);
- using communication skills and techniques under pressure (*KC Communication*);
- using security and restraint equipment and first aid equipment (*KC Technology*);
- organisation's delegations, accountability and reporting processes related to critical incidents (*KC Teamwork*).

D. Knowledge required will be enterprise specific and will include:

- organisation's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders;
- team roles and responsibilities and chain of command;
- responsibilities of first responding officer;
- teamwork principles and strategies;
- first aid techniques;
- principles of effective communication;
- negotiation strategies;
- duty of care;
- organisation's reporting procedures and format;
- code of conduct.

CSCSAS007A Respond to medical emergencies

Element	Performance Criteria
1. Provide an immediate response to urgent conditions	1.1 Identify alarm codes and immediate responses for medical emergencies
	1.2 Note the subject's condition according to First Aid principles
	1.3 Use First Aid techniques to provide immediate and crisis intervention
	1.4 Call for medical support according to the nature and urgency of the subject's condition
	1.5 Remove mobile subjects to a safe and secure location under constant observation until their condition is considered normal according to organisation's procedures
	1.6 Monitor the offender's state according to your organisation's policies and procedures
	1.7 Record and report incidents and your response according to your organisations requirements
	1.8 Participate in incident debriefing and counselling according to your organisation's policies
2. Supervise an incident site	2.1 Isolate subjects according to regulations and the degree of risk to subjects and others
	2.2 Maintain a calm and confident manner in all communication and actions
	2.3 Consider the safety of yourself, the subjects and others in all action taken
	2.4 Comply precisely with your organisation's occupational health and safety guidelines and infection control guidelines
	2.5 Apply emergency procedures when required according to the assessment of risk and the urgency of the circumstances
	2.6 Use restraint, segregation and evacuation in response to risk analysis and according to your organisation's guidelines
	2.7 Call for specialist help when required and according to the urgency of the situation
	2.8 Report all aspects of the incident and response accurately and through the required process

A. Assessment Guide

This unit describes the competencies required to maintain the immediate safety and welfare of individuals in a medical emergency. This unit covers emergency response and first aid and would apply to all staff in correctional services.

This unit contains knowledge which may be assessed in a structured learning process and performance which should be assessed in the workplace or in a suitable simulation which draws upon the context or range of applications appropriate to the workplace and the defined work role and responsibilities. Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations and practice drills.

Range of Applications

Responses to minimise risks may include:

- emergency response;
- separation/isolation;
- first aid;
- call for specialists/experts;
- activating alarms;
- specialist response teams.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} {Technology} at Level 1. These are identified in the Key Evidence Requirements.

B. Evidence Guide.

Evidence must include records of performance in the workplace and performance in a simulated environment

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- knowledge and application of organisation policies and procedures for responding to medical emergencies (*KC Problem solving*);
- knowledge and relevance of statutory obligations and duty of care (*KC Information*);
- assessing risks to safety, security and medical welfare and selecting approved and effective responses (*KC Planning and organising*);
- using communication skills and techniques under pressure (*KC Communication*);

- using emergency equipment and first aid equipment (*KC Technology*);
- organisation's delegations, accountability and reporting processes related to medical emergencies and incidents (*KC Teasmwork*).

D. Knowledge required will be enterprise specific and will include:

- organisation's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to medical emergencies;
- team roles and responsibilities and chain of command;
- responsibilities of first responding officer;
- teamwork principles and strategies;
- first aid techniques;
- principles of effective communication in emergency conditions;
- negotiation strategies;
- duty of care;
- organisation's reporting procedures and format;
- code of conduct.

CSCSAS008A Operate central monitoring/communication station

Element	Performance Criteria
1. Update monitoring centre information	1.1 Check security information for accuracy and ensure that it is installed on the appropriate template
	1.2 Log incidents and their responses according to instructions and procedures
	1.3 Install changes to the data base as required
2. Communicate with team members	2.1 Confirm authorised technical staff to use the security system according to procedures
	2.2 Verify changes to data base for maintenance and response
	2.3 Conduct debriefing sessions with alternative shift according to assignment instructions and procedures
	2.4 Identify issues requiring resolution or attention and allocate priority and appropriate resources
3. Screen information	3.1 Verify authenticity of incoming callers according to procedures and authorisations
	3.2 Request and verify passwords and codes according to procedures and authorisations
	3.3 Check and verify changes to information and/or requirements according to procedures and instructions
	3.4 Refer disputed verifications of callers and information to authorise personnel
4. Respond to alarms	Identify alarm signal accurately and immediately
	Identify the priority of alarm signals and respond according to procedures and emergency response
	Log incidents and their responses according to instructions

A. Assessment Guide

This unit deals with maintaining and updating security information, monitoring and responding to routine communication and control centre alarms. It also deals with maintaining security information between duty staff. This unit is a customisation of the same unit in the Training Package for the Securities Industry.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

Range of Application

This unit can be demonstrated in the control room of a secure custodial centre and in a community based alternative custodial environment such as home detention. Assessment will focus on the following:

- knowledge and application of the organisation's policies and procedures for updating information;
- knowledge and information about location requirements and procedures for recording and responding to those needs;
- knowledge and application of electronic monitoring and communications systems.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

Because of the timing of situations concerning communication stations, applicants should be prepared to carefully document performance after each experience as evidence for assessment.

C. Key Evidence Requirements

Assessment will be based on evidence of the following performance:

- checking and confirming the accuracy and authorisation of all security information related to the control centre (*KC Information*);
- managing information for security purposes and with team members (*KC Communication*), (*KC Teamwork*);
- analysing information for compliance with security objectives (*KC Planning and organising*);
- identifying and responding to alarms (*KC Problem solving*);
- using electronic monitoring and security equipment (*KC Technology*);

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context. To perform effectively in this unit, applicants need to have knowledge and understanding in the areas of:

Organisational requirements regarding the operation of central monitoring and/or communication stations applied in:

- the organisation's policies and procedures covering the operation of a central monitoring system;
- the organisation's records and information systems;
- location requirements, including procedures, protocols and chain of command;
- occupational health and safety policy relevant to the operation of central monitoring and/or communication stations;
- the organisation's policies and procedures regarding the use of passwords and codes;
- code of conduct/duty of care.

Communication including principles of:

- questioning to check and confirm information;
- observation techniques;
- active listening;
- interpretation of codes and passwords;
- awareness of cultural differences.

Working relationships including:

- within team;
- with support staff and specialists;
- with supervisors;
- with members of the public.

CSCSAS009A Maintain security system

Element	Performance Criteria
1. Monitor the internal workplace environment	<p>1.1 Monitor and record the movement of offenders, visitors and team members according to organisations procedures</p> <p>1.2 Check and report changes in routine, behaviour, the environment and movements promptly to relevant team members</p> <p>1.3 Routinely assess the safety and welfare of all individuals according to possible hazards and procedures.</p> <p>1.4 Routinely monitor and check the effective working of equipment and report inaccuracies and malfunctions</p> <p>1.4 Employ communication and information exchange systems according to purpose and procedures, check for effectiveness and maintain them for the purpose intended.</p> <p>1.6 Gather and report information necessary for effective surveillance accurately and objectively</p>
2. Monitor the external workplace environment	<p>2.1 Supervise the transfer of offenders according to procedures and the requirements of the assignment</p> <p>2.2 Confirm relevant security information and documentation and prepare and verify authorisations</p> <p>2.3 Identify and implement security and safety precautions and contingency responses according to procedures and assessment of hazards, risks and changes to circumstances and conditions</p> <p>2.4 Take into consideration the safety and welfare of offender, team members and the public at all times and in all actions.</p>
3. Respond to security alerts	<p>3.1 Interpret alarm signals correctly and immediately and respond according to procedures and degree of urgency</p> <p>3.2 Response is consistent with the status of the emergency, the safety and welfare of individuals and emergency response procedures</p> <p>3.3 Use codes and call systems accurately and effectively in communication</p>

Element	Performance Criteria
3. <i>Respond to security alerts</i>	3.4 Assess the risk of escalation of incidents and take appropriate action to minimise risks.
	3.5 Complete security and incident reports, records and registers accurately and comprehensively.
	3.6 Participate in debriefing and post-emergency analysis according to organisation guidelines and team practice.

A. Assessment Guide

This unit is concerned with the competencies required to maintain the security and safety of a secure custodial environment.

This unit applies to correctional services staff working with offenders in prisons, in secure custodial centres and in community facilities under custodial supervision. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities. The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites

This unit contains requirements specific to the enterprise and the role and responsibility of workers and should be assessed in an enterprise determined learning process with application in the workplace where possible or where necessary, in structured simulation.

Range of Applications

Communication and information exchange will include the organisation's requirements selected from:

- radios;
- alarms;
- video recorders and monitors;
- close circuit TV;
- rolls/registers;
- telephone, intercom and PA;
- records;
- team meetings;
- notice boards/staff circulars;
- procedures and local orders.

Team members will include:

- custodial officers;
- correctional services staff;
- supervisors;
- management;
- specialist advisers/services;
- colleagues and allied workers inside and outside the work site;
- emergency services/tactical response teams.

Security surveillance will include performance in:

- investigation of breaches of security regulations;
- dynamic security strategies;
- static security posts;
- information gathered from interviews;
- control of visits/visitors;
- internal and external escorts;
- transfer to other centres/services/agencies;
- log books;
- inspection vehicles, property and mail;
- key control (manual and electronic);
- risk assessment;
- safety awareness;
- security equipment;
- musters/roll calls;
- transport/vehicles.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 1. These are identified in the Key Evidence Requirements.

B. Evidence Guide.

Evidence will be provided of performance across the range of applications relevant to individual enterprises or work sites. Customisation will occur through the introduction of specific enterprise security equipment, functions and procedures. Evidence must include observation in the workplace as well as performance in simulated environment.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors and team members.

C. Key Evidence Requirements

- evidence of knowledge and application of organisation policies and procedures (*KC Information*);
- evidence of performance using all security equipment and strategies required in the work site and consistent with the work role, responsibilities and delegation;
- evidence of applying procedures in a range of incidents and emergencies (*KC Problem solving*);
- cooperating with team members and supervisor or specialists' instructions (*KC Teamwork*);
- accuracy in recording and reporting (*KC Communication*);
- anticipating and interpreting the risks and urgency of behaviour and incidents against security plans and procedures (*KC Planning and organising*).

D. Knowledge

Knowledge required will be customised for the enterprise and includes:

- the organisation's security procedures and guidelines which direct your roles, responsibilities and duties in maintaining the security systems of your work site;
- the organisation's security procedures and guidelines for the use of security, surveillance and information equipment;
- the organisation's emergency response system and procedures;
- codes, alarms, signal and communication systems;
- organisation's records and information systems;
- occupational health and safety policy relevant to security;
- duty of care;
- code of conduct;
- organisational reporting requirements and delegations;
- chain of command;
- observations of human behaviour related to stress, aggression, violence, threat;
- observation techniques;
- static and dynamic security techniques;
- the organisation's intelligence systems.

CSCSAS010A Control incidents using defensive equipment

Element	Performance Criteria
1. Assess the need to use defensive equipment	<p>1.1 Assess incidents to determine the need for defensive techniques against degree and nature of risk to people and the organisations use of force guidelines and emergency response procedures</p> <p>1.2 Assess the level and nature of risk is based on information available, coded alarms, observation of the hazards in the situation and likely consequences of events</p> <p>1.3 Assess options for action on the basis of capacity to complete the actions and response suitable to the degree of risk according to guidelines and procedures</p> <p>1.4 Determine situations requiring assistance and call for support promptly using authorised alarms and codes</p>
2. Apply defensive techniques	<p>2.1 Defensive techniques ensure protection and safety of people involved</p> <p>2.2 Defensive techniques comply with use of force guidelines and legal requirements</p> <p>2.3 Constantly check the degree of response against identified opportunities and incident factors</p> <p>2.4 Control defensive equipment in a secure and accessible manner</p> <p>2.5 Equipment complies with legal requirements</p> <p>2.6 Ensure that physical contact minimises any unnecessary humiliation, provocation and indignity and preserves the safety of all involved</p>
3. Contain incidents	<p>3.1 Adjust and discontinue response according to changes in circumstances and degree of risk</p> <p>3.2 Actions to detain people comply with legal requirements and organisations' procedures</p> <p>3.3 Seek assistance from appropriate resources according to the nature of the incident, and risk and environment situations</p>

Element	Performance Criteria
4. Evaluate response	4.1 Review the effectiveness of responses according to information, observation and outcomes of events
	4.2 Contribute accurate and constructive observations of incidents to review and debriefing of incidents
	4.3 Records and reports comply with the organisation's procedures, requirements and formats
	4.4 Identify and acknowledge the effects of stress and take action to manage and reduce stress according to the organisation's practices and resources

A. Assessment Guide

This unit deals with the selection and use of appropriate defensive equipment and techniques to minimise risk to people. This unit is customised from the Property Services Training Package and combines three units, PRSF04A, PRSFA05A, PRSF06A.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where incidents occur.

Resources required for assessment will include the opportunity to demonstrate in simulations which model the work environment and incidents.

Range of Applications

Assessment will require demonstration of using:

- self defence;
- open hand techniques;
- avoidance techniques and withdrawal;
- containment and isolation.

Assessment requires demonstration, where required by work role and responsibilities, of using:

- batons;
- handcuffs and restraint equipment;
- individual aerosol agents.

Assessment of using restraint equipment will be based on the equipment authorised for use by your organisation and may include:

- body belt;
- hobbles;
- security chain link;
- restraining mattress;
- temporary plastic handcuffs (flexicuffs).

Assessment of *defensive techniques* will require demonstration of using:

- using communication to calm, distract, change focus, negotiate;
- tactical withdrawal;
- requests for assistance;
- degree of force and methods consistent with level and nature of risk;
- harm minimisation.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving } {Technology} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in the work environment.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine or anticipated work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will be based on evidence of the following outcomes:

- accurate interpretation and compliance with legal and procedural requirements related to tactical response and defensive techniques (*KC Information*);
- accurate estimation of the levels of conflict and degree of risk (*KC Problem solving*);
- application of defensive techniques which minimise harm and injury;
- use of defensive equipment (*KC Technology*);
- timely reactions in the applications and the terminations of force (*KC Planning and organising*);
- provision of warnings and clear directions and information (*KC Communication*);
- applying first aid.

D. Knowledge

Assessment of this unit requires demonstration of the following knowledge:

- legal and procedural requirements related to use of force, use of restraint, use of specific response equipment and techniques, powers of arrest;
- tactical responses within specified legal and strategic limits;
- response options which are most effective for the degree and nature of risk;
- principles of communication to reduce the level of threat or conflict;
- principles of communication to give clear, accurate and concise information;
- risk factors and their impact on incidents/situations;
- conflict management strategies and adjustments made according to changing circumstances.

CSCSAS011A Defend people by using firearms

Element	Performance Criteria
1. Assess the need to use firearms	<p>1.1 Incidents are assessed to determine the need for the use of firearms against degree and nature of risk to people and the organisations use of force guidelines and emergency response procedures</p> <p>1.2 Anticipation of risk is based on assessment of information available, observation of the hazards in the situation and likely consequences of events</p> <p>1.3 Options for action are assessed and selected on the basis of capacity to complete the actions and response suitable to the degree of risk</p> <p>1.4 Situations requiring assistance are identified and support is requested promptly</p>
2. Use firearms	<p>2.1 Firearms carriage is secure, protected, accessible and complies with legal requirements and organisation procedures</p> <p>2.2 Tactical positioning is consistent with assessment of intentions and risks and anticipates a range of different actions</p> <p>2.3 Judgements made about the use of firearms is justified in terms of use of force guidelines and legal requirements</p> <p>2.4 Ammunition selected is appropriate to firearm and complies with manufacturers' specifications and legal requirements</p> <p>2.5 Protective equipment is selected according to the requirements of the situation and used in accordance with organisation procedures</p> <p>2.6 Grip, handling and presentation of firearms complies with legal requirements and ensures retention and continued control</p> <p>2.7 Discharge of firearms is only sufficient to stop the progress of life-threatening situations</p>
3. Contain incidents	<p>3.1 Response is adjusted or discontinued according to changes in circumstances and degree of risk</p>

Element	Performance Criteria
3. Contain incidents	3.2 Actions to detain people are used according to legal requirements and organisations' procedures
	3.3 Situations requiring additional support are assessed and assistance is sought from appropriate resources
4. Evaluate response	4.1 The effectiveness of responses is evaluated and reviewed according to information, observation and outcomes of events
	4.2 Accurate and constructive observations of incidents are provided in review and debriefing of incidents
	4.3 Records and reports comply with the organisation's procedures, requirements and formats
	4.4 The effects of stress are recognised and managed using stress management techniques

A. Assessment Guide

This unit deals with the selection and use of firearms and the effective use of firearms to protect and minimise risk to people. This unit is customised from the Asset Security Training Package.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where incidents occur.

Resources required for assessment will include the opportunity to demonstrate in simulations which model the work environment and incidents.

Range of Applications

Assessment will require demonstration of using:

- self defence;
- avoidance techniques;
- containment and isolation.

Assessment may require demonstration, where required by work role and responsibilities, of using the range of firearms used and issued by your organisation.

Legal requirements will be demonstrated through application of:

- applicable State/Territory/Commonwealth legislation;
- organisations guidelines, policies and operating procedures.

Assessment of *alternative actions* will require demonstration of using:

- communication to calm, distract, change focus, negotiate;
- tactical withdrawal;
- requests for assistance;
- degree of force and methods consistent with level and nature of risk;
- harm minimisation;
- using allowable defensive techniques and equipment.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} {Technology} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in the work environment.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in exercises, shooting range and simulations and in workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine or anticipated work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will be based on evidence of the following outcomes:

- accurate interpretation and compliance with legal and procedural requirements related to the use of firearms, tactical response and defensive techniques;
- accurate estimation of the levels of conflict and degree of risk (*KC Problem solving*);
- application of firearm use which minimise harm and injury;
- timely reactions in the applications and the terminations of force (*KC Planning and organising*);
- provision of warnings and clear directions and information (*KC Communication*);
- safe and controlled handling of firearms (*KC Technology*);
- safe and correct use of ammunition;
- safe and appropriate use of tactical positions;
- maintaining consistency of accuracy in the discharge of firearms;
- maintenance of firearms licensing requirements (*KC Information*).

D. Knowledge

Assessment of this unit requires demonstration of knowledge:

- legal and procedural requirements related to use of force, use of restraint, use of specific response equipment and techniques, powers of arrest, use of firearms;
- allowance of tactical responses and use of firearms within specified legal and strategic limits;
- response options which are most effective for the degree and nature of risk;

- principles of communication to reduce the level of threat or conflict;
- principles of communication to give clear, accurate and concise information;
- risk factors and their impact on incidents/situations.

CSCSAS012A Conduct searches

Element	Performance Criteria
1. Search environment and property	<p>1.1 Define the purpose, timing and area to be searched according to information and specified objectives and communicate this to all relevant people</p> <p>1.2 Use communication strategies which will minimise stress and promote cooperation and effective search outcomes</p> <p>1.3 Establish the security of the location and individuals according to search procedures and safety considerations</p> <p>1.4 Identify and use correct search equipment in accordance with procedures and the circumstances of the search</p> <p>1.5 Use search techniques which will result in the detection of unauthorised items and secured these according to procedures</p> <p>1.6 Return authorised items removed for further examination promptly and in condition found</p> <p>1.7 Recording and preparation of reports are completed promptly, accurately and in the required format.</p>
2. Search people	<p>2.1 Monitor offenders and their contacts to detect indications of unauthorised concealment</p> <p>2.2 Inform relevant people of the purpose and procedures to be used in searches clearly and accurately</p> <p>2.3 Search location, techniques and physical contact complies with procedures and humane and safe practice</p> <p>2.4 Use communication designed to maintain a calm, confident and humane environment balancing respect for the rights and dignity with safety and protection of people involved</p> <p>2.5 Secure unauthorised items according to procedures and concern for the safety and welfare of all involved.</p> <p>2.6 Provide clear, accurate and comprehensive information to all relevant people.</p>

A. Assessment Guide

This unit is concerned with the need to conduct searches of property and people to detect or prevent breaches of security, orders and safety

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

This unit should be assessed in a simulation and in application in the workplace according to the procedures, requirement and context of the enterprise and work site. Customisation will be required to accommodate the different work site and defined work role contexts in which this unit will be applied.

Range of Applications

Procedures will include references to:

- offender property;
- search of offenders;
- authorisations to search;
- incident recording and reporting;
- handling, security and storage of unauthorised property;
- prohibited, restricted and unauthorised material;
- testing such as urine sampling;
- prison visits and search of visitors;
- requirements for strip searches including gender restrictions;
- occupational health and Safety policies;
- code of conduct;
- principles of duty of care and humane care;

Environment and property will include relevant selections from:

- accommodation;
- special locations such as kitchens, recreation, clinics, education centres;
- personal possessions;
- deliveries;
- grounds;
- equipment/machinery/appliances;
- inside and outside the correctional facility.

Search of people will include the relevant requirement to search based on authorisations from the following:

- offenders;
- visitors;
- public;
- colleagues;
- support staff;
- high risk offenders;
- offenders from different cultural practices;
- in locations outside the correctional facility.

Types of searches will include the method relevant to selections from the following situations:

- cell search;
- vehicle search;
- mail search;

- baggage search;
- search of equipment/machinery/appliances;
- pat search;
- strip search;
- routine or special search of property;
- electronic screening.

Search equipment will include examples from:

- protective gear and equipment;
- probes;
- mirrors;
- restraint equipment;
- authorised evidence containers;
- sample containers.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide.

Competency in the unit will be demonstrated through performance in the range of applications required by the work site and the defined work role and responsibilities. Evidence must include observation in the workplace and performance in a simulated environment.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities where possible.
- Documentation and products produced as part of routine and unpredictable work activities.
- Observation and documentation from specially conducted assignments based on routine and special work requirements.
- Observations from supervisors, colleagues and specialists.

C. Key Evidence Requirements

This unit requires evidence of the following:

- knowledge and application of organisation policy and procedures related to searches;
- knowledge of statutory requirements and duty of care (*KC Information*);
- communication skills and techniques demonstrated under pressure (*KC Communication*);
- knowledge of evidence protection and handling;
- identification of all prohibited objects/substances and all possible concealment (*KC Problem solving*);
- using safe, thorough and effective search techniques (*KC Planning and organising*);
- using ethical and humane interactions with all people involved in searches;
- using information which is accurate, clear and readily understood (*KC Information*).

D. Knowledge

This unit requires assessment of knowledge of the following :

- the organisation's policies and procedures related to conducting searches and the identification and confiscation of unauthorised and illegal objects and substances;
- occupational health and safety policies relevant to hazards associated with searches;
- communication principles relevant to promoting cooperation and understanding, cultural impact and dealing with conflict;
- the organisation's requirements for reporting and recording offender and security information;
- code of conduct;
- principles of duty of care and human treatment.

CSCSAS013A Monitor control room operations

Element	Performance Criteria
1. Monitor safety of staff	1.1 Continually monitor positions and movements to ensure staff contact with communication centre is maintained according to procedures 1.2 Identify and respond to alarms and failures to communicate with communication centre according to procedures 1.3 Identify situations requiring back-up and allocate resources to assist field officers, according to operating procedures and the nature and degree of urgency
2. Monitor security activities	2.1 Monitor compliance with operating procedures and check and notify all variations according to local orders 2.2 Monitor staff calls and report inconsistencies 2.3 Record all security information according to procedures
3. Coordinate responses to alarm signals	3.1 Interpret alarms accurately and immediately 3.2 Confirm the availability of specialist staff and duty officers and dispatch responses according to the nature and urgency of alarms 3.2 Provide security team with full, accurate and timely information to allow maximum effectiveness when attending the scene 3.3 Monitor security team attendance at scene of alarm, and determine the need for specialist responses and back-up resources and deploy them according to the emergency

A. Assessment Guide

This unit deals with monitoring the safety and activities of a location from a control room. It also deals with coordinating responses to alarms and providing back-up support to field staff when needed.

Assessment can be applied to a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance applied in a correctional or justice environment

Because of the unpredictable nature of actual incidents, applicants should be prepared to carefully document their performance after each monitoring and response experience as evidence for assessment.

Range of Applications

Communication will include:

- monitoring verbal messages;
- monitoring alarms;
- checking verbal messages for relevance and accuracy;
- giving clear and accurate information under pressure;
- coordinating incident responses under pressure;
- using communication channels and protocols with duty and specialist teams.

Coordinating teams will include:

- cooperating with and coordinating team members;
- cooperating with and coordinating support staff and specialists;
- supervising operational team;
- using the chain of command;
- delegations of roles, responsibilities, reporting and accountability.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 2 and 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment will be based on evidence of:

- knowledge and application of the organisation's policies and procedures for monitoring and deploying security staff and resources in response to incidents;
- knowledge and application of the responsibilities under duty of care;
- communication skills used under pressure;
- use and maintenance of control room equipment specific to the enterprise systems and environment.

Element 1.

- monitoring the safety and security of staff;
- acting upon incidents to provide back-up and resources (*K.C. Problem solving*);
- using a range of communication equipment and information sources (*K.C. Information*);

- interpreting security information for suitable and immediate responses.

Element 2.

- monitoring staff log-in calls to ensure they comply with the requirements of security plan;
- checking any variations to standard operating procedures to make sure they meet the requirements of procedures and inform relevant personnel;
- documenting all security processes and records.

Element 3.

- assessing security staff available and coordinating response to incidents (*K.C. Planning and coordinating*);
- giving security staff full, accurate and current information (*K.C. Communication*);
- coordinating attendance at incidents and coordinating and deploying back-up and specialist resources (*K.C. Teamwork*).

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context. To perform effectively in this unit, applicants need to have knowledge and understanding in the areas of:

Organisational requirements regarding the security responsibilities of the control room applied in:

- the organisation's policies and procedures determining control room security requirements, security management and emergency response;
- staff roles, responsibility and delegation in the security plan;
- all aspects of the work site security plan;
- the organisation's records and information systems related to monitoring security;
- occupational health and safety policies relevant to monitoring the safety and security of staff and responding to alarm signals;
- code of conduct;
- specifications for use and maintenance of specialists communication and security equipment;
- criteria and conditions for using specialist support teams.

CSCSAS014A Supervise attendance at court

Element	Performance Criteria
1. Process reception at court	<p>1.1 Consult and assess information about prisoners to confirm identification and the requirements and conditions of attendance at court</p> <p>1.2 Provide information about the court process and conditions to prisoners in a communication style which helps understanding and promotes cooperation</p> <p>1.3 Determine special needs of the prisoner, risks and concerns using a range of different communication strategies</p> <p>1.4 Search prisoners according to security requirements and procedures</p> <p>1.5 Check and store property of prisoners according to prisoner files and procedures</p> <p>1.6 Document, record and report information required by the reception process according to security procedures, court protocol and the information management system</p>
2. Maintain safety and security of detainees and the public	<p>2.1 Organise the accommodation of prisoners on court premises according to court practice, degree of risk and the facilities available</p> <p>2.2 Supervise escorts and movements of prisoners according to prisoner information, procedures and court protocol</p> <p>2.3 Provide information to prisoners to help their understanding of and agreement to the requirements and conditions of court attendance and the consequences of their behaviour</p> <p>2.4 Use security equipment according to procedures, court protocol and the assessment of risk</p> <p>2.5 Monitor the behaviour and reactions of prisoners using a range of observation and communication techniques</p> <p>2.6 Respond to unacceptable behaviour promptly to minimise adverse or harmful consequences using methods appropriate for the degree of risk and according to court protocol</p>

Element	Performance Criteria
3. Comply with court requirements	3.1 Identify and verify details of the court requirements, protocols and building lay out and special conditions
	3.2 Identify court personnel and key people in the court system and establish communication and liaison
	3.3 Establish communication with legal representatives and coordinate their contact with prisoners
	3.4 Complete reports required by procedures and the offender information system clearly, objectively and accurately
	3.5 Respond to magistrates/judges requests and instructions promptly and accurately and provide information which is clear, accurate and relevant
	3.6 Check, confirm and provide documentation and evidence required by the court in the designated format

A. Assessment Guide

This unit describes the competencies required to supervise the holding of prisoners on court premises and supervising prisoners' appearance before a court.

Assessment of this unit must be based on evidence produced from routine work applications and performance. Assessment will require the applicant to be responsible for the supervision of offenders and detainees in either a specified court or in a range of courts served by the organisation's services. The work of this unit includes both supervision as part of custodial care duties, part of community corrections roles and part of dedicated contract work.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in the work environment.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine or anticipated work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

For Element 1.

- checking and assessing information about prisoners to confirm identification, requirements of attendance at court and conditions of attendance at court. (*KC Problem solving*);
- giving prisoners information about the court process and court conditions (*KC Communication*);
- using a range of communication strategies to determine special needs, risks and concerns;
- searching prisoners according to regulations and procedures;
- checking and storing the property of prisoners according to regulations and procedures;
- managing information that is needed for the reception process according to justice procedures, court protocol and processes and the information management system. (*KC Information*).

For Element 2.

- managing the accommodation, supervision and movements of prisoners in the court (*KC Planning and organising*);
- supporting prisoners through the court process;
- using security equipment (*KC Technology*);
- monitoring prisoners for safety, security and welfare;
- managing prisoners behaviour and cooperation.

For Element 3.

- identifying and confirming details of the requirements of the court and legal advocates;
- working with court personnel and key people in the court system. (*KC Teamwork*);
- completing reports clearly and accurately;
- providing information to judges/magistrates.

D. Knowledge

Knowledge is specific to the corrections and courts environment, specific to enterprise requirements and statutory responsibilities of staff.

Knowledge will relate to sections of legislation relevant to prisoner management in the judicial system.

Knowledge will be based on the organisation's policies and procedures related to supervision and management of prisoners such as:

- operating procedures for court supervision;
- court protocol;
- recording and reporting;
- offender information systems;
- emergency response;
- preservation of evidence;
- code of conduct;
- duty of care;
- supervision of prisoners at risk;
- occupational health and safety;
- court protocol and terminology;

Layout of the courts in the region and the security requirements.

Justice information systems and sources of information about prisoner background, history and special needs and conditions.

Behaviour and risk indicators for:

- suicide;
- effects of drugs and alcohol;
- violent and uncooperative behaviour;
- mental illnesses;
- depression, anxiety and stress.

CSCSAS015A Manage dogs for security purposes

Element	Performance Criteria
1. Determine suitability of dogs	1.1 Check and confirm the suitability of dogs against the organisation's criteria and specifications 1.2 Establish individual compatibility with designated dogs 1.3 Establish dogs standards of efficiency though supporting dogs through authorised training program and tests of performance and behaviour 1.4 Maintain dogs operating efficiency through established relationship, training, and work experience
2. Maintain the health and hygiene of dogs	2.1 Assess and maintain the health, hygiene and stability of dogs in a sound and safe condition according to animal health and welfare requirements, unit policy and standards 2.2 Maintain record of dogs health according to unit policy, standards and health regulations 2.3 Maintain dogs hygiene according to unit policy and standards 2.4 Assess and recommend the need to retire or dispose of dogs according to unit policy, animal health and welfare standards
3. Use dogs in security exercises	3.1 Plan and manage the deployment of dogs according to unit policy and procedures and suitability of assignments 3.2 Manage dogs in a manner which provides minimal risk of injury to the public, dog and the handler 3.3 Control dogs according to unit procedures and standards, and legal requirements 3.4 Identify unauthorised and illegal materials and process them according to procedures 3.4 Attend to injuries to dogs according to the degree of risk and the urgency and report and record incidents according to organisational procedures and legal requirements

Element	Performance Criteria
4. Respond to situations requiring the use of a dog	<p>4.1 Confirm the suitability of dogs as a security measure in response to specific requests or alarms according to unit procedures, criteria for dog use and the nature of the situation</p> <p>4.2 Report and record details of actions and incidents according to unit procedures and reporting format</p> <p>4.3 Manage and deploy dogs in response action consistent with the organisation's procedures and statutory responsibilities and to maintain the safety and welfare of staff, offenders and dogs</p> <p>4.4 Transport and deploy dogs according to unit policies, the welfare of the dog and people and safety and security requirements</p>

A. Assessment Guide

This unit deals with the competencies required to select, manage and maintain dogs used for security assignments. It includes both the skill required to manage security dogs as well as the knowledge of where, when and how they are used. This unit does not include the competencies required to train a dog used for security work.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working in a security setting.

Range of Applications

Deployment of dogs for security purposes will depend on the policies and practice of the organisation and will cover the relevant functions of dogs:

- as part of a dedicated tactical response team;
- as part of a generic security function;
- for limited and specified functions and locations (patrols, searches);
- exclusively inside the organisation's premises;
- both inside and outside the organisation;
- under security contracts and agreements with external agencies.

Selection of dog will be based on the organisations defined roles and responsibilities and can include:

- making judgements from a limited range of options against clear and specified criteria;
- contributing to a team process;
- providing advice to the colleague responsible for selection;
- selecting personal preferences from a limited range short listed;
- endorsing allocations on the basis of meeting agreed criteria.

Standards of care and hygiene for dogs will be found in:

- internal procedures for the care and management of security dogs;
- Department of Health (Public Health) Guidelines.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- knowledge of the roles and responsibilities of security dogs and their carers in the organisation and in justice environments;
- selection requirements for dogs including personal compatibility (*KC Problem solving*);
- providing care and welfare of dogs which complies with all regulations and requirements;
- identification of issues and options for disposing or retiring of dogs (*KC Planning and organising*);
- providing health care to sick and injured dogs (*KC Communication*);
- taking preventative action to protect dogs from injury, sickness and distress;
- application of procedures for the use of dogs in security functions;
- demonstration of using security strategies with dogs which achieve the purpose and protect the safety and welfare of dogs and people. (*KC Teamwork*);
- demonstration of the suitable transport of dogs;
- completion of the full range of records and reports required by the organisation's system and procedures. (*KC Information*).

D. Knowledge

Knowledge is specific to the enterprise requirements and statutory context.

- policies, operating procedures, guidelines, local orders and standards covering the use and management of dogs for security purposes;
- information management systems;
- prohibited substances and objects and illegal substances and objects and the preservation of evidence;
- code of conduct, duty of care;
- general requirements for dog care, training and management;
- dog anatomy, health needs and conditions, nutrition and fitness;
- factors which influence dog welfare, personality and mental stability.

CSCSAS016A Monitor and review security systems

Element	Performance Criteria
1. Monitor the effectiveness of security	<p>1.1 Ensure that staff are rostered and duties delegated to maintain effective operation of the security system</p> <p>1.2 Check security information and reports routinely to identify concerns, potential and actual breakdowns and areas for improvement</p> <p>1.3 Routinely assess the safety and welfare of all individuals according to possible hazards and procedures.</p> <p>1.4 Routinely monitor reports on effective working of equipment and reports of inaccuracies and malfunctions</p> <p>1.5 Ensure that effective communication and information exchange is maintained between team members, units and key centres in the organisation</p> <p>1.6 Report all security concerns promptly, clearly and accurately to management and key specialist teams</p>
2. Support team members	<p>2.1 Provide team members with current information necessary to ensure the effective maintenance of the security system</p> <p>2.2 Confirm and interpret security information and procedures and promote a positive approach to change with team members</p> <p>2.3 Identify and analyse the resources needed by team members to maintain the security system and provide advice to management</p> <p>2.4 Identify the skills and performance development required to maintain the security system and provide advice to management and specialist units</p> <p>2.5 Promote the safety and welfare of offenders, team members and the public at all times and in components of the security system</p>
3. Coordinate emergency response	<p>3.1 Interpret alarm signals correctly and immediately and respond according to procedures and degree of urgency</p> <p>3.2 Coordinate team response according to the status of the emergency, the safety and welfare of individuals and emergency response procedures</p>

Element	Performance Criteria
3. <i>Coordinate emergency response</i>	3.3 Assess the risk of escalation of incidents and coordinate team action to minimise risks. 3.4 Use codes and call systems accurately and effectively in 3.5 Complete security and incident reports, records and registers accurately and comprehensively and provide reports to management, special inquiries 3.6 Coordinate debriefing and post-emergency analysis according to organisation guidelines and team practice.

A. Assessment Guide

This unit is concerned with the competencies required to supervise the security and safety of a secure custodial environment.

This unit applies to correctional services staff working with offenders in prisons, in secure custodial centres and in community facilities under custodial supervision with responsibility for coordinating and monitoring security functions and the effectiveness of the local system. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities. The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites

This unit contains requirements specific to the enterprise and the role and responsibility of workers and should be assessed in an enterprise determined learning process with application in the workplace where possible or where necessary, in structured simulation.

Range of Applications

Components of the security system will include the organisation's requirements selected from:

- alarms and coded signal;
- communication technology and equipment;
- management of access and exit;
- management of visitors;
- management of vehicles;
- surveillance methods and technology;
- central control;
- key control;
- rosters and duties;
- counts/musters;
- searches;
- registers;
- escorts and transfers;
- control and use of defensive equipment and firearms;
- staff duties and roster;
- incident response and debriefing.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide.

Evidence will be provided of performance across the range of applications relevant to individual enterprises or work sites. Customisation will occur through the introduction of specific enterprise security equipment, functions and procedures. Evidence must include observation in the workplace as well as performance in simulated environment.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors and team members.

C. Key Evidence Requirements

Competency in this unit will be demonstrated through evidence of:

- knowledge and application of organisation policies and procedures (*KC Information*);
- supervising, coordinating and monitoring all security equipment and strategies required by the security system of the work site and consistent with the work role, responsibilities and delegation;
- applying procedures in a range of incidents and emergencies (*KC Problem solving*);
- providing advice on the implementation of security technology and methods;
- providing advice on the resources required to maintain the security system;
- coordinating team members and team action and specialist services (*KC Teamwork*);
- accuracy in recording and reporting to team members and to management and formal inquiries (*KC Communication*);
- anticipating and interpreting the efficiencies and the risks of the security system and incidents against security plans and procedures (*KC Planning and organising*).

D. Knowledge

Knowledge required will be customised for the enterprise and includes:

- organisation's security plan, procedures and guidelines and the requirements for all security requirements, equipment and technology;
- organisation's records and information systems;
- occupational health and safety policy relevant to security, workplace pressure and incident debriefing;
- duty of care and code of conduct;
- organisational reporting requirements and delegations;
- chain of command;
- methods for promoting a positive response to change.

CSCSAS017A Determine response to security risk

Element	Performance Criteria
1. Assess incident	1.1 Identify incidents and determine responses in accordance with use of force guidelines, legal responsibilities and organisation procedures 1.2 Collect information about incidents from a range of different sources to allow reliable assessment of risk 1.3 Identify causes of incidents and assess them for degree of security risk 1.4 Maintain communication to provide accurate and relevant information to all parties
2. Determine response options	2.1 Evaluate responses and select them to maximise safety of people in accordance with legal requirements and organisational procedures 2.2 Determine the need to take action to reduce the degree of risk according to delegations and organisational procedures 2.3 Responses give priority to the safety and protection of all people involved in the incident and reduce the possible escalation of the incident and risk factors 2.4 Adjust or discontinue responses according to changing circumstances and use of force guidelines 2.5 Identify situations requiring assistance and request support promptly

A. Assessment Guide

This unit covers the competencies required to assess incidents for risk and determine the safest response. This unit is customised from the Securities Training Package.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where incidents occur.

Resources required for assessment will include the opportunity to demonstrate in simulations which model the work environment and incidents.

Range of Applications

Assessment will require demonstration in the contexts of:

- risks to offenders;
- risks to staff;
- risks to members of the public;
- incidents within a custodial setting;
- incidents in the general community and in public locations.

Incidents will include:

- fire;
- violence and physical threat;
- medical emergencies;
- security breaches;
- uncooperative and abusive behaviour;
- destruction of property.

Assessment will require demonstrations of using responses authorised by the organisation and procedures:

- to defuse an aggressive situation;
- making a tactical withdrawal;
- making requests for assistance;
- using negotiation techniques;
- using restraint techniques and equipment;
- using tactical response methods;
- using defensive equipment.

Risk assessment will include assessment of the following factors:

- known information about the circumstances of the incident;
- known information about people involved in the incident;
- observation of the environment and physical conditions;
- the nature of the incident;
- available resources and team backup;
- communication channels;
- range of response options available;
- potential and triggers for escalation or defusing.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in the work environment.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine or anticipated work requirements.
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will be based on evidence of the following performance:

- accurate interpretation of and compliance with legal and procedural requirements (*KC Information*);
- selection of response options within specified legal and strategic limits (*KC Problem solving*);
- selection of response options which are most effective for the objective;
- use of communication to reduce the level of threat or conflict (*KC Communication*);
- use of communication to give clear, accurate and concise information;
- use of security equipment (*KC Technology*);
- identification of current and potential risk factors and their impact on the incident/situation;
- working as part of a team (*KC Teamwork*);
- review of response strategies and adjustments according to changing circumstances (*KC Planning and organising*).

D. Knowledge

Assessment in this unit requires the applicant to demonstrate the following knowledge, directly and through the integration of knowledge with performance:

- legislative requirements covering use of force, duty of care, use of restraint, use of arrest, use of defensive weapons;
- organisation's policies and procedures covering emergency response, use of weapons, use of restraint, incident management, chain of command, recording and reporting;
- principles of effective communication and use of interpersonal techniques, especially under pressure;
- principles of problem solving;
- team roles and responsibilities, delegations, chain of command, accountability;
- use of security equipment;
- surveillance and observation techniques;
- alarms and signals;
- principles of cooperative team work.

CSCSAS018A Manage conflict through negotiation

Element	Performance Criteria
1. Assess conflict	1.1 Conflict is identified and responses are evaluated against legal requirements and organisations' procedures 1.2 Causes of conflict and harmful behaviour are anticipated and appropriate responses to prevent escalation are selected and implemented 1.3 Situations requiring assistance are identified and support is promptly requested
2. Negotiate resolution	2.1 Conflict is addressed and resolved constructively and using strategies which comply with organisational procedures and policies 2.2 Negotiation techniques are used to maintain positive interaction and divert and minimise aggressive behaviour 2.3 Effective communication techniques are used to ensure understanding of information received and relayed 2.4 Social and cultural differences are taken into account in the negotiation style and approach taken 2.5 Mutual agreement to strategies and required outcomes is confirmed with all relevant people
3. Evaluate responses	3.1 Effectiveness of response is evaluated and reviewed according to information available and organisations' practice 3.2 Accurate and constructive observations of incidents are provided in reviewing and debriefing the situation 3.3 Records and reports are provided and maintained according to organisations' requirements 3.4 Effects of stress are recognised and addressed through stress management techniques and debriefing

A. Assessment Guide

This unit deals with the assessment and resolution of conflict through negotiation. This unit is customised from the Securities Training Package.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where incidents occur.

Resources required for assessment will include the opportunity to demonstrate in simulations which model the work environment and incidents.

Range of Applications

Assessment will require demonstration in the workplace contexts of:

- conflict within a custodial setting (controlled environment);
- conflict in the general community and in public locations;
- conflict influenced by both known and unknown factors;
- conflict involving people from different cultures and social values.

Assessment will require demonstration of *negotiation techniques* which include:

- using strategic questioning and listening to gather information and direct the focus of people involved;
- use of positive, confident and cooperative language;
- control of tone of voice and body language;
- using language and concepts pitched at the level of the people involved;
- using clear presentations of options and consequences;
- demonstrating flexibility and willingness to meet half-way;
- using summarising of positions and agreements to move understanding.

Assessment will require *stress management strategies* such as:

- formal personal and organisational debriefing;
- informal exploration of incidents with team members and supporters;
- counselling;
- time off;
- review of practice and resources;
- conscious use of personal recreational activities.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving } {Technology} at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or in the work environment;
- Knowledge testing through questioning on performance and contingency scenarios;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine or anticipated work requirements;

- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this unit will be based on evidence of the following outcomes:

- accurate interpretation of and compliance with legal and procedural requirements (*KC Information*);
- selection of conflict management responses within specified legal and strategic limits (*KC Problem solving*);
- selection of conflict response options which are most effective for the objective;
- use of a wide range of communication techniques to reduce the level of threat or conflict (*KC Communication*);
- use of communication to give clear, accurate and concise information;
- identification of current and potential risk factors and their impact on the incident/situation;
- review of conflict management strategies and adjustments made according to changing circumstances (*KC Planning and organising*);
- cooperating with team members and specialist units (*KC Teamwork*);
- using security and response equipment (*KC Technology*).

D. Knowledge

Assessment in this unit requires the applicant to demonstrate the following knowledge, directly and through the integration of knowledge with performance:

- legislative requirements covering use of force, duty of care, use of restraint, use of arrest, use of defensive weapons;
- organisation's policies and procedures covering conflict response, use of weapons, use of restraint, incident management, chain of command, recording and reporting;
- principles of effective communication and use of interpersonal techniques, especially under pressure and to achieve agreement;
- principles of problem solving;
- team roles and responsibilities, delegations, chain of command, accountability;
- use of security equipment;
- principles of cooperative team work.

CSCSAS019A Manage threatening behaviour

Element	Performance Criteria
1. Use communication to establish control	<p>1.1 Adopt a position and stance designed to increase control and confidence and minimise provocation and aggressive response</p> <p>1.2 Use communication techniques which focus the attention and concentration of the person in controlled directions</p> <p>1.3 Use communication strategies which provide clear instructions and options aimed at reducing escalation of reaction</p> <p>1.4 Use communication methods which engage the person in positive responses</p> <p>1.5 Use non-verbal messages and body language which avoid provocation and aggressive messages</p> <p>1.6 Use continuous and calming communication to provide distraction and personalised engagement</p> <p>1.7 Defuse negative provocation and confrontation with the use of confident and positive proposals and alternatives</p> <p>1.8 Select language which is neutral and avoids provocation and aggressive messages</p>
2. Apply defensive control strategies	<p>2.1 Observe and monitor people using threatening behaviour, assess all relevant indications for degree and nature of risk</p> <p>2.2 Observe and monitor the environment for factors which will contribute to or moderate the risks identified</p> <p>2.3 Observe and assess the behaviour of people for the cause and potential escalation of aggression</p> <p>2.4 Explain options for cooperation clearly and positively and support them when cooperation is given</p> <p>2.5 Select defensive control tactics appropriate for the nature of the threat and the degree of risk</p> <p>2.6 Select defensive control tactics which are designed to protect the safety and welfare of all involved</p> <p>2.7 Use physically restraint in a manner which is proportional to the risk and which minimises injury and loss of human dignity</p>

Element	Performance Criteria
2. <i>Apply defensive control strategies</i>	2.8 Use restraint according to the policies and procedures of the organisation
	2.9 Use verbal strategies to de-escalate tensions and re-establish personal interaction
	2.10 Use search and isolation to remove any remaining risks and maintain safety and security of those involved
	.11 Consult and take advice from specialist support and advisers

A. Assessment Guide

This unit covers the competency required to anticipate, intervene in and manage behaviour which is a risk to the safety of people and property.

Assessment of this unit will be based on performance under realistic workplace conditions. Because of the unpredictable nature of the requirements and the risks associated with the performance, applicants should be required to be assessed in knowledge and techniques and in work based simulations. Evidence in actual performance may have to be based on reports and retrospective analysis of performance.

Range of Applications

Assessment will require demonstration in the contexts of:

- conflict within a custodial setting (controlled environment);
- conflict in the general community and in public locations;
- conflict influenced by both known and unknown factors;
- conflict involving people from different cultures and social values.

Assessment will require demonstration of *negotiation techniques* which include:

- using strategic questioning and listening to gather information and direct the focus of people involved;
- use of positive, confident and cooperative language;
- control of tone of voice and body language;
- using language and concepts pitched at the level of the people involved;
- using clear presentations of options and consequences;
- demonstrating flexibility and willingness to meet half-way;
- using summarising of positions and agreements to move understanding.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} {Technology} at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities where possible.
- Documentation and products produced as part of routine and unpredictable work activities.
- Observation and documentation from specially conducted assignments based on routine and special work requirements.
- Observations from supervisors, colleagues and specialists.

C. Key Evidence Requirements

Assessment will require demonstration of performance in the following:

Evidence must be the result of work activities and should be demonstrated:

- in structure simulations;
- in supervised confrontations;
- through reports of incidents;
- using security and response equipment (*KC Technology*).

Evidence should demonstrate assessment of risk and selection of approved and suitable response and incident management strategies (*KC Planning and organising*).

Evidence should demonstrate consistency with underpinning knowledge:

- communication strategies for effective defusing of conflict (*KC Communication*);
- factors which provoke and escalate aggression (*KC Problem solving*);
- cultural factors which contribute to negative responses and blockages or hostility in communication;
- personal and cultural values and their effect on communication;
- communication techniques which establish control;
- specialist support available (*KC Teamwork*).

Evidence should demonstrate using communication and control strategies with:

- people with mental illness;
- people from different cultures and specifically Aboriginal and Torres Strait Islanders;
- behaviour which poses serious risk to people involved.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context. Assessment of this unit requires evidence of the following knowledge:

Organisational policies and procedures:

- the organisation's policies, guidelines and procedures relating to responses to behaviour, safety and security, delegations, duty of care;
- specific statutory requirements related to treatment of offenders;
- use of relevant protective and restraint equipment and technology;
- all procedures, policies, guidelines and statutory requirements associated with physical restraint;
- allowable control strategies for restraining aggressive and unco-operative behaviour;

- role of first responding officer;

Principles of communication:

- principles of effective communication for conflict management;
- basic counselling and negotiation strategies in response context;
- reporting procedures and practice, internal and external;
- communication strategies for effective defusing of conflict;
- communication techniques which establish control;
- personal and cultural values and their effect on communication.

Practice guidelines including:

- support services and specialists;
- theories of human behaviour relating to violence, aggression and suicide;
- factors which provoke and escalate aggression;
- factors which apply in physical contact;
- physical techniques which can be used to establish control.

Cultural considerations:

- cultural factors which must be taken into consideration;
- principle cultural practices and customs of the correctional population;
- cultural factors which contribute to negative responses and blockages or hostility in communication;
- personal and cultural values and their effect on physical control.

CSCSAS020A Provide emergency response to dangerous incidents

Element	Performance Criteria
1. Develop a strategic response to incidents	1.1 Assess and report on the nature, extent and degree of threat from the incident according to emergency procedures
	1.2 Identify and notify key people and relevant support agencies and establish communication channels to allow required exchange of information
	1.3 Analyse resources and vulnerability of the situation and report issues to key people
	1.4 Identify immediate action required and take action according to emergency procedures
2. Apply emergency strategies	2.1 Comply with safety and security procedures in all actions
	2.2 Select protective equipment according to the requirements of the situation and use according to emergency operating procedures
	2.3 Guard and protect the welfare of people as the first priority in any action
	2.4 Maintain safe access and exit according to emergency procedures and situational analysis
	2.5 Assess, select and apply controls to achieve objectives with minimum damage to people and the environment
	2.5 Provide immediate response to threat or danger to colleagues while preserving personal safety according to procedures
3. Monitor the environment and the incident	3.1 Constantly assess factors which may create or increase risk of injury or damage and report to authorised people
	3.2 Maintain protection of evidence according to procedures
	3.3 Monitor hazard controls to ensure continued effectiveness and accuracy of information
	3.4 Monitor and maintain own and colleagues' health and morale
	3.5 Identify changes in behaviour and conditions and report

Element	Performance Criteria
4. Evaluate and review the effectiveness of the response	<p>4.1 Review and analyse experiences and observations of the incident and report on issues</p> <p>4.2 Provide constructive and honest observations in team discussions and analysis</p> <p>4.3 Support formal organisational and personal debriefings, and make positive contributions to requirements</p> <p>4.4 Identify active support needed by team members and provide this with least personal intrusion and according to team members preferences and agreed practice</p> <p>4.5 Identify training needs and opportunities to increase skills required for effective emergency response, investigate options and provide expertise to training programs.</p>

A. Assessment Guide

This unit is concerned with the specialist skills required to implement a planned strategic response to acute and critical incidents. This unit applies to staff with responsibility for coordinating, delegating and supervising a team response.

This unit applies to correctional services staff working with offenders in prisons and secure custodial centres. With changes based on different organisation's needs, it can apply to specialist emergency units and to workers in the community where this function is part of the work role.

Assessment of this unit may be both off the job, for example, within a structured learning process using simulations relevant to the requirements of the enterprise and the work role and in applications in the workplace

Range of Applications

Communication and information exchange will include:

- radios;
- alarms;
- video recorders;
- close circuit video;
- telephone;
- rolls/registers;
- intercom and PA;
- records;
- incident briefings/meetings/notes;
- routine and emergency team meetings.

Team members will include correctional services staff and allied workers on location and/or the members of a specialist unit.

Monitoring will include:

- formal and informal reporting;
- preservation of evidence;
- reference to security information and reports;
- risk assessment;
- safety awareness;
- security equipment;
- musters/roll calls;
- routine observation, special surveillance;
- electronic surveillance equipment.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving }{Technology} at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide.

Because of the risks involved and the unpredictable nature of the material in this unit, evidence should be gathered through simulations or through indirect and supplementary evidence. Evidence must apply against a significant range of variables relevant to the defined work role and enterprise practice and requirements.

Evidence must include observation in the workplace and performance in a simulated environment.

C. Key Evidence Requirements

Assessment will require evidence of performance in the following:

- knowledge and application of organisation policies, operating procedures, guidelines and delegations related to critical incidents (*KC Problem solving*);
- knowledge of statutory requirements and duty of care (*KC Information*);
- the design and implementation of a strategic approach to incident response (*KC Planning and organising*);
- the accurate and safe use of all security equipment used in the workplace (*KC Technology*);
- the accurate application of organisations recording and reporting requirements related to critical incidents (*KC Information*), (*KC Communication*);
- Supervision of a response team (*KC Teamwork*).

D. Knowledge required:

Assessment of this unit requires evidence of the following knowledge:

- organisations policies and procedures covering incident response, emergency procedures, occupational health and safety, use of tactical response and communications equipment;
- accurate maintenance of records and information systems;
- safe and effective use of all security, surveillance and information equipment;
- organisational structures, delegations and chain of command;
- principles of contingency planning and responses;
- employee support services;
- principles of situational analysis;

- problem solving strategies in critical and emergency situations.

CSCSAS021A Plan responses to incidents which jeopardise safety and security

Element	Performance Criteria
1. Determine strategies for agreed resolutions	<p>1.1 Analyse all aspects of incidents for degree of hazard, priorities, optional outcomes and appropriate strategies</p> <p>1.2 Gather information on the incident from a range of sources and analyse to determine strategies and priorities</p> <p>1.3 Determine immediate and long term objectives and assess these against resources and priorities</p> <p>1.4 Apply a range of communication techniques to make and maintain contact with the key people</p> <p>1.5 Provide clear and factual information to enable an honest and realistic assessment of the interests of the key people and their positions</p> <p>1.6 Develop clear options for resolving the conflict and their likely consequences and analyse of the benefits and costs</p> <p>1.7 Confirm agreements and reassess points of disagreements for common positive positions</p>
2. Plan and negotiate support services	<p>2.1 Assess the need for support services in terms of the determined strategies and priorities and situational analysis</p> <p>2.2 Negotiate resources of support services according to established procedures, protocols and availability</p> <p>2.3 Provide information on strategies to support services and establish communication protocols and channels</p> <p>2.4 Delegate roles and responsibilities according to expertise and resources</p>
3. Monitor plans in incidents	<p>3.1 Assess incidents for degree of risk and determine action to reduce and remove the impact of the incident and restore order</p> <p>3.2 Response and action are designed to minimise risk and the preserve the safety and security of all involved</p> <p>3.3 Action taken to prevent the escalation of incidents is appropriate to the circumstances and agreed procedures.</p>

Element	Performance Criteria
3. <i>Monitor plans in incidents</i>	3.4 Responses and emergency action give priority to the protection of individuals from harm.
	3.5 Anticipate individual responses to action and stress, evaluated reactions and allocate support at the level required to minimise any adverse effects
	3.6 Ensure that guidelines for force used for the restoration of control and the maintenance of security result in humane and least restrictive responses.
	3.7 Reports are accurate and clear and are provided to the appropriate authority promptly
	3.8 Undertake reviews, evaluation and analysis of incidents and the organisational response to it and report recommendations to the appropriate authority promptly and accurately.
4. Provide support and leadership to teams	4.1 Allocation of roles and responsibilities recognises the skills and contribution of team members
	4.2 Provide clear, accurate and relevant information, guidance and support to meet individual needs
	4.3 Make positive use of conflict to enhance individual growth and relationships
	4.4 Provide immediate feedback on performance in a constructive and developmental way
	4.5 Actively encourage team members to provide ideas and feedback
	4.6 Directions and action taken maintain safety and protection of team members at all times

A. Assessment Guide

This unit is concerned with complex negotiation in critical incidents and the development of strategic responses designed to resolve threatening incidents

This unit has been designed for significant contextualisation to allow for a wide range of industry environments and work roles and responsibilities, including those in which this function is part of a generic operational role and those in which this is a specialist service function.

This unit may be assessed off the job, for example, in a training simulation or in the workplace under controlled environment.

Range of Applications

Procedures and guidelines covering breaches of policy, regulation, orders and security may be found in the following organisation policies:

- Occupational Health and Safety;
- responding to emergencies;
- first responding officer guidelines;
- use of force regulations;
- use of firearms/weapons regulations;
- security procedures;
- accountability and reporting;
- department regulations, protocol and procedures;
- incident reporting;
- code of conduct;
- legislation/statutory obligations as basis for policies;
- duty of care and humane treatment.

Responses to minimise risks will include:

- strategic negotiation;
- separation/isolation;
- communication;
- use of security system;
- defusing strategies;
- use of force;
- restraint;
- crowd control;
- counselling;
- specialists/experts;
- intervention;
- use of specialist negotiation and mediation;
- intervention of specialists.

Support Services will include those managed within the organisation and those provided by other agencies and services including but not exclusively:

- emergency services;
- police;
- special tactical response team;
- fire;
- health/medical;
- mediators;
- negotiators;
- Occupational Health and Safety Team/ Incident debriefing.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving } at Level 3 and {Technology} at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide

Because of the unpredictable nature of the applications covered in the unit, assessment may be against events considered retrospectively, through records, documentation, log books and reflection and interviews. Evidence must include observation of performance in the workplace or evidence generated in the workplace as well as performance in a simulated environment.

C. Key Evidence Requirements

Assessment will require evidence of performance in the following:

- research and consultation necessary to evaluate systems and strategic approaches to the management of high risk contingencies (*KC Communication*);
- knowledge and application of legislation and organisations policies, procedures and guidelines for critical incidents (*KC Information*);
- knowledge of the requirements for accurate and safe use of all emergency equipment and technologies (*KC Technology*);
- research and analysis of developments in security systems and practices;
- managing effective outcomes using strategic planning, team leadership and situational analysis (*KC Problem solving*) (*KC Planning and organising*);
- managing and coordinating a complex team of operational and specialist staff (*KC Teamwork*).

D. Knowledge required:

Assessment of this unit requires evidence of the following knowledge:

- organisations policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders covered in the range of variables;
- organisation's management and accountability systems;
- teamwork principles and strategies;
- organisational culture and values and impact on behaviour and response;
- principles of force and reaction to force;
- principles of effective communication;
- specific statutory requirements related to the range of variables and the work role;
- organisation's reporting procedures and practice;
- guidelines for use of equipment and technology;
- duty of care/humane treatment;
- code of conduct;
- operation of emergency and response equipment.

Management principles:

- situational analysis;
- leadership and teamwork;
- delegation;
- complex communication;
- negotiation;
- strategic language;
- using consultation and professional networks.

Transport and escorts

CSCTRA001A Maintain security during escort

Element	Performance Criteria
1. Identify prisoner escort requirements	1.1 Check and confirm the requirements for escorts and organise resources and equipment according to escort plan and duty instructions 1.2 Identify special needs requiring additional resources and adjustments to escort plans and report the adjustments 1.3 Ensure that all information relevant to the escort is gathered and made available to escort team 1.4 Provide clear, accurate information to prisoners to address concerns and problems and promote cooperation
2. Prepare prisoners for escort	2.1 Check and confirm the identification of all prisoners to be escorted against authorised information 2.2 Check and confirm prisoner property, files and all resources needed to accompany prisoners 2.3 Confirm the classification and conditions of prisoners and note any special needs 2.4 Search prisoners according to procedures and taking account of prisoner's sex, health and safety requirements 2.5 Check and confirm transport vehicles, departure, receiving unit and location according to assignment requirements and escort plan 2.6 Advise relevant people of movements of prisoners and complete necessary records accurately and clearly 2.7 Apply restraint techniques according to assignment and legal requirements
3. Support prisoner escort	3.1 Check and note security information needed to assess threats and problems 3.2 Provide escort security according to escort plans, assignment and duty instructions 3.3 Identify and respond to incidents and concerns according to assignment instructions and security procedures

A. Assessment Guide

This unit describes the skills necessary to escort prisoners between locations. The unit applies to staff whose duties are to provide the security supervision required to ensure that escorts are able to be managed effectively and with safety, considering the welfare of prisoners, staff and the public and maintaining the secure care of prisoners while outside a secure custodial environment. Staff performing these duties will generally be under the direction of officers responsible for the escort.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with prisoners. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

Range of Applications

This unit can be adapted to apply to a range of different contexts for escort including the transfer and supervision of prisoners to other locations such as a prison, courts, community agencies, health services, compassionate events and visits, work sites.

Transfer of prisoners can be by specialist escort vehicles, use of public and commercial transport.

Special needs will include:

- high risk prisoners;
- gender requirements;
- high profile prisoners with media interest;
- separation and isolation of prisoners;
- resources needed because of the duration of the escort;
- long distance and interstate escorts.

Security equipment for escorts may include:

- handcuffs;
- special restraint;
- firearms;
- electronic monitoring devices.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 1. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.

- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment will be based on evidence of the following:

- knowledge and application of procedures related to prisoner escorts;
- evidence of performance in both routine and non-routine circumstances;
- evidence of following the procedures for prisoner escorts in real and simulated situations.

Element 1.

- checking escort plans and confirming all escort and prisoner information (*KC Information*);
- organising resources for escorts including special needs (*KC Planning and organising*);
- interpreting escort plans and procedures (*KC Problem solving*);
- providing information to prisoners (*KC Communication*).

Element 2.

- verifying prisoner information;
- searching prisoners, property and vehicles;
- reporting information (*KC Communication*);
- applying restraint.

Element 3.

- identify and respond to security risks and safety concerns;
- cooperate with escort plans and instructions (*KC Teamwork*).

D. Knowledge

Knowledge is specific to the corrections environment and specific to enterprise requirements.

Performance in this unit will need knowledge and understanding in the areas of:

Organisational requirements regarding the maintenance of prisoner security during escort applied in:

- operating procedures, regulations and requirements regarding the escorting of offenders;
- offender information system;
- procedures and code of conduct relating to the use of restraint and force;
- principles of duty of care defined in policies and procedures;
- procedures and delegations for use of safety and security equipment used when escorting clients;
- requirements of delegations, authorisations and chain of command applying to escort security;
- emergency procedures which relate to escorting offenders.

Transport

- road rules;
- map reading;
- location of key destinations for escorts;
- general vehicle maintenance and mechanical knowledge to perform repairs on common breakdown parts;

- license to drive the vehicles used in prison escorts.

CSCTRA002A Operate security vehicles

Element	Performance Criteria
1. Maintain vehicle	1.1 Check condition of vehicle regularly according to procedures and the manufacturers' specifications for care and maintenance
	1.2 Identify faults and malfunctions and report these according to procedures
	1.3 Attend to routine vehicle requirements in a timely manner and according to procedures
2. Drive to/from assignment	2.1 Drive vehicles according to road and traffic statutes and regulations
	2.2 Organise the journey to follow the most direct route to the assignment chosen having regard to traffic and road conditions
	2.3 Select the quickest route to the scene of emergency or alarm based on traffic and road conditions
	2.4 Drive vehicles in a manner which minimises risk of injury to self, other personnel and the public at all times

A. Assessment Guide

This unit deals with maintaining and operating security vehicles under routine conditions.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

A prerequisite for this unit is a driver's licence relevant to the vehicles used.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment will be based on evidence of the following performance:

- knowledge and application of the organisation's policies and procedures for vehicle use and maintenance;
- knowledge and application of the manufacturers' instructions for use and maintenance of vehicles and related equipment.

Element 1.

Assessment will be based on evidence of maintaining vehicles through:

- identification of faults and/or malfunctions (*KC Problem solving*);
- reporting faults and malfunctions (*KC Communication*);
- regular and routine vehicle checks and maintenance. (*KC Technology*).

Element 2.

Assessment will be based on evidence of driving vehicles to and from the assignment through:

- driving according to the laws and regulations (*KC Information*);
- selecting and following the most direct and appropriate route (*KC Planning and organising*);
- parking and appropriately securing the vehicle.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context. To perform effectively in this unit, applicants need to have knowledge and understanding in the areas of:

Organisational requirements regarding operating security vehicles according to:

- the organisation's policies and procedures appropriate to the worker's role, responsibility and delegation;
- the organisation's procedures and guidelines for operating security vehicles;
- the organisation's reporting structures and delegations;
- occupational health and safety policy regarding operating security vehicles;
- manufacturers' instructions and requirements for use and maintenance of vehicles and related equipment.

Transport

- road and traffic statutes and regulations;
- interpretation of road maps;
- observation techniques;
- general mechanical systems, their maintenance requirements and repairs.

CSCTRA003A Navigate transport

Element	Performance Criteria
1. Design efficient transport routes	1.1 Check and confirm the destination and itinerary from the assignment information
	1.2 Prepare and check maps and navigation equipment and information for relevance to assignment
	1.3 Plot positions and destination according to the assignment requirements, information from maps and site locations
	1.4 Check map information and environmental conditions and confirm to determine a safe and timed route
	1.5 Check transport and receiving agencies to ensure that access and thoroughfare are available
	1.6 Confirm permission for access to restricted sites
2. Navigate to destination	2.1 Use records of route information and navigation aids to reach the destination
	2.2 Check and confirm locations according to procedures and safety margins and hazards
	2.3 Change routes are when conditions and procedures require
	2.4 Report unexpected changes to plans
	2.5 Confirm arrival and conditions according to operating procedures
	2.6 Report transport details and incidents
	2.7 Check and confirm the status of equipment and report details and conditions

A. Assessment Guide

The unit covers the competencies needed to navigate transport in urban and rural environments.

This unit is adapted from the Public Safety Training Package unit PUAOPE005A

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective

documentation and observation of performance working with offenders. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

Range of Applications

Environmental factors will include:

- road conditions;
- choice of routes;
- need to vary routes for security purposes;
- weather conditions;
- distances;
- number of locations;
- timeframe.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} at Level 1 and 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment will be based on the following performance:

- knowledge and application of the organisation's policies and procedures for transport;
- knowledge and application of the manufacturers' instructions for use and maintenance of vehicles and related equipment.

Assessment of this unit requires demonstration of the following outcomes:

- complying with all operating procedures and requirements for external transport;
- route preparation which checks and confirms factors and options and potential problems (*KC Planning and organising*);
- checking and confirming assignment details and requirements (*KC Information*);
- route plans which address problems (*KC Problem solving*);
- interpreting maps and route directions for a range of the destinations routinely required;
- changing plans to take into account new conditions and requirements;
- checking and confirming the condition of all equipment used;
- completing all records and reports required by the organisation (*KC Communication*).

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context. Knowledge requirements for this unit are integrated in the performance criteria and key outcomes.

CSCTRA004A Plan and monitor escorts

Element	Performance Criteria
1. Prepare for an escort	1.1 Develop escort plans and duties from prisoner transfer information 1.2 Identify and assign resources, personnel and equipment needed for the escort according to escort plans and escort procedures 1.3 Ensure that vehicles and equipment are checked for availability and serviceability 1.4 Check information on the warrants or movement orders for specific requirements and for accuracy and consistency with escort plans 1.5 Confirm that route plans, itinerary and timetables ensure the safest and most time effective movements 1.6 Provide prisoners and team members with information designed to promote cooperation and understanding, and reduce stress and mistakes
2. Supervise escorts	2.1 Confirm prisoner identity and information against documentation and according to procedures 2.2 Confirm that property is received and checked according to procedures 2.3 Complete the loading of prisoners, search and restraint according to procedures 2.4 Check and confirm itinerary and route against movement plans and special needs and adjustments 2.5 Maintain communication with base and locations using communication equipment 2.6 Complete reports and documentation clearly and accurately and in the format and time required 2.8 Delegate tasks required by the assignment in the time and the manner required 2.9 Transfer prisoners , property and files to receiving agencies to ensure the continuation of care and security

Element	Performance Criteria
3. Protect prisoner and the public	<p>3.1 Monitor the safety and welfare of the prisoner using vehicle surveillance equipment and dynamic security methods</p> <p>3.2 Maintain supervision of prisoners during approved and authorised activities according to procedures</p> <p>3.3 Monitor the health and safety of prisoners according to procedures and duty of care</p> <p>3.4 Anticipate and assess the impact of vehicle and equipment breakdowns and mechanical problems and report incidents according to the urgency of problems and contingency plans</p> <p>3.5 Use conflict management strategies are to minimise risk to safety and welfare, disruption to the itinerary and the escalation of conflict</p> <p>3.6 Ensure that response to accidents, injuries, damage and incidents maintains the safety security and welfare of staff, prisoners and the public</p> <p>3.7 Report incidents promptly according to the nature and the urgency of the incident</p>

A. Assessment Guide

This unit covers the competencies required to escort prisoners to protect the safety and welfare of the prisoner and the public and to ensure that the prisoner has access to the services specified in the purpose of the journey. Escorts may be for the purpose of court attendance, medical treatment, compassionate and family visits, employment programs, attendance at specialist services, interstate transfers, location transfers, attendance at hearings, inquiries.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders and in public environments.

Range of Applications

Assessment will require demonstration of performance in all escorts which are part of routine responsibilities of the organisations and will include where required:

- prisoner transfers;
- attendance at court;
- compassionate visits;
- interstate transfers;
- inter-prison transfers;

- inter-agency transfers;
- hospitalisation;
- special leave;
- attendance at special services;
- community work programs.

Transfer of prisoners can be by specialist escort vehicles and through use of public and commercial transport.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information management}, {Teamwork}, {Planning and organising}, {Problem solving} and {Using technology} at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program.
- Knowledge testing through questioning on performance and contingency scenarios.
- Observation of performance in routine workplace activities.
- Documentation and products produced as part of routine work activities.
- Observation and documentation from specially conducted assignments based on routine work requirements.
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

Element 1.

- knowledge and application of organisation's policies and procedures related to escorting prisoners and using transport (*KC Information*);
- supervising escorts in both routine circumstances and in dealing with emergencies or contingencies;
- the maintenance and use of transport and safety and security equipment and technology used in escorting prisoners (*KC Technology*);
- analysing escort requirements and developing a plan and itinerary and adapting the requirements of the plan for special needs when necessary (*KC Planning and organising*);
- knowledge and application of organisation's policies and procedures related to duty of care to prisoners and the public;
- providing information to prisoners and team members (*KC Communication*).

Element 2.

- the safe and effective use of transport and safety and security equipment and technology used in escorting prisoners;
- dealing with emergencies, breaches of regulations, conflict (*KC Problem solving*).

Element 3.

- taking action to protect the welfare of prisoners and the public;
- dealing with and reporting breakdowns and incidents;
- transferring prisoners to receiving agencies (*KC Teamwork*).

D. Knowledge

Knowledge is specific to the corrections and the public environment, specific to enterprise requirements and statutory requirements.

To demonstrate competencies in this unit applicants should have the following knowledge:

Organisational requirements

- sections of legislation, regulations, procedures and orders which influence the work of escorting prisoners;
- the range of warrants, movement orders and court requirements which relate to escorting prisoners;
- roles and responsibilities of team members and representatives of the justice system involved in the transport of prisoners;
- code of conduct;
- duty of care;
- the organisation's reporting requirements and information management system;
- emergency procedures and first aid.

Transport

- road rules;
- location of key destinations for escorts;
- interpretation of maps and timetables;
- general vehicle maintenance and mechanical knowledge to perform repairs on common breakdown parts;
- license to drive the vehicles used in prison escorts.

National Competency Standards for Correctional Services

Key Role 3. Offender Management and Intervention

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CSCOFM001A Support offender services

Element	Performance Criteria
0. Match service to offenders' needs	<p>1.1 Check and confirm offender files for accurate and relevant information on offender needs and circumstances</p> <p>1.2 Check and confirm information on offender services and use this to match suitable and effective services with offenders</p> <p>1.3 Identify the particular needs of offenders to ensure that services are clearly targeted</p> <p>0.3 Process requests from offenders and confirm service suitability from a defined range of options</p> <p>0.3 Report difficulties in matching offenders with services to supervisor</p>
0. Support service	<p>2.1 Services are suitable to the needs and circumstances of offenders and within determined timeframes</p> <p>2.2 Respond to inquiries promptly and according to accepted practice and standards</p> <p>1.2 Adjustments to services to meet special needs of offenders are approved and within allowances</p> <p>1.2 Deal with complaints in difficult situations promptly, respectfully and according to procedures</p> <p>1.2 Maintain confidentiality of information according to information management procedures</p> <p>1.2 Process data from services to contribute to the evaluations of services to offenders</p>

A. Assessment Guide

This unit describes the competencies required to provide administrative support to offenders services in correctional centres. The services may be related to offender in custody or in community services. This unit is a customisation of the unit PSPGOV203A in the Public Services Training Package.

Assessment will be based on the routine work performance of the applicant. Assessment may also be based on the outcomes of skills training such as the use of the offender information electronic data base and it may be in knowledge areas such as the requirements of organisational procedures and legal responsibilities.

Range of Applications

Services to clients will include those services authorised by the organisation and within the responsibility of the applicant.

Services will include examples relevant to work roles from:

- information and advice;
- administration and information processing;
- maintenance of offender information;
- processing of service agreements and allocations;
- offender property and finances;
- liaison with community agencies;
- liaison with family support.

Services support may be provided to:

- offenders in custodial centres;
- offenders under community corrections supervision;
- offenders in home detention;
- offenders under alternative sentence programs;
- representatives from service agencies;
- members of the community and community organisations;
- family of offenders;
- advocates for offenders.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem solving}, {Teamwork}, {Information management} and {Planning and organising} requiring the applicant to interpret procedures. at Level 1 and 2. These Key Competencies are reflected in the performance criteria. Examples are indicated in brackets in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities over a range of agreed responsibilities and work locations;
- Organisational documents and reports produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Performance feedback from supervisors, colleagues and clients.

C. Key Evidence requirements

Assessment of this unit will require evidence of performance in the following:

1. Match service to offender needs:

- knowledge of organisational goals and practices for the provision of services to offenders {*KC Information*};
- using the offender information management and systems;
- performance, presentation and behaviour which meets the organisation's code of conduct I in contact with offenders and the public.

2. Support services:

- knowledge of offender services and programs and the processes and procedures for allocation {*KC Problem solving*};
- maintaining a positive and confident image to colleagues, offenders and the public in response to inquiries;
- maintaining information and records of offender and service activities and compliance;
- managing complaints and handling difficult clients and conflict.

D. Knowledge

This unit includes knowledge which is specific to and determined by the organisation including:

- all aspects of organisation's policies, objectives, principles, philosophy related to client services and administrative support;
- organisation's code of conduct;
- job description and work contract;
- individual and colleagues/team roles and responsibilities;
- organisation's management, performance management and accountability structure;
- knowledge of procedures covering offender information and organisation information management systems.

CSCOFM002A Monitor people in care or custody

Element	Performance Criteria
1. Supervise people in care and custody	<p>1.1 Assignments comply with all instructions, conditions and procedures</p> <p>1.2 Care and supervision protects personal dignity, safety and welfare and individual rights</p> <p>1.3 Care and supervision is consistent with security procedures and any special needs and conditions</p> <p>1.4 Report concerns about the physical and emotional condition of people immediately</p> <p>1.5 Records are completed clearly and accurately and in the format required</p> <p>1.6 Comply with safety and security procedures at all times</p> <p>1.7 Information given to people in care reduces confusion and distress</p> <p>1.8 Communication is clear and readily understood</p> <p>1.9 Make adjustments for cultural needs where this helps communication and understanding</p> <p>1.10 Report information to others according to the procedures and the requirements of the assignment</p>
2. Escort and transfer people	<p>2.1 Escort and transfer arrangements are consistent with the requirements and conditions of the assignment</p> <p>2.2 Adjustments take into account special conditions or arrangements</p> <p>2.3 Records needed of for the transfer are correct, provided and available</p> <p>2.4 People are transferred in a manner which protects their personal dignity, individual rights and allows for special conditions</p>
3. Provide protection from risk and harm	<p>3.1 Check and confirm special needs of people in care with instructions</p> <p>3.2 Assess requests for assistance according to the nature and degree of the risk and the kind of assistance required</p>

Element	Performance Criteria
3. <i>Provide protection from risk and harm</i>	3.3 Report risks, requests for assistance and additional needs and concerns promptly to authorised officer
	3.4 Maintain safety, health and security standards at all times according to instructions and procedures
	3.5 Report hazards to prevent further injury
	3.6 Manner in providing assistance is calm, confident and reassuring
	3.7 People needing assistance are made comfortable and safe from further injury
	3.8 People involved are given information of the actions taking place and the reasons for them
	3.9 Transfer of people for specialist attention and protection is arranged promptly and effectively
	3.10 Emergency and specialist services are helped according to instructions
	3.11 Incident reports are completed clearly and accurately and are recorded according to procedures.

A. Assessment Guide

This unit covers the general competencies for the care needed by all people in custody and under the responsibility of the procedures of correctional environment or program. Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders. Performance at this level will be under direct supervision and subject to clear compliance with procedures.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- knowledge testing and simulation exercises conducted in a training program;
- observation of performance in routine workplace activities;
- documentation and products produced as part of routine work activities;
- observation and documentation from specially conducted assignments based on routine work requirements;
- observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment of this unit requires evidence of monitoring offenders in routine duties and offenders with special needs including where relevant to work duties:

- juveniles/young offenders;
- people affected by alcohol/drugs;
- people at risk of harming themselves;
- Aboriginal/Torres Strait people;
- people who are injured/ill;
- people who don't speak English;
- people attracting media and public attention.

Element 1.

- ensure the security and welfare of people in care and custody including where authorised:
 - using approved restraining equipment;
 - searching and confiscating;
 - correct identification of special needs and conditions;
 - inspections;
 - special supervision/watch;
- reduce risks, hazards, confusion and distress;
- arrange for the needs of people under specific conditions and categories of special needs.

Element 2.

- escort and transfer people according to the conditions of duties and assignments including:
 - Isolation;
 - close and protective supervision;
 - involvement of other agencies;
 - special treatment;
 - provision of basic needs;
 - assigning accommodation.
- maintain the safety and welfare of people being transferred;
- reduce risks, hazards, confusion and distress;
- arrange for the needs of people under specific conditions and categories of special needs;
- ensure the security and welfare of people in care and custody including where authorised:
 - using approved restraining equipment;
 - searching and confiscating;
 - correct identification of special needs and conditions;
 - inspections;
 - special supervision/watch.

Element 3.

- maintain the safety and welfare of people being transferred;
- reduce risks, hazards, confusion and distress;
- arrange for the needs of people under specific conditions and categories of special needs;
- ensure the security and welfare of people in care and custody including where authorised:
 - using approved restraining equipment;
 - searching and confiscating;
 - correct identification of special needs and conditions;
 - inspections;
 - special supervision/watch;
 - responding to emergencies;
 - transferring people at risk to specialist services;
 - giving first aid according to approved methods.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context of the organisation and the applicants' roles, responsibilities and duties.

To meet the requirements of this unit applicants must be able to show that they know aspects of the following relating directly to their roles, responsibilities and duties:

- the organisation's policies, procedures and regulations related to the supervision of people in care and custody including responsibilities of first responding officer;
- principles and approved techniques for giving emergency first aid;
- the organisation's code of conduct;
- responsibilities and accountability under duty of care and humane treatment;
- likely cultural requirements which allow adjustment in the care and custody of people from different cultures;
- routine assignment conditions;
- emergency response procedures;
- special needs and conditions and the regulations which specify how they are dealt with;
- principles of effective communication, especially with uncooperative people;
- specialist and support agencies available to respond to emergencies;
- procedures which cover the use of security equipment.

CSCOFM003A Maintain the health, safety and welfare of offenders

Element	Performance Criteria
1. Maintain the health of offenders	<p>1.1 Check the special needs of offenders and how they relate to the correctional environment.</p> <p>1.2 Interact with offenders to identify and check on any problems</p> <p>1.3 Give offenders the information they need to protect their health, avoid stress and risk to their welfare</p> <p>1.4 Help offenders to cope with and resolve problems which may have effects on their health and welfare</p> <p>1.5 Give accurate and relevant information on health issues</p> <p>1.6 Report health and safety concerns to authorised people</p> <p>1.7 Refer offenders to specialists according to policies and guidelines.</p>
2. Promote safety	<p>2.1 Assess risks to safety and respond giving priority to the protection of people involved</p> <p>2.2 Maintain current knowledge and skills in emergency response</p> <p>2.3 Assess incidents and respond immediately and effectively according to the nature of the emergency, the condition of the people involved and the degree of urgency</p> <p>2.4 Respond to requests for support and call for extra support according to emergency procedures</p> <p>2.5 Record all incidents in the form and the detail required</p> <p>2.6 Provide information about the incident and participate in review of the incident and response</p> <p>2.7 Ensure that the environment is maintained to prevent and remove hazards</p> <p>2.8 Organise training in all approved safe measures and promote safe practices in all activities</p> <p>2.9 Supervise the use of protective clothing and footwear for all activities requiring it</p> <p>2.10 Ensure conduct and contact with offenders minimises intrusion on personal privacy and provocation of aggressive behaviour</p>

A. Assessment Guide

This unit is concerned with the competencies required to assess, monitor and implement plans for the maintenance of health, safety and welfare of people within a correctional services environment.

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process and in performance which can be assessed in the workplace in routine supervision of offenders.

Range of Applications

Health and safety information will include information prepared by the organisation and information prepared by outside specialist agencies from relevant selections of the following:

- drug and alcohol abuse;
- smoking;
- nutritional/dietary;
- exposure to sun;
- personal hygiene;
- work and equipment safety;
- self-harm;
- sexually transmitted disease;
- infection/contagion;
- sexual health and control;
- stress management;
- behaviour/attitude management;
- chronic health conditions eg asthma, diabetes;
- early detection and referral of conditions.

Support and referral services may include:

- social worker/counsellors;
- medical staff;
- drug/alcohol service;
- occupational health and safety officer;
- program coordinator;
- case manager;
- psychiatric services;
- sport/recreation;
- catering;
- maintenance;
- education officer;
- emergency unit;
- first aid officer;
- supervisor;
- special training.

Health and safety concerns will include relevant selections from:

- physical harm;
- suicide and self-harm;

- assault/aggression/violence;
- threats of self inflicted injury or suicide;
- threats from dangerous substances;
- threats from weapons;
- infection/contagion;
- aggravation of existing condition, chronic illness;
- accidents;
- dangerous equipment;
- misuse of equipment.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information Management}, {Teamwork}, {Planning and Organising}, {Problem Solving} at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- providing offenders with information about what practice and behaviour is required of them to protect their safety and health (*KC Communication*);
- providing specific information to offenders related to identified risks;
- checking health, safety and hygiene practice of offenders;
- reporting on concerns about the safety and welfare of offenders;
- providing information to team members, management and specialist services about risks to offenders and concerns about safety and welfare (*KC Teamwork*);
- managing the routine safety and protection of offenders classified at risk (*KC Planning and organising*);
- consulting offender information systems (*KC Information*);
- responding to emergencies (*KC Problem solving*);
- using First Aid techniques;
- advising on protective clothing and foot ware;
- reporting risks and incidents.

D. Knowledge

Assessment of this unit requires evidence of knowledge of:

- organisation policies, procedures, code of conduct related to health and safety of offenders;
- principles of duty of care and humane treatment defined in origination policies and procedures;
- statutory obligations related to health and safety of offenders where defined in organisation policy, procedures and delegations;
- a limited range of specific support services within the organisation and general or specific outside agencies and their general criteria/guidelines for service specifically related to principle offender needs;
- principles and requirements of specific examples of offender case management;
- record keeping/report writing according to enterprise procedures and format relevant to offender welfare;
- specific human behaviour/development and conditions relevant to an identified cross section of offender circumstances.

CSCOFM004A Protect the safety and welfare of vulnerable offenders

Element	Performance Criteria
1. Maintain current information	<p>1.1 Check all information available on offenders and confirm the actions required from the information</p> <p>1.2 Confirm the services and support required to ensure that the sentencing and the assessment requirements will be met</p> <p>1.3 Assist offenders to understand the conditions of the correctional environment , court orders and the expectations of the services to be provided</p> <p>1.4 Use continuous observation and questioning to identify indicators of increased risk in offenders mood and behaviour</p> <p>1.5 Assist offenders to express their concerns and issues and respond to these according to level of risk and urgency</p> <p>1.6 Assess the background of the offender for indicators of special needs and consideration</p> <p>1.7 Prepare reports and documentation of all action and decisions and report all concerns promptly to the relevant support</p> <p>1.8 Comply with all policies, procedures and agreed practice of your organisation</p>
2. Reduce the risks to offenders	<p>2.1 Identify areas of concern and risk in behaviour and the environment and respond to prevent the impact on the welfare of all people involved</p> <p>2.2 Ensure that the environment is safe and healthy and maintained according to agreed standards and conditions</p> <p>2.3 Observe the offender's routine to monitor changes in mood and behaviour and potential risks</p> <p>2.4 Use interaction with offenders to determine changes and degree of risks</p> <p>2.5 Monitor movements and transfers of people according to your organisation's procedures</p> <p>2.6 Seek specialist advice and support where needs and concerns are identified</p>

Element	Performance Criteria
2. <i>Reduce the risks to offenders</i>	2.7 Refer offenders to specialist services or programs where available
	2.8 Promote and maintain the rights and responsibilities of offenders as defined by the organisation and its policies

A. Assessment Guide

This unit describes the competencies required to provide safe and responsible care for people who are vulnerable, whose are at risk from themselves or from others.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with vulnerable offenders.

Range of Applications

The context of performance will depend on the applicant's *role and responsibility* and the conditions required by:

- case management;
- programmed intervention;
- classification and review;
- need and risk assessment;
- reporting and referring systems;
- protective care;
- routine reports;
- review of sentence plan;
- investigations;
- appeals;
- swearing summons and warrant;
- service of summons/breach;
- monitoring court process and outcomes;
- dynamic security;
- security system.

Approach to *assessment of risk* will depend on the nature and degree of the risks and will include examples of risk of:

- suicide/self-harm;
- physical injury/ accidents;
- assaulting/harming others;
- illness/infection;
- physical/emotional/sexual abuse;
- risk taking;
- criminal actions;
- breaching conditions;
- escape;
- drug abuse/substance abuse.

Applicants will be assessed in their *response to the following incidents where relevant to duties and responsibilities*:

- death;
- attempted suicide;
- serious self harm;
- harassment/bullying/intimidation;
- serious physical injury;
- assaulting/harming others;
- illness;
- physical/emotional/sexual abuse;
- significant accidents;
- criminal action.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information Management}, {Teamwork}, {Planning and Organising}, {Problem Solving} at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge demonstrated in the performance of duties;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Outcomes

Evidence will be required to demonstrate the following performance:

Element 1.

- consistently applying your organisation's policies, procedures and agreed practice aimed at protecting offenders from risk and harm;
- checking and analysing information for factors relevant to the safety and welfare of offenders;
- checking and analysing information for assessment of risks, special needs and developmental levels (*KC Information*);
- providing clear, accurate and relevant recording and reporting.

For element 2.

- establishing a supportive professional relationship with offenders (*KC Communication*);
- maintaining safe and protective environment;
- preserving the rights and responsibilities of offenders (*KC Problem solving*);
- providing supervision and care based on assessed risk and justifiable degree of care;
- checking and analysing information for assessment of risks, special needs and developmental levels;
- responding to risks and incidents of varying degrees of severity;

- adapting responses to different special needs (*KC Planning and organising*);
- responding to a range of different emergencies;
- applying emergency procedures completely and affectively in all emergencies;
- consulting with specialist advisers (*KC Teamwork*).

D. Knowledge

To demonstrate competence in this unit, applicants should be able to show that they have the following knowledge relevant to their organisation, work unit and duties:

- knowledge of indicators of risk, types of abuse, people who are particularly vulnerable including indicators of:
 - suicide;
 - mutilation/self harm;
 - physical violence;
 - mental illness;
 - sexual abuse;
 - addiction and drug use;
 - eating disorders;
 - inappropriate relationships/sexual behaviour;
 - provocative actions/behaviour;
 - intellectual development;
 - personality issues/aberrant behaviour/deviance psychological in the context of the prison environment and the correctional system.
- procedures and requirements for reporting risks and incidents involving offenders including your work site information processing and your organisation's offender information system;
- legislation relevant to your roles and responsibilities;
- service guidelines such as:
 - reporting sexual and other abuse;
 - responding to emergencies;
 - reporting incidents;
 - supervision and surveillance of at risk offenders;
 - protective supervision of offenders at risk of harm;
 - access to information and restriction of access;
 - appropriate relationships with offenders;
 - appropriate relationships with colleagues;
 - the rights and responsibilities of offenders;
 - referral;
 - suicide prevention strategy;
 - the organisation's codes of conduct or code of ethics/duty of care;
- recommendations of the Aboriginal deaths in custody royal commission;
- the range of specialist support services and programs available to offenders at risk;
- processes for getting advice and assistance when there are problems.

CSCOFM005A Protect the safety and welfare of Aboriginal and Torres Strait offenders

Element	Performance Criteria
1. Reduce risks to Aboriginal offenders	<p>1.1 Use a range of different interpersonal strategies to establish personal contact with the offender to build rapport and a professional relationship of trust and confidence</p> <p>1.2 Check the background of the offender for indicators of special needs and likely risks</p> <p>1.3 Use communication to ensure that the offender understands the conditions of court orders and the conditions of placement and offender services</p> <p>1.4 Complete reports and document all action and decisions and report all concerns promptly to the relevant people</p> <p>1.5 Respond to concerns and incidents according to procedures and the degree of risk</p> <p>1.6 Ensure that the offenders' environment is safe and healthy according to agreed standards and cultural requirements</p> <p>1.7 Supervise the offender's routine to monitor changes in mood and behaviour and potential risks</p> <p>1.8 Seek advice and support according to procedures and where needs are identified including community and cultural support and the support of Aboriginal staff</p> <p>1.9 Refer the offender to specialist services or programs suitable for the needs of Aboriginal and Torres Strait people</p> <p>1.10 Promote and maintain the rights and responsibilities of the offender and their cultural identity</p>
2. Respond to risk to Aboriginal offenders	<p>2.1 Observe and note behaviour signs which might indicate change in mood or attitude and analyse them for indicators of risk and harm</p> <p>2.2 Record changes which may indicate concern clearly and accurately and report them promptly to the relevant support service</p> <p>2.3 Confirm people with special needs or who might be vulnerable to risks from a range of offender information and monitor them closely according to procedures</p>

Element	Performance Criteria
2. <i>Respond to risk to Aboriginal offenders</i>	2.4 Analyse any indications of risk or harm are and respond to them according to the degree and nature of the risk and the circumstances of the offender
	2.5 Respond to incidents immediately according to procedures and in a manner designed to protect the safety and welfare of the people involved
	2.6 Give clear and reassuring information to offenders to address anxiety and distress and to maintain the offenders' understanding of what is happening
	2.7 Give clear, accurate and comprehensive information to team members for risk analysis
	2.8 Support investigations of risks and collaborative team work to ensure improvements in services and support and continuity and consistency of care

A. Assessment Guides

This unit describes the competencies required to provide safe and responsible care for Aboriginal people who are likely to be at risk of harm because of their experiences in the justice system.

Assessment of this unit can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace and in responses to contingency incidents.

Range of Variables

The context of performance will depend on applicants' *roles and responsibilities* and the conditions required by:

- case management;
- programmed intervention;
- classification and review;
- need and risk assessment;
- reporting and referring systems;
- protective care;
- routine and incident reports;
- review of sentence plan;
- investigations;
- dynamic security;
- security system.

Responses to risk will depend on the nature and degree of the risks and may include:

- death;
- self-harm;
- suicide;
- physical injury;

- assaulting/harming others;
- illness;
- physical/emotional/sexual abuse;
- harassment, bullying;
- accidents;
- criminal actions;
- risk taking;
- social isolation;
- depression ;
- family and personal trauma;
- social and cultural alienation.

Approach to *assessment of risk* will depend on the nature and degree of the risks and will include relevant examples of risk of:

- suicide/self-harm;
- physical injury;
- assaulting/harming others;
- illness/infection;
- physical/emotional/sexual abuse;
- risk taking/death;
- accidents;
- criminal actions;
- drug abuse/substance abuse.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information Management}, {Teamwork}, {Planning and Organising}, {Problem Solving} at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues, clients, Aboriginal support agencies, Aboriginal staff.

C. Key Evidence Requirements

Evidence is required of performance in checking indicators of risk including:

- trauma of imprisonment/impact of the justice system;
- stress caused by legal processes;
- depression/withdrawal;
- mental/psychological conditions;
- separation from family and social support;
- shame and punishment;
- cultural conflict and alienation;
- behaviour and attitudes.

Element 1.

- checking and analysing information for assessment of risks, special needs and developmental levels of Aboriginal and Torres Strait offenders (*KC Information*);
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of the offender including personal contact (*KC Planning and organising*);
- preserving the rights and responsibilities of offenders and their safety and welfare;
- providing supervision and care based on assessed risk and justifiable degree of care and concern;
- making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations (*KC Problem solving*);
- liaising with Aboriginal/Torres Strait staff and advisers (*KC Teamwork*).

Element 2.

- checking and analysing information for assessment of risks, special needs and significant changes;
- responding to risks and incidents of varying degrees of severity;
- adapting responses to different special needs;
- using clear and reassuring communication (*KC Communication*);
- responding to emergencies.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context of the organisation, the judicial system and the applicants' roles and responsibilities. Knowledge must also lead to understanding of aspects of Aboriginal and Torres Strait culture needed to respect the differences in expectations, relationships, beliefs and attitudes.

Knowledge must also lead to understanding of the historical context in which contact with the justice system will have impact on Aboriginal and Torres Strait offenders.

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge.

Knowledge of indicators of risk to Aboriginal people who are particularly vulnerable including indicators of:

- suicide;
- mutilation/self harm;
- physical violence;
- mental illness;
- sexual abuse;
- addiction and drug use;
- provocative actions/behaviour;
- intellectual development;
- personality issues/aberrant behaviour/deviance psychological in the context of the prison environment;
- cultural isolation and alienation/language barriers;
- withdrawal/depression.

Procedures and requirements for reporting risks and incidents involving Aboriginal offenders including work site information processing and the organisation's offender information system.

Legislation relevant to applicants' roles and responsibilities and service guidelines such as:

- reporting racial abuse and discrimination;
 - monitoring language and culturally determined attitudes;
 - responding to emergencies;
 - reporting incidents;
 - supervision and surveillance of offenders at risk;
 - protective supervision of offenders at risk of harm;
 - access to information and restriction of access;
 - appropriate relationships with offenders;
 - appropriate relationships with colleagues;
 - the rights and responsibilities of offenders;
 - referral to specialist and support agencies;
 - suicide prevention strategy;
 - special needs of offenders.
-
- the organisation's codes of conduct or code of ethics/duty of care specifically in relation to the case and custody of Aboriginal people;
 - the range of specialist support services and programs available to Aboriginal offenders ;
 - processes for getting advice and assistance when there are problems;
 - cultural practices which will have an impact on decisions made about what allowances are made and permission given;
 - the impact of cultural beliefs on values, attitudes and behaviour;
 - cultural prohibitions which have an impact on physical contact, relationships and communication;
 - recommendations of the Aboriginal Deaths in Custody Royal Commission relevant to the care and treatment of Aboriginal/Torres Strait people in correctional services.

CSCOFM006A Protect the safety and welfare of young offenders

Element	Performance Criteria
1. Assess the needs of young people in custody	1.1 Check and confirm all factors relevant to assessing the needs, risks and circumstances of young people against a range of different sources
	1.2 Identify and note immediate concerns and risk factors and report promptly
	1.3 Prioritise the concerns and risk factors and resources and notify specialist support and referral
	1.4 Document issues about the welfare of the young person clearly, comprehensively and in the format required by the organisation
	1.5 Refer concerns for consultation with family members and involving them in assessment of need where suitable and constructive
2. Organise the care and protection of young people at risk	2.1 Ensure that the personal needs of young offenders are provided according to resources, procedures and priorities
	2.2 Ensure that special needs and additional support are included in the design of support
	2.3 Ensure that special needs are referred to specialist support according to referral protocols and procedures
	2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed risk
	2.5 Identify a range of programs for individual young offenders and provide information and support to access recommended programs
	2.6 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young offenders to key people and agencies
	2.8 Comply with processes for monitoring and evaluation of participation in programs and support provided by specialist support
	2.9 Assess the implications for use of range of options and incorporate in planning and negotiating with young offender and their supporters

A. Assessment Guide

This unit describes the competencies required to ensure the protection of young people who are in detention as a result of court orders and who need special supervision

This unit is a customisation of the Unit CHCPROT11A of the Community Services Training Package. This unit should be assessed in performance in the work environment and using evidence drawn from the routine application of work performance.

Range of Applications

Identifying, negotiating and assessing of care and protection of young offenders will be carried out within requirements established by

- organisational policies, procedures and guidelines;
- State and Commonwealth legislation;
- program procedures and guidelines;
- court orders and conditions of sentencing.

Responsibility for information about the needs and risks to young offenders will include relevant examples from:

- preparing documentation for court processes;
- obtaining a decision from a court process;
- use of communication techniques; active listening, reflective, summarising question and statements, gaining agreement on actions;
- action planning;
- setting of boundaries for roles and actions;
- demonstration of empathy and rapport building;
- appropriate language and questioning techniques;
- conflict management;
- managing grief and change processes;
- negotiating agreement.

The context of performance will depend on applicants' *roles and responsibilities* and the conditions required by:

- case management;
- programmed intervention;
- classification and review;
- need and risk assessment;
- reporting and referring systems;
- protective care;
- routine and incident reports;
- review of sentence plan;
- investigations;
- dynamic security;
- security system.

Responses to risk will depend on the nature and degree of the risks and will relevant selection from:

- death including suicide;
- self-harm;
- physical injury;

- assaulting/harming others;
- illness;
- physical/emotional/sexual abuse;
- harassment, bullying;
- accidents;
- criminal actions;
- risk taking;
- social isolation;
- depression ;
- family and personal trauma;
- social and cultural alienation.

Approach to *assessment of risk* will depend on the nature and degree of the risks and will include:

- case management
- referral to specialist teams and agencies;
- special observation;
- counselling;
- breaches and disciplinary action;
- involvement of family and social support;
- medical referral;
- peer support programs;
- cultural programs;
- program intervention.

Key Competencies

This unit incorporates the Key Competencies {Communication}, {Information Management}, {Teamwork}, {Planning and Organising}, {Problem Solving} at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program
- Observation of performance in routine workplace activities
- Documentation and products produced as part of routine work activities
- Observation and documentation from specially conducted assignments based on routine work requirements
- Observations from supervisors, colleagues, clients, Aboriginal support agencies, Aboriginal staff

C. Key Evidence Requirements

Evidence is required of performance in the following:

Checking indicators of risk including:

- trauma of imprisonment/justice system;
- stress caused by legal processes;
- depression/withdrawal;
- mental/psychological conditions;
- separation from family and social support;
- shame and punishment;

- cultural conflict and alienation;
- behaviour and attitudes.

For element 1.

- checking and analysing information for assessment of risks, special needs and developmental levels for young (*KC Information*);
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of the young offender including personal contact (*KC Planning and organising*);
- preserving the rights and responsibilities of young offenders and their safety and welfare;
- providing supervision and care based on assessed risk and justifiable degree of care and concern;
- making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations (*KC Problem solving*).

For element 2.

- checking and analysing information for assessment of risks, special needs and significant changes;
- responding to risks and incidents of varying degrees of severity;
- adapting responses to different special needs;
- using clear and reassuring communication (*KC Communication*);
- responding to emergencies (*KC Teamwork*).

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context of the organisation, the judicial system and the applicants' roles and responsibilities.

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

Knowledge of indicators of risk to young people who are particularly vulnerable including indicators of:

- the specific categories of risk identified in the organisation's risk management plans and relevant to the offender profile;
- procedures and requirements for reporting risks and incidents involving young offenders including work site information processing and the organisation's offender information system;
- legislation relevant to applicants' roles and responsibilities and service guidelines such as:
 - reporting sexual and other abuse;
 - responding to emergencies;
 - reporting incidents;
 - supervision and surveillance of offenders at risk;
 - protective supervision of offenders at risk of harm;
 - access to information and restriction of access;
 - appropriate relationships with offenders;
 - appropriate relationships with colleagues;
 - the rights and responsibilities of offenders;
 - referral to specialist and support agencies;
 - suicide prevention strategy;
- special needs of offenders.

- the organisation's codes of conduct or code of ethics/duty of care;
- the range of specialist support services and programs available to young offenders;
- processes for getting advice and assistance when there are problems;
- knowledge of cultural practices which will have an impact on decisions made about what allowances are made and permission given;
- the impact of popular beliefs on values, attitudes and behaviour;
- current issues facing young people;
- the context of criminal behaviour in young people;
- the social, political, historical and economic context of the response of the justice system to criminal behaviour in young people.

CSCOFM007A Supervise offenders

Element	Performance Criteria
1. Monitor security and behaviour	<p>1.1 Maintain contact with offenders to observe and monitor offender behaviour, responses and environment and to identify potential problems, conflict or stress</p> <p>1.2 Clarify and provide information to offenders about sentencing conditions and compliance with correctional requirements to help them comply with conditions</p> <p>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</p> <p>1.4 Identify, investigate and report breaches of orders according to your organisation's procedures and guidelines</p> <p>1.5 Respond to potential risks and implement intervention strategies according to guidelines, priorities and degree of urgency</p> <p>1.6 Report changes to requirements and routine promptly and give information about the changes to everyone who needs to know and according to the degree of risk.</p>
2. Monitor needs and concerns	<p>2.1 Use active communication on an ongoing basis to gain information which will assist in identifying offenders' needs, problems and concerns</p> <p>2.2 Respond to expressions of needs and concerns to promote confidence and trust and a positive approach to addressing concerns.</p> <p>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</p> <p>2.4 Analyse offender information for security, safety and welfare implications.</p> <p>2.5 Assess security, safety and welfare information and report promptly to the authorised people and take appropriate action.</p> <p>2.6 Respond the emergencies according to the nature of the risk and the degree of urgency</p>

Element	Performance Criteria
<i>2. Monitor needs and concerns</i>	<p>2.7 Create ongoing opportunities for the offender to express concerns and problems while providing appropriate support.</p> <p>2.8 Report information about offender's needs, concerns and behaviour to appropriate specialists and support is sought or referrals are made according to protocol and agreed practice</p>
3. Supervise offenders with special needs	<p>3.1 Adapt communication with offenders to reflect and respect different cultural values and practices and communication levels</p> <p>3.2 Use forms of address and manners which acknowledge the sensitivities, circumstances and expectations of the others</p> <p>3.3 Check values and beliefs for potential conflict or difficulties in being objective and professional</p> <p>3.4 Encourage colleagues and offenders to respect differences and values and to be fair and tolerant with people from different cultures and experiences</p> <p>3.5 Demonstrate non-discriminatory behaviour at all times and keep actions consistent with your organisation's anti-discrimination policies and procedures</p> <p>3.6 Seek support from suitable advisers and agencies when required and requested.</p>

A. Assessment Guide

This unit describes the competencies required to monitor the behaviour of offenders and others and the custodial environment or to supervise offenders under court orders to prevent and minimise risks to safety, security and to ensure compliance with orders

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and applications and practice which should be assessed in the workplace or where this is not feasible, in a suitable simulation which draws upon the requirements of the workplace and the defined work role. Assessment will be based on interactions with offenders in routine correctional environments.

Range of Applications

This unit has a large range of applications to accommodate the range of different applications of this unit across the different sectors of the industry. Context will be determined by the requirements of the organisation, the work site and the defined work role.

Evidence must include observation in the workplace as well as performance in a simulated environment.

Responses to minimise risks will depend on the mandate of the organisation and worker and the context of the service. Organisational requirements will specify appropriate and allowable procedures for assessing and responding to risks. They may include the following:

- close observation of high risk offenders;
- separation/isolation;
- defusing strategies;
- counselling techniques;
- using specialists/experts;
- intervention strategies;
- mediation;
- special watch;
- cultural support;
- referrals;
- searches;
- discipline procedures;
- reassessment/reclassification/change of conditions;
- transfer;
- review of program or placement.

Support will depend on resources and services available and could include:

- interpreter;
- medical team/specialist teams;
- appropriate community support group;
- supervisor;
- Aboriginal Torres Strait Island liaison;
- disability;
- counselling;
- financial;
- travel / transport.

Communication style will include factors such as:

- impact of values;
- language content and level;
- social and cultural expectations/conventions;
- mannerisms, gestures;
- oral and written format;
- formal and informal format.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide.

This unit contains a wide range of variables to reflect the very 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.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;

- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

This unit requires evidence of the following performance:

Element 1.

- using a wide range of dynamic security techniques;
- providing information to offenders (*KC Information*);
- identifying risks to the safety and welfare of all people in the custodial environment;
- responding to risks (*KC Problem solving*);
- reporting concerns and incidents (*KC Communication*).

Element 2.

- using offender information to determine offender needs and circumstances;
- using communication strategies to find out about offenders needs and issues;
- noting changes which could indicate concerns;
- raising issues with offenders and assisting them to address issues;
- responding to emergencies.

Element 3.

- identifying the special needs of offenders (*KC Planning and organising*);
- adapting interpersonal methods in recognition of special needs;
- using advice from specialists (*KC Teamwork*);
- knowledge of policies on non-discriminatory behaviour;
- applying the organisations offender risk management procedures;
- knowledge of duty of care responsibilities.

D. Knowledge

Assessment of this unit requires evidence of knowledge specific to the enterprise and work role requirements:

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

CSCOFM008A Supervise offenders in the community

Element	Performance Criteria
1. Negotiate the services of community agencies	1.1 Consult offender information and check identification and the requirements and conditions of offenders' contact with community agencies
	1.2 Provide information to offenders about the requirements and condition's of their contact with community agencies
	1.3 Use a range of communication strategies to determine any special needs of offenders
	1.4 Use a range of strategies to identify and respond to risks or concerns
	1.5 Check and confirm offenders' property according to procedures
	1.6 Record service and agency information and complete all forms according to procedures
2. Maintain safety and security of offenders and the public	2.1 Allocate offenders' supervision, support and resources according to the needs and risks and the resources available
	2.2 Supervise the movement of offenders according to regulations and community agency protocol
	2.3 Ensure that offenders understand the requirements and conditions and the consequences of behaviour
	2.4 Apply search and restraint according to regulations and agency protocol and authorisations
	2.5 Use observation techniques and communication to monitor the behaviour and reactions of offenders
	2.6 Respond to disruptive or risk behaviour promptly to minimise adverse or harmful consequences and according to the degree of risk and agency protocol
3. Liaise with community agencies	3.1 Confirm agency protocol, layout and special needs and conditions
	3.2 Liaise with agency officials and key people in the agency system
	3.3 Provide information to agency representatives and coordinate the contact between the offender and agency support services

Element	Performance Criteria
3. <i>Liaise with community agencies</i>	3.4 Complete reports according to the requirements of the offender information system and agency procedures Respond promptly, clearly and accurately to the requests and instructions of officials of the agency
	3.5 Provide clear, accurate and relevant information to the officials of the agency when required
	3.6 Organise and provide documentation and evidence required by the agency
	3.7 Check all information and report all actions, outcomes, problems and inconsistencies

A. Assessment Guide

This unit covers the competencies required to supervise offenders located with or receiving the services of community agencies as part of sentencing conditions or referral for services.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace and in the community agency. This unit should be assessed in conjunction with evidence provided for the core units and related security units.

Range of Applications

Assessment will focus upon demonstration of performance in supervising offenders in the range of community agencies which apply to the roles and responsibilities of the applicant and the routine services of the organisation. This may be assessed in the context of services provided to offenders under custody in a secure corrections environment or in alternative community based programs such as periodic detention work programs, intervention programs and pre and post release conditions. It may be assessed in the context of community corrections and alternative sentencing programs such as home detention, community services orders, diversionary programs and the conditions of parole.

Community agencies may include:

- community work sites;
- industry work sites;
- education;
- counselling;
- community development;
- ceremonial locations;
- locations for compassionate visits;
- accommodation;
- health/specialists.

Agency protocol, layout, special needs and conditions will consider:

- security awareness and monitoring;
- induction resources and support for offenders;

- occupational health and safety policies and practices;
- location of agency and proximity to community sensitive areas;
- level and resources of supervision;
- training and work experience resources;
- insurance and liability cover;
- legal status and accountability.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing through questioning on performance and contingency scenarios;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment will be based on evidence of:

- using offender information system and files and checking accuracy of information (*K.C. Information*);
- complying with external agency protocols and procedures (*K.C. Problem solving*);
- accurate completion of incident records and reports (*K.C. Communication*);
- liaising cooperatively with agency officials and providing relevant information and support (*K.C. Teamwork*);
- complying with security procedures for transfers, transport, supervision and service provision;
- undertaking safety and security checks including searches (*K.C. Planning and organising*);
- compliance with occupational health and safety rules.

D. Knowledge

Knowledge will be specific to enterprise requirements and statutory context of the organisation, the work location and the duties, roles and responsibilities of the applicants.

Performance in this unit requires knowledge and understanding in the areas of:

- safety and security procedures applied to the nature of the duties in supervising offenders in external community agencies;
- operating information systems and checking the accuracy and relevance of information for the duties required;
- supervision/transfer records and reports;
- incident records and reports;
- identifying the supervision protocols and requirements of specified agencies;
- following all security procedures;
- key officials in the agency and their duties and responsibilities;

- potential risks and hazards associated with community settings;
- statutory responsibilities in supervising offenders in the community.

CSCOFM009A Respond to offenders influenced by drugs or alcohol

Element	Performance Criteria
1. Provide an immediate response to offenders' condition	1.1 Assess the condition of offenders by observation and checking of external signs and responses
	1.2 Place offenders in a location designed protect the safety and welfare of people involved.
	1.3 Monitor offenders' condition and behaviour and note all signs consistent with alcohol and drug use
	1.4 Note signs which are not consistent with alcohol and drug use and report these immediately
	1.5 Request emergency assistance where offenders' condition suggests the need for immediate medical attention based on emergency response criteria
	1.6 Request medical support according to the organisation's procedures for substance testing and risk assessment
	1.7 Monitor and record offender's condition according to your organisation's procedures
2. Reduce the possibility of risk or injury	2.1 Determine the need to use isolation and restraint according to risk assessment and the organisation's guidelines
	2.2 Maintain a calm and confident manner in all contact with offenders affected by drugs/alcohol
	2.3 Follow the organisation's occupational health and safety policies and guidelines and infection control guidelines in all actions to protect the safety of all people
	2.4 Respond to emergencies according to emergency procedures and degree of urgency
	2.5 Recruit specialist support immediately when indicated by offenders' condition and degree of risk
	2.6 Incident reports are clear accurate and in the required format

A. Assessment Guides

This unit is a customisation of Community Services unit CHCAOD7A Work with clients who are intoxicated. This unit described the competencies required to respond to offenders who are influenced by drugs or alcohol and to provide immediate action aimed at minimising risks to health and safety.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders.

Range of Applications

Risk assessment will be based on the risk management system and may include:

- condition of the offender;
- available support;
- emergency procedures;
- nature of the environment and the services and procedures;
- level of staff skill;
- behaviour of the offender.

Action will be based on degree and nature of risks such as:

- death;
- prolonged unconsciousness;
- injury to self/others;
- suicide;
- infection;
- blood loss;
- concussion / head injury.

Assessment of risk will include:

- available drug history;
- orientation to person, place, time;
- level of consciousness;
- degree of cooperation;
- behaviour;
- environment/ location;
- previous incidents.

Behaviour or physical symptoms other than alcohol and other drugs may include:

- evidence of physical illness or injury;
- evidence of mental illness;
- behaviour inconsistent with drug use history;
- assessment of personal risk to client.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 1. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;

- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Evidence will be required of performance in the following areas:

Element 1.

- monitoring people's behaviour and condition for changes;
- analysing physical signs for indications of potential problems (*KC Problem solving*);
- giving emergency first aid including cardio-pulmonary resuscitation (CPR), dealing safely with:
 - bleeding,
 - broken bones,
 - unconsciousness,
 - choking
- knowledge of coma positions;
- working with intoxicated clients in a manner that ensures their safety, and that of others.

Element 2.

- assessing risks in emergencies;
- applying the organisation's policies and procedures for prevention of harm including emergency procedures (*KC Information*);
- applying your organisation's code of conduct;
- maintaining duty of care (*KC Planning and organising*);
- reporting required information clearly and accurately in correct format (*KC Communication*);
- getting specialist support at the time required (*KC Teamwork*).

D. Knowledge

Knowledge is specific to enterprise requirements and statutory context.

Alcohol and drug use:

- symptoms of drug use and overdose;
- drugs in the local community/prison/correctional environment;
- recent and relevant information and policies on alcohol and other drugs issues;
- harm minimisation.

Emergency response/Protective/risk management strategies including:

- restraint guidelines;
- isolation guidelines;
- use of response specialists;
- emergency response;
- first aid;
- resuscitation.

Statutory and organisational requirements for dealing with clients affected by alcohol and other drugs including:

- occupational health and safety guidelines;

- infection control guidelines;
- duty of care;
- strategies for dealing with aggressive clients;
- legislation covering prohibited substances;
- policy of services and intervention;
- code of conduct;
- emergency response;
- incident reporting;
- reporting suspected alcohol and drug use;
- requesting testing for alcohol and drug use;
- role of first responding officer;
- use of breath/urine analysis sampling equipment where required.

CSCOFM010A Support offender to maintain positive relationships

Element	Performance Criteria
1. Encourage maintenance of relationships	<p>1.1 Encourage and assist offenders to maintain contact with family, friends and support according to services and resources available</p> <p>1.2 Assist contacts between offenders and networks in the community according to organisation procedures</p> <p>1.3 Refer family problems which require the involvement of the offender to relevant support and specialist staff and agencies</p> <p>1.4 Refer offenders and family to suitable specialists according to the nature and urgency of the needs</p> <p>1.5 Make contact with offender's family and friends/supporters in accordance with offender's interests, procedures and organisational practice</p> <p>1.6 Assist offenders to develop and maintain appropriate relationships with officers, services agencies and with personal support</p> <p>1.7 Encourage offenders to manage themselves and their relationships confidently and productively</p> <p>1.8 Provide support to offenders in a manner which maintains the integrity of self-management and personal dignity.</p>
2. Maintain professional relationship with offender	<p>2.1 Communication with offender is clear and appropriate to the offender's needs and circumstances</p> <p>2.2 Respond to offenders' requests and concerns positively, appropriately and consistently</p> <p>2.3 Maintain confidentiality and discretion are according to procedures and individual agreements with offenders</p> <p>2.4 Acknowledge and support offenders' rights and options consistent with policies, orders and relevant legislation.</p>

A. Assessment Guide

This unit is concerned with the competencies required to provide guidance and role models to the offender to maintain positive and supportive relationships while being supervised in a correctional environment and maintaining support from family and the general community

Evidence of knowledge components of this unit can be demonstrated through the learning outcomes of training programs. Performance can be demonstrated through assessment of evidence generated from work practice. Assessment activities for this unit will generate evidence for a range of units associated with offender management. The variables of performance will depend on whether the context of assessment is institutional or community based.

Range of Applications

Communication with offender will include relevant selection of evidence from:

- formal and informal meetings;
- interviews;
- counselling;
- receiving and conveying information and advice;
- receiving grievances/complaints;
- one-to-one, groups and public;
- oral and written;
- internal and external to the organisation;
- recording and reporting;
- responsibility for vulnerable and high risk offenders and offenders with special needs;
- contact with uncooperative, aggressive and distressed offenders.

Confidentiality and discretion will include:

- security of personal information;
- selection of other people to be informed;
- location and timing of communication;
- nature of follow up;
- nature of the information;
- agreement with offenders, colleagues and policies.

Legislation will include State and Territory legislation relevant to:

- management of services to offenders or case management;
- criminal Justice Acts;
- community and alternative sentencing conditions;
- code of conduct;
- confidentiality and freedom of information;
- statutory requirements such as duty of care.

Referrals/support will include:

- social/welfare worker;
- medical;
- drug and alcohol services;
- intervention and behaviour management programs;
- counsellors;
- religious/spiritual adviser;
- program coordinator;
- case manager and case management team;
- Aboriginal, Torres Strait Islander Liaison;
- specialist cultural liaison and support;
- welfare organisations;
- legal advice;
- education/training/skills development;
- recreation/sporting groups;

- employment/ career development.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide

This unit contains a wide range of variables to reflect the very diverse nature of offender needs and circumstances 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.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Outcomes

The evidence provided for assessment of this unit must demonstrate:

- knowledge and application of relevant organisational procedures and policies related to offender management, personal support for offenders, referral, reporting, offender services;
- knowledge of statutory requirements and application of the concept of duty of care
- performance with offenders from different cultural backgrounds;
- supporting offenders according to offender/case management objectives, needs and risks and individual circumstances;
- supporting vulnerable offenders and offenders with special needs and risks;
- identification of personal values and their impact on performance.

D. Knowledge

Assessment of this unit will require evidence of the following knowledge:

- organisation's policies, guidelines and procedures related to offender management and support;
- relevant statutory responsibilities related to management of and support for offenders, court orders, code of conduct, organisational procedures, Criminal Justice codes, offender services and programs;
- principles of effective communication;
- general counselling strategies/techniques;
- organisational reporting procedures and practice;
- support services and specialists and their guidelines for access and service provision;
- aspects of human behaviour and development related to offending and relationships;
- principle/relevant cultural practices and customs of the community and the offender profiles.

CSCOFM011A Promote cooperative behaviour

Element	Performance Criteria
1. Monitor behaviour	<p>1.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour</p> <p>1.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies</p> <p>1.3 Investigate offender behaviour and interactions in a fair, objective and consistent manner.</p> <p>1.4 Check information received from others which might indicate abuse for accuracy and determine the response which is consistent with the issues and their seriousness</p> <p>1.5 Decisions on action are consistent with all available evidence and organisation practice/procedures</p> <p>1.6 Seek specialist advice and make referrals where required</p>
2. Use communication strategies to prevent and manage conflict	<p>2.1 Conduct interactions with offenders in a fair, just, humane and positive manner</p> <p>2.2 Use communication strategies with individuals for effective interaction and problem solving</p> <p>2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices</p> <p>2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses</p> <p>2.5 Use negotiation techniques to divert and minimise aggressive behaviour</p> <p>2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes</p>
3. Respond to unacceptable behaviour	<p>4.1 Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement</p> <p>4.2 Confirm the implications of continuing unacceptable behaviour clearly, calmly and objectively</p> <p>4.3 Use restraining techniques according to organisation's procedures and discontinue as soon as procedures specify.</p>

Element	Performance Criteria
3. <i>Respond to unacceptable behaviour.</i>	4.4 Reports of incidents arising from aggressive and unacceptable behaviour are accurate, clear and comply with procedures
	4.5 Report on the appropriateness and effectiveness of the use of restraining techniques clearly and accurately in review and debriefing.
	4.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
	4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures.

A Assessment Guide

This unit is concerned with the competencies required to monitor the behaviour of offenders and to provide responses to unacceptable behaviour and support responsibility for behaviour management and change. This unit applies to staff working in a custodial context and staff supervising offenders in community programs and agencies.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working in general with uncooperative offenders.

Range of Applications

The application of this unit will depend on the work roles and responsibilities defined by contracts of employment and areas of responsibility and the nature and requirements of the work environment. In general, this unit will be demonstrated by staff working in custodial settings.

Communication strategies will include examples from the following:

- use of positive assertive language;
- non verbal gestures;
- constructive questioning/listening;
- tone of voice;
- awareness of cultural values and sensitivity;
- defusing verbal aggression;
- negotiating agreements.

Individual and group behaviour will include a significant selection of examples from:

- changing behaviour patterns;
- personal friction;
- expressions of anxiety and high level concern;
- serious and chronic complaints;

- provocative/threatening behaviour;
- intent to harm self;
- intent to harm others;
- forceful refusal to cooperate;
- abusive language;
- apathy, loss of interest, withdrawal;
- rejection of family, friends, support networks;
- threatened suicide;
- irrational behaviour;
- hyperactivity/depression;
- racism and bullying behaviour;
- behaviour consistent with mental health conditions;
- behaviour consistent with developmental problems.

Referrals/support will include at least four examples from different support:

- social/welfare worker;
- medical;
- drug and alcohol services;
- behaviour management programs;
- counsellors;
- supervisor;
- religious/spiritual advisers;
- program coordinator;
- case manager;
- Aboriginal, Torres Strait Islander Liaison;
- welfare organisations;
- legal advisers;
- family;
- personal and community support networks;
- emergency/incident response.

Reports will include work relevant selection from:

- incident reports;
- case notes;
- special reports;
- inquiries;
- reports required by or used by courts and judicial processes.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Information} and {Planning and organising}. Examples are indicated in brackets in the Key Outcomes

B. Evidence Guide

Assessment in the workplace will take account of the unpredictable and variable nature of the circumstances applying in this unit and indirect and supplementary records in individual log books or reflection may be more appropriate than observation. Evidence must include observation in the workplace and performance in a simulated environment.

C. Key Evidence Requirements

This unit requires evidence of the following:

- knowledge and applications of organisations policies and procedures related to conflict and critical incidents (*KC Teamwork*);
- checking the accuracy of information from different sources (*KC Information*);
- identification of the causes of aggression/violence (*KC problem solving*);
- use of a range of conflict management strategies (*KC Planning and organising*);
- applying communication and negotiation skills under pressure (*KC Communication*).

D. Knowledge:

To demonstrate competence in this unit applicants will show that they know:

- the organisation's policies, guidelines and procedures relating to responses to behaviour, safety and security, delegations, duty of care;
- principles of effective communication for conflict management;
- defusing and negotiation strategies;
- specific statutory requirements related to treatment of offenders with special needs and requiring special support;
- reporting procedures and practice, internal and external;
- requirements for offender risk management;
- use of relevant restraint and control equipment and techniques;
- support and referral services and specialists;
- principles of responding to human behaviour relating to violence, aggression and suicide;
- principal cultural practices and customs of the correctional population and their impact on behaviour in a correctional environment.

CSCOFM012A Process offender induction

Element	Performance Criteria
1. Process offenders' reception	<p>1.1 Organise the reception of offenders according to the requirements of the sentence plan and your organisation's procedures and guidelines</p> <p>1.2 Use communication strategies to set up a calm, positive and relevant exchange of information and to relieve anxiety and distress</p> <p>1.3 Confirm correct identification and accurate documentation of the offenders through effective two-way communication and from gathering information from a range of identified sources</p> <p>1.4 Collect, check, confirm, complete and pass on relevant paperwork according to the procedures of your organisation and reception duties</p> <p>1.5 Maintain security and safety and implement emergency procedures where necessary</p>
2. Determine the priority needs of offenders	<p>2.1 Identify and respond to the routine immediate needs of offenders according to operating procedures and local guidelines</p> <p>2.2 Provide offenders with information which is tailored to their capacity to absorb and which is designed to calm and reassure</p> <p>2.3 Observe offenders and note any signs of distress, anxiety, aggression and apathy</p> <p>2.4 Observe offenders and note signs of impairment of functioning</p> <p>2.5 Accurately record behaviour or signs which indicate concern and report that information to the appropriate people</p> <p>2.6 Initiate emergency alerts according to the degree of urgency and emergency procedures</p> <p>2.7 Provide personal and basic requirements according to offenders' needs and the conditions of the service</p> <p>2.8 Refer offenders to specialist services according to the offender's needs and the set procedures</p> <p>2.9 Administer the offender's property according to your organisation's procedures</p>

A. Assessment Guide

This unit covers the competencies involved in the introduction of offenders into the correctional environment. This may be part of a general officer role or it may be a specialist function. The induction of offenders should be done in a humane, safe and effective way according to legal and organisational procedures and requirements.

This is a core unit for Certificate IV and applies to staff working in prisons and on work sites where offenders are under statutory supervision and includes staff working in reception centres in custodial services, community corrections officers processing initial offender introduction to the service, professional support staff such as medical teams, program facilitators, clinical specialists.

Range of Applications

Assessment conditions and evidence will be customised to suit the variable requirements of the sector and work setting applying to, where relevant:

- detention centre/prison/custodial environment;
- community setting;
- level of security;
- location/layout and design;
- offender history and profile and classification;
- accommodation and services provided;
- reception facilities and delegations;
- type of record system;
- equipment available;
- security system and procedures.

Assessment will require evidence of identifying and addressing the immediate needs of offenders in the following areas:

- information;
- specialist services/referrals;
- suitable accommodation;
- acceptable or required clothing, personal items;
- hygiene needs;
- health, injury, illness, checks;
- storage and return of property;
- influence of drugs, alcohol substances;
- protection from themselves or others;
- cultural, religious, ethnic needs;
- stress, depression, anxiety, trauma;
- language, interpreter.

Assessment will require evidence that the applicant can refer offenders to a work relevant selection from the following specialist services:

- medical;
- psychological;
- cultural/religious/spiritual;
- accommodation;
- counselling;
- protection;
- emergency;

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing through questioning on performance and contingency scenarios;
- Observation of performance in routine workplace activities;
- Documentation and reports produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations and feedback from supervisors, colleagues, clients and specialist support agencies.

C. Key Evidence Requirements

Assessment will be based on evidence of:

Element 1. Processing offenders' induction:

- complying accurately with the organisation's operating procedures for the reception of offenders;
- knowing and applying statutory obligations and duty of care;
- using the organisation's information management system to gather and record offender information (*KC Information*);
- using effective communication strategies with people from a range of different cultural backgrounds to gather and provide information necessary for offender reception (*KC Communication*);
- checking and confirming the accuracy, relevance and details of offender identity and sentence conditions (*KC Problem solving*);
- taking into account security, safety and protective issues for offenders who are at risk and applying emergency procedures.

Element 2. Determine the priority needs of offenders:

- using communication, interaction and observation strategies to determine the offenders condition and concerns;
- using techniques to maintain a calm and well organised environment and process;
- knowing and using the support services available for offenders with special needs;
- referring offenders to specialist services according to procedures and risk (*KC Planning and organising*);
- providing offenders immediate needs according to procedures;
- responding promptly and effectively to risks and emergencies.

D. Knowledge

Assessment of this unit requires evidence of knowledge and understanding of:

The *principles and methods of effective communication* including;

- questioning techniques including the use of open questions and careful active listening;
- use of language, words to create trust;
- checking understanding and agreement;

- avoiding and challenging discrimination;
- using techniques such as reflection and summarising;
- recognition of cultural differences and how they effect communication and understanding;
- maintaining the focus and direction of the interaction.

The *organisation's policies and procedures* including:

- information systems and security;
- confidentiality/freedom of information;
- using sources of information such as offender database and files;
- information reporting and formats;
- duty of care/Code of Conduct;
- offender assessment and referral;
- managing high risk offenders;
- emergency response.

The *special needs that offenders may have* including:

- use of interpreters;
- recognition of their personalities, culture, sensitivities which effect behaviour and levels of stress;
- use of liaison staff/community representatives;
- helping people who have problems with reading and writing;
- the effect that some personal conditions have on behaviour and communication;
- the effect that trauma and distress have on behaviour and communication;
- explaining and interpreting the sentencing and reception system.

The *range of additional services* that are available to people if they need them and the conditions of those services including specialist staff from inside and outside the prison.

Principles of managing conflict so that it doesn't create risks including:

- effect of language and physical mannerisms;
- defusing aggression;
- dealing with active and passive uncooperative behaviour;
- cultural differences in creating and responding to conflict and stress;
- effect of differences in personal values and beliefs on behaviour and communication;
- using calm and confident behaviour to model cooperation.

CSCOFM013A Implement planned approach to offender management

Element	Performance Criteria
1. Assess offender's potential and needs related to offending behaviour	<p>1.1 Identify and assess offenders' history, skills, resources and needs and investigate risks and opportunities for development</p> <p>1.2 Encourage offenders to cooperate actively in the analyse of offending behaviour and directions for change</p> <p>1.3 Encourage offenders to take responsibility for changing behaviour by establishing personal goals and determining strategies for achieving them</p> <p>1.4 Acknowledge offenders' preferences and decisions and respond to them positively where suitable and appropriate</p> <p>1.5 Use personal goal setting techniques to identify and prioritise areas for action</p> <p>1.6 Assess special needs and make referrals to suitable and available services according to guidelines and</p> <p>1.7 Record and refer offender information and decisions accurately according to procedures and offender information system</p> <p>1.8 Identify issues arising from involuntary participation and resistance and negotiate the consequences with the offenders</p>
2. Develop plan to achieve offender goals	<p>2.1 Information to offenders on the services available is clearly explained and designed to promote cooperation</p> <p>2.2 Explore and clarify offenders' expectations and address potential obstacles to encourage realistic goals and to minimise disappointment and frustration</p> <p>2.3 Explain and negotiate guidelines, conditions and requirements and get agreement on conditions and compliance</p> <p>2.4 Assess the need for specialised assistance or referral and negotiated with offenders and with service providers</p> <p>2.5 Encourage offenders' self-management and active involvement in decision making and ensure that appropriate support is provided</p>

Element	Performance Criteria
3. Implement offender management plans	<p>3.1 Resources required by the plan are identified, assessed for suitability, negotiated and allocated</p> <p>3.2 Referrals are negotiated with other services and are conducted according to agreed criteria and protocol</p> <p>3.3 Offenders are assisted in individual negotiations with other services where required to achieve agreed outcomes</p> <p>3.4 Guidance and support is given when addressing obstacles to achieving goals</p> <p>3.5 The possible consequences of behaviour and decisions are explored with offender and encouragement is given for responsibility in decision making</p> <p>3.6 All aspects of the implementation of the plan are routinely reviewed and documented and information is provided to all services involved in implementing the plan according to <i>organisations procedures</i></p> <p>3.7 Specialist advice is sought when required and incorporated in the strategies to achieve goals.</p>
4. Monitor and review offender progress	<p>4.1 Goals and objectives are reviewed against achievements and measures of progress and adjustments are made where required</p> <p>4.2 Achievements are acknowledged and positive encouragement is provided together with constructive honest feedback</p> <p>4.3 Additional resources needed for further progress are identified and allocated according to availability and procedures</p> <p>4.4 Personal evaluation and reflection is encouraged and strategies are encouraged and supported</p> <p>4.5 Boundaries of confidentiality are established and explained to the offender</p> <p>4.6 All information obtained is confirmed with the offender and recorded accurately, comprehensively and completely.</p>

A. Assessment Guide

This unit is concerned with the development and implementation of individual management plans for offenders to enable positive and constructive progress towards behaviour change and reintegration into the community

This unit should be assessed directly in application in the workplace, using work related material relevant to the enterprise requirements and the defined work role.

Range of Applications

Special needs of offender will include a selection from the following based on the nature of the service, case management requirements, and applicants' roles and responsibilities:

- literacy/basic skills;
- living skills;
- accommodation;
- behaviour change/management;
- addiction services - alcohol and drug, gambling;
- health/fitness/hygiene;
- mental health;
- disabilities - physical, intellectual, sensory, developmental;
- training/education;
- employment;
- family support;
- relationship development;
- legal;
- cultural.

Services will depend of the focus of the organisation and may be:

- specialist services of the organisation;
- specialised services of other agencies;
- professional;
- individuals or groups;
- informal or formal.

Planning will include:

- sentence plans;
- case/offender management plans;
- personal goal setting and review;

Specialised assistance will include a selection from the following include:

- medical staff/services;
- case management team;
- social workers;
- work placement supervisor;
- education officer;
- counsellors;
- cultural liaison and interpretation;
- legal services;
- employment/service orders - training and placement.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Performance should be demonstrated in all requirements from the range of variables applied routinely in the workplace and within the defined work role.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will be based on evidence of the following performance

- applying a range of risk and needs assessment strategies (*KC Problem solving*);
- using techniques for personal and service planning (*KC Planning and organising*);
- using strategies for complex coordination of resources, services and programs (*KC Teamwork*);
- using a range of planning and evaluation strategies;
- using communication strategies to overcome resistance and promote individual development (*KC Communication*);
- knowledge of the organisation's policies and guidelines for offender management, risk management, case management and offender services and programs;
- knowledge of court orders, sentence requirements and legal obligations associated with offender management and services;
- using a diverse range of sources of offender and organisational information (*KC Information*).

D. Knowledge

Knowledge required will be determined by the requirements of the work environment and will include:

- organisation policies, procedures including case management, information management, confidentiality and code of conduct;
- principles of duty of care;
- statutory obligations, roles and responsibilities of yourself and team members;
- support services/agencies and their criteria/guidelines;
- principles and implementation of case management;
- record keeping/case note taking/report writing;
- specific human behaviour/development related to offending behaviour and behaviour change;
- planning and evaluation;
- negotiation techniques;
- interactive communication including counselling strategies.

CSCOFM014A Provide support to offenders in Aboriginal/Torres Strait communities

Element	Performance Criteria
1. Support the community	<p>1.1 Establish relationships with key people in the community to promote the correctional service and to promote respect, trust and credibility</p> <p>1.2 Acknowledge and encourage the community as a social support mechanism for its members and offenders</p> <p>1.3 Support the role and benefits of community programs to reduce offending</p> <p>1.4 Make use of positive and effective models of community development to build community support and resources</p> <p>1.5 Use positive and effective models of negotiation and mediation to involve all key people and ensure consensus</p> <p>1.6 Use strategies and programs which provide a balance between statutory requirements and traditional practice</p> <p>1.7 Recognise the different interpretations and expectations of communities and take them into consideration in community activities</p>
2. Respect cultural requirements	<p>2.1 Comply with the restrictions and protocol of communicating and relating to different members of the community</p> <p>2.2 Consider the impact of traditional relationships and take them into consideration in determining contact and processes</p> <p>2.3 Confirm the cultural perspective on obligations and punishment and adapt strategies to take cultural views into account</p> <p>2.4 Take into account different timeframes when planning meetings and activities to allow cultural ways to determine process and outcomes</p>
3. Support offenders	<p>3.1 Involve community networks to enable a holistic/comprehensive approach to the needs and outcomes of the offender</p> <p>3.2 Determine the resources and the needs of offenders and make sure that the offenders' objectives are determined with the offender and their community support</p>

Element	Performance Criteria
3. <i>Support offender</i>	3.3 Refer offenders to other support agencies or specialists according to the priorities of need and availability
	3.4 Give information and advice to support offenders and their family in their progress through the legal systems
	3.5 Give information and advice to encourage a cooperative and positive approach to changing offending behaviour
	3.6 Help the community develop community programs which meet the needs of the offender
	3.7 Give reports to relevant agencies according to organisation procedures and requirements

A. Assessment Guide

This unit describes the competencies required to work effectively and appropriately with Aboriginal and Torres Strait Islander communities to enable offenders of that community to achieve their objectives and those of the justice system.

This unit has been designed to allow significant contextualisation based on the worker's depth of involvement with the community and the worker's capacity to interact with the community. This will depend on whether the worker is part of that community or from another place, whether the worker is Aboriginal or non-Aboriginal, the worker's relationship with members of the community and the worker's status and obligations in the community.

Range of Applications

Cultural requirements will include relevant applications of:

- allowance for the impact of “skin groups” and “language groups” and kin relationships;
- respect for family structures and relationships;
- respect for the authority of families, elders and councils;
- adaptation of language, verbal and non-verbal, gestures, manner, local language, English and others;
- different perceptions of the world and individuals and relationship in it;
- interpretations of the nature of cause and effect in different cultural contexts;
- interpreting the social, historic, spiritual and environmental factors which have an impact on the lives of the community;
- complying with taboos on using the name of deceased people and the use of alternative names;
- respecting gender business, what is and isn't allowable;
- allowances for sorry business, mourning, funerals;
- traditional business and what people are able to do and not do;
- different concepts of time;
- traditional laws and cultural restrictions;
- knowledge of history of events and incidents;
- respecting obligations and taboos;
- punishment and pay backs.

Communities will include those belonging to a specific location, language or social relationship.

Communities may be traditional, mission based or may exist within a wider general community, rural, remote or urban. The size of communities will vary significantly and may be no bigger than a family or a group of common culture in an institution. This unit focuses on a distinct community of interests amongst its members. The structure of the community and its management will vary from self contained and autonomous to an association of interests within the total community.

Key People will include the people who are important in the community including:

- community leaders;
- community elders;
- staff of other agencies and services (health workers, police, counsellors, legal services, Courts, community services);
- colleagues in the corrections services;
- offender support networks and family.

Community programs will include relevant examples of:

- those developed and managed by the community;
- those provided by other agencies and services;
- those developed and supported by the worker as part of their responsibility;
- those managed by the correctional department;
- those designed for preventative purposes;
- those designed to ensure sentence requirements are met;
- those designed for rehabilitation and post sentence support.

Procedures will include requirements for confidentiality, release of information, statutory requirements, organisation's recording and reporting systems, management of high risk offenders, offender management, case management.

Key Competencies

This unit includes Key Competencies in {Communication}, {Problem Solving}, {Teamwork}, {Information} and {Planning and organising}. Examples are indicated in brackets in the Key Outcomes

B. Evidence Guide

This unit has been designed to allow for flexible interpretations of concepts such as community and is intended to be contextualised for the different environments and requirements in which work with Aboriginal and Torres Strait offenders, families and communities is undertaken. This unit should be assessed ideally in the workplace and in the community and in the language of the worker and the community and the means and process of assessment should include a negotiated agreement with the community as well as the person being assessed.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge demonstrated as part of workplace performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;

- Observations from supervisors, colleagues, clients and community members;

Evidence will be based on the range of applications required by the work of the organisation and the defined work role. Evidence will be generated on the job.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following:

- knowledge of Aboriginal culture or Torres Strait culture relevant to the offenders within the service in sufficient detail to underpin effective relationships with the community;
- knowledge of organisation's policies, procedures and practice related to working with communities and outcomes for indigenous people within the justice system;
- knowledge and application of legal requirements including discrimination, special needs, cultural awareness and sensitivity and court and sentencing status and conditions;
- knowledge of the key people in the community and protocols for consultation and decision making;
- application of principles of duty of care, reconciliation, cross cultural communication, community development.

D. Knowledge

Knowledge required will depend on the contextualisation and the enterprise and work role requirements but will include the following examples:

- policies, procedures and statutory requirements of worker's role in corrections service;
- community and departmental services relevant to the needs of offenders and their families;
- how to communicate with official representatives of the legal and corrections services and with allied services;
- how to communicate with the community;
- strategies for community development, including community education/community programs;
- Aboriginal and Torres Strait perspective of history, community, law, environment, social structures and relationships, obligations and accountability;
- key people who have an impact on the community and the delivery of service to the offender and the protocol of working with them;
- strategies for negotiation and mediation;
- cross-cultural conflict management strategies;
- principles of case management;
- language and communication relevant to working with the community;
- relevant recommendations of the Aboriginal Deaths in Custody Commission.

CSCOFM015A Supervise community work programs

Element	Performance Criteria
1. Plan community work programs	<p>1.1 Receive and assess interest from the community according to procedures and program objectives</p> <p>1.2 Promote involvement of the community and commercial sector and provide information and feedback on the benefits and conditions of involvement</p> <p>1.3 Conduct checks and inspection of potential work site to determined suitability against agreed criteria and requirements</p> <p>1.4 Prepare recommendations for registration of work sites according to site assessment format and process information for registration</p> <p>1.5 Determine classifications of offenders and work required and delegate and negotiate appropriate supervision on work site</p> <p>1.6 Assess and select work sites against determined criteria which requires safety and developmental opportunities for offenders</p>
2. Supervise and coordinate work programs	<p>2.1 Assess and assign offenders for suitability of work allocation according to skills, abilities, interests and work requirements and case plan</p> <p>2.2 Match suitable work allocation with offender profile</p> <p>2.3 Identify training needs and skills assessment according to work requirements, location equipment used and team requirements</p> <p>2.4 Clothing and equipment complies with occupational health and safety requirements and principles of duty of care</p> <p>2.5 Provide guidelines to site or community supervisors and clarify and negotiate conditions</p> <p>2.6 Clarify conditions of compliance with offender and negotiate agreement</p> <p>2.7 Plan and conduct supervision so that the welfare and safety of the offender and the community is maintained according to operating procedures, legal requirements and duty of care.</p>

A. Assessment Guide

This unit is concerned with the competencies required to plan, negotiate and implement community work placement with residential and non-residential detainees under community service orders or contract of employment and training.

Assessment can be applied in a combination of training outcomes and performance in the workplace and on work sites in the community, with the principle evidence developed through performance in routine work functions. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders in the community.

Range of Applications

This unit applies to:

- community services supervisors;
- supervisors in low security prisons with day release;
- periodic detention centres;
- training and employment programs;
- off site or on site;
- community service orders.

Agency protocol, layout, special needs and conditions will consider:

- security awareness and monitoring;
- induction processes, resources and support for offenders;
- occupational health and safety policies and practices;
- location of agency and proximity to community sensitive areas;
- level and resources of supervision;
- training and work experience resources;
- insurance and liability cover;
- legal status and accountability.

Work sites will be in the community, in industry or in community services, or in work programs established specifically within the jurisdiction of the correctional agent.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing through questioning about observed performance or inferred from performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

This unit should be assessed in the workplace using evidence from the range of applications covered by enterprise requirements including the nature of the service, the defined work role and responsibility and the legislative or statutory basis of the program.

C. Key Evidence Requirements

Assessment of this unit will require evidence of performance in the following:

- application of a planning strategy (*KC Planning and organising*);
- compliance with organisation policies, procedures, practices and accountability related to safety and security, community programs, case management, work experience outcomes, vocational training, offender transport and supervision;
- compliance with legislative and statutory requirements related to court sentences and conditions, community programs (*KC Information*);
- application of principles of duty of care;
- service and support coordination skills and case management practice;
- collaboration with other agencies in the organisation (*KC Teamwork*);
- supervision of skills development programs;
- management of organisational resources applying to employment programs (*KC Problem solving*);
- collaboration and negotiation with community and commercial organisations (*KC Planning and organising*);
- compliance with commercial and service contracts.

D. Knowledge

Assessment of knowledge will be based on the nature of the work program and the service programs:

- organisation's policies and procedures concerning offender interaction with community;
- departmental policies and procedures concerning community work programs and their objectives;
- occupational health and safety policies and procedures related to the occupational areas involved in work programs;
- employment contracts and contracts of services;
- guidelines for the use and maintenance of equipment;
- skills training available;
- case management principles and strategies;
- special needs of the offender group and the community;
- services and guidelines of support services associated with offenders;
- offender information system and reporting requirements;
- conflict management;
- communication and interpersonal techniques for establishing trust and rapport;
- community services, community interests and systems and key people in the community connected with employment programs.

CSCOFM016A Provide guidance and counsel

Element	Performance Criteria
1. Encourage awareness of behaviour	1.1 Clear, accurate and relevant information is provided which is designed to develop awareness and understanding 1.2 The individual is encouraged to identify the consequences of behaviour to self and others 1.3 Unacceptable attitudes and behaviour are constructively addressed and changes are negotiated
2. Encourage personal responsibility	2.1 The individual is encouraged to determine realistic and achievable individual goals 2.2 Barriers to behaviour and attitude change are identified and positive approach is supported 2.3 Levels of motivation and commitment are assessed and positive elements are encouraged 2.4 Realistic options for change are identified, assessed for contribution to achieving goals and selected in consultation with the individual 2.5 Progress is monitored against agreed objectives and timetable and achievements are given positive encouragement 2.6 Individual is assisted to monitor own progress and response to setbacks and relapses
3. Promote self-management	3.1 The individual is supported in identifying the sources and effects of personal difficulties 3.2 The individual is helped to identify patterns of behaviour that may be contributing to the identified problems 3.3 Support is provided to enable the individual to identify and implement positive alternative behaviours 3.4 Feedback is provided to enable further awareness of the effects of behaviour 3.5 Positive reinforcement of acceptable behaviour and progress in change is provided when indicated

Element	Performance Criteria
3. <i>Promote self-management (cont)</i>	3.6 Resources required to provide support are identified and assessed for effectiveness and suitability
	3.7 Personal development and training opportunities designed to promote behaviour change are identified and participation is encouraged or required
4. Manage conflict and negative responses	4.1 Clear and accurate feedback is given regarding behaviour and its effects and implications
	4.2 Clear and reasonable boundaries for behaviour are set and agreement is sought
	4.3 A range of strategies to manage effective interactions are developed and employed

A. Assessment Guide

This unit is concerned with the competencies required to promote positive choices and behaviour change and to deal effectively with conflict, anxiety and uncooperative behaviour

This unit has been designed to relate to the guidance and counsel provided to offenders as part of case management, service and support provision for offenders, clients and also team members and where the candidate has responsibility for the supervision and performance management of other staff or others.

Assessment can be applied in a combination of training outcomes and performance in the workplace and on work sites in the community, with the principle evidence developed through performance in routine work functions. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders in the community.

Range of Applications

Behaviour may include a range of the following:

- breaches of code of conduct, duty of care, organisational procedures;
- conduct or attitudes which jeopardises work role and responsibilities;
- interpersonal conflict;
- discrimination;
- failure to meet performance requirements;
- inappropriate/unprofessional behaviour;
- committing offences;
- drug/alcohol usage or abuse;
- racial abuse/vilification;
- verbal/physical/domestic violence;
- sexual assault/harassment;

- contact with people restricted by orders or directions;
- visit to areas restricted by orders or directions;
- breach of an order or condition;
- not complying with reasonable directions;
- breach of prison/service regulations;
- antisocial behaviour;
- risk to self and others;
- manufactured and natural obstacles to communication.

Goals may include:

- complying with directions and orders;
- those set out in case management plan;
- those set by the individual;
- short term and long term;
- those included in peer appraisal, workplace assessment.

Identified problems will include a range of the following:

- psychological;
- psychiatric;
- social;
- employment/educational;
- financial;
- relationships;
- health;
- dependencies;
- sexual;
- developmental;
- cultural;
- spiritual;
- communication;
- disability;
- age;
- attitude;
- confidence and self-image.

B. Evidence Guide

Assessment should include application across the range of variables relevant to the requirements of the organisation, service, enterprise, workplace and defined work role and responsibility.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing through questioning about observed performance or inferred from performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- applying knowledge and understanding of the impact of personal and organisational values;
- using a range of effective communication strategies for counselling, mediation, negotiation, advocacy and conflict management;
- application of principles of individual responsibility, autonomy and accountability;
- using strategies for behaviour management and change.

D. Knowledge

Assessment in this unit will require demonstration of organisationally relevant components of the following:

- cultural, gender, religious and social issues relevant to the individual, relationships and offending circumstances;
- service policies and procedures related to case management and professional role;
- behavioural/social theory relevant to offender profiles and criminogenic behaviour;
- role and function of the Criminal Justice System;
- relevant ethical, professional standards;
- service code of conduct;
- principles of duty of care;
- organisations and department's record keeping/reporting systems;
- research and analysis methodology;
- welfare system/community and professional support services;
- effects of values and beliefs on own behaviour;
- forms of discrimination, obvious and subtle;
- relevant conditions of orders;
- workplace assessment;
- industrial relations principles relevant to own and team members responsibilities.

CSCOFM017A Coordinate offender management processes

Element	Performance Criteria
1. Develop a case management model	<p>1.1 Assess organisation's program needs in accordance with the organisation's philosophy, strategic plans, purpose, and structure</p> <p>1.2 Identify a range of suitable interventions to address immediate, short and longer term needs of the organisation's clients</p> <p>1.3 Consult key people in the organisation to ensure issues and options for offender intervention are explored thoroughly</p> <p>1.4 Negotiate common goals, objectives and processes and reach agreement with key people in the organisation to ensure needs are addressed within statutory and organisational frameworks</p> <p>1.5 Explore a full range of options for addressing the organisation's strategic objectives for offender management priorities and select for inclusion in case management processes</p> <p>1.6 Get agreement on processes for monitoring the achievement of goals, timeframes and resources and promote a collaborative ownership of the case management processes</p> <p>1.7 Define the roles, responsibilities and accountabilities in consultation with offenders, stakeholders, staff and service providers</p> <p>1.8 Negotiate and agree on processes for appeal and for the termination and/or renegotiation of processes for inclusion in the plan in the plan</p> <p>1.9 Identify relevant social, family, community, cultural and ideological considerations and addressed these in the case management process</p>
2. Determine implementation procedures	<p>2.1 Put in place practical strategies and resources to support key people involved in implementation</p> <p>2.2 Define the negotiable and non-negotiable aspects of the case management process and ensure they are consistently and fairly maintained</p> <p>2.3 Negotiate support for case management processes with key people in the organisation</p>

Element	Performance Criteria
2. <i>Determine implementation procedures</i>	2.4 Negotiated contracts and agreements with external service providers accurately reflect objectives, timing and resource constraints
	2.5 Ensure information sharing between key people in the organisation and their involvement in implementation processes
	2.6 Develop procedures to measure the progress of specialist client service delivery against defined performance indicators
	2.7 Clearly define procedures to deal with crisis and risk
	2.8 The case management process is understood and agreed to by all involved supervisory staff
	2.9 Establish suitable evaluation processes for ongoing implementation of the process
	2.10 All relevant reporting procedures meet the organisational requirements

A. Assessment Guide

This unit covers the competencies required to design the components of a case management plan to address the needs of individuals managed within an organisational policy determined by statutory accountability and committed to the strategic achievement of objectives, especially reducing offending behaviour

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace.

This unit should be assessed in the workplace using evidence from the range of applications relevant to enterprise requirements including the nature of the service, the defined work role and responsibility and the legislative or statutory basis of the program.

Range of Applications

The context of performance will depend on the applicants' roles and responsibility, the strategic objectives of the organisations, the focus of case management programs and processes and the conditions required by:

- different models of case management;
- programmed intervention;
- classification and review requirements;
- need and risk assessment;
- reporting and referring to specialists;
- protective care;
- high risk offenders;

- routine and special reports;
- review of sentence plan and conditions;
- organisational policy and procedures;
- relevant program standards;
- service and professional standards, including code of professional ethics or code of practice;
- case management models used in custodial environments;
- case management models used in community based programs;

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing through questioning about observed performance or inferred from performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment will require evidence of the following outcomes:

Element 1.

- interpreting and applying legislation, strategic plans, organisational purpose;
- anticipating and managing organisational issues which have impact on case management;
- developing and assessing models appropriate for intervention (*KC Problem solving*);
- collecting and analysing information (*KC Information*);
- documenting plans and systems (*KC Communication*);
- consulting with and negotiating mutually agreed outcomes with staff at all levels in the organisation (*KC Teamwork*);
- research of current trends in case management;
- analysis and evaluation of practices;
- planning for practice improvement (*KC Planning and organising*).

Element 2.

- interpreting and applying legislation, strategic plans, organisational purpose;
- anticipating and managing organisational issues about implementation;
- developing implementation strategies appropriate for intervention and the organisation
- collecting and analysing information;
- documenting plans and systems;
- consulting with and negotiating mutually agreed outcomes with staff at all levels in the organisation;
- researching current trends in case management;

- analysis and evaluation of practices;
- planning for practice improvement;
- explaining complex issues with different people in the organisation;
- applying program evaluation and review strategies.

D. Knowledge

To demonstrate competence in this unit applicants must show that they have the following knowledge:

- relevant policy, procedures and legislation and statutory requirements related to the area of work;
- different models of intervention and behaviour change management;
- cultural protocols and systems;
- family structure, dynamics, communication and decision making;
- family support and family casework strategies;
- range of community services and resources available;
- indicators of abuse and accepted intervention strategies;
- effects of abuse on emotional and social development;
- effects of different forms of intervention;
- effects of incarceration;
- operational planning processes;
- report writing and documentation requirements;
- time and stress management techniques;
- verbal communication including interviewing skills, negotiation and cross cultural communication;
- interpersonal, including establishing and maintaining relationships and networks;
- meeting procedures and facilitation;
- developing and maintaining appropriate networks.

CSCOFM018A Plan and review services to offenders/clients

Element	Performance Criteria
1. Ensure accurate assessment of needs	<p>1.1 Plan, monitor and review assessment procedures to ensure that the general and special needs of offenders are clearly and accurately identified and reported</p> <p>1.2 Information routinely exchanged between team members about the needs and services for offenders is clear, accurate, comprehensive and consistent with organisational objectives and policy</p> <p>1.3 Negotiate and manage resources suitable for meeting the general and special needs of offenders and correctional services</p> <p>1.4 Recruit specialist support and resources through active networking with agencies and specialists</p> <p>1.5 Assess the implications of offenders' needs and the impact of the correctional environment on them, reported findings and take these into consideration in determining strategies, action and follow up</p> <p>1.6 Ensure that records are maintained accurately, comprehensively and according to policy and requirements</p>
2. Establish services	<p>2.1 Identify the need for service development and confirm this with research, recommendations, strategic plans and consultation with staff and management</p> <p>2.2 Investigate available resources and develop strategies to acquire additional, adequate and relevant resources according to the organisation's objectives and priorities</p> <p>2.3 Consult a range of internal and external agencies to ensure that the organisation's interests are reflected in the planned design and delivery of the service</p> <p>2.4 Identify tasks required to implement the plan, analyse these for skill and resource requirements and delegate to suitably skilled and experienced staff</p> <p>2.5 Ensure that service reports, records and outcome details are documented and reported according to organisational and service practice</p> <p>2.6 The design and objectives of the services comply with all statutory and legislative requirements and accountability</p>

Element	Performance Criteria
2. <i>Establish services</i>	2.7 Establish effective and constructive relationships and maintain contact with key people involved in the planning and delivery of services and the interests of offenders. 2.8 Analyse routine reports and the notification of adjustments to the strategies and authorise necessary adjustments
3. Evaluate the effectiveness of programs	3.1 Ensure that the costs and outcomes of the service are regularly monitored against an agreed plan, resources and objectives 3.2 Ensure that feedback from service and organisational clients and key people is actively sought at regular intervals and used to inform the redesign of the service 3.3 Examine proposed changes and assess these through consultation with key people and data and implement where determined 3.4 Information on relevant aspects of the service is recorded accurately and comprehensively and reported comprehensively and accurately

A. Assessment Guide

This unit is concerned with the competencies required to ensure the effective assessment of individual needs, plan service delivery to meet a range of needs, and monitor and review progress within the organisation's mandate and statutory responsibilities

Assessment can be applied in a combination of training outcomes and performance in the workplace and on work sites in the community, with the principle evidence developed through performance in routine work functions. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders in the community.

Range of Applications

Organisation's services will depend on:

- type of institution and degrees of custody and security;
- service contracts;
- organisational philosophy, policies and objectives;
- offender profile;
- location, layout and construction/design;
- accommodation available;
- facilities;
- type of record system - manual/electronic;
- type of equipment available;
- size and composition of work team;
- case management requirements;
- supervision and management structures;
- specialist agencies;
- Departmental policy and philosophy.

Client's needs will be:

- based on criteria for the purpose of meeting organisation's policy and objectives;
- subject to criteria for service provided by the organisation;
- subject to organisation's and service priorities and resources;
- both inside and outside the Justice system;
- determined by the strategic plans and accountability of the organisation.

Services will include a range from the following:

- those provided by and outside the organisation;
- those determined by Government policy and changes in policy;
- specialist;
- health, physical, psychiatric, mental;
- counselling/welfare, support for behaviour change;
- skills, education, training;
- community support;
- family support;
- financial;
- legal;
- cultural;
- spiritual;
- information and advice;
- recreation, fitness, interests, hobbies, personal development;
- accommodation;
- extensions to existing provision.

Procedures/regulations/requirements will include:

- statutory/legislative/legal determining organisation's mandate and objectives, provision of services, protection, non discrimination, compliance with orders;
- departmental/organisation policy including code of conduct or practice, national standards, enterprise standards, philosophy or mission, contracted service requirements, negotiated service and employment agreements;

- organisational/service policy/practice/procedures;
- professional standards/code of conduct/ duty of care;
- budgetary, financial and accounting.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

This unit is a generic management unit and will require contextualisation from the range of variables relevant to the requirements of the organisation, enterprise, nature of the service and the defined work role and responsibilities

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or a self-directed study program;
- Knowledge testing through questioning about observed performance or inferred from performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- using effective group strategies for team work (*KC Teamwork*);
- using a range of communication strategies for team work, feedback and counselling (*KC Communication*);
- applying accuracy and consistency in assessment of needs (*KC Problem solving*);
- the planning of different services and evaluation of effectiveness (*KC Planning and organising*);
- consistency with knowledge of organisations management structure and accountability (*KC Information*).

D. Knowledge required

- Government/departmental/organisational service policy and criteria related to objective and outcomes, strategic management plans, performance management, program design;
- Government/departmental/organisational information system /documents/records and processing:
 - relevant government/departmental and organisational policies and procedures eg strategic plans;
 - occupational health and safety policy and procedures;
 - Department's /organisation's philosophy;
 - organisational's roles, responsibilities, accountability and duties;
- cultural factors and awareness relevant to the organisation's clients, case/offender profiles, community;
- identification and analysis of equity and discriminatory factors;

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- legal/statutory requirements of relevant legislation;
 - government/departmental objectives, policy and required outcomes for offenders and organisational management;
 - communication strategies including feedback, negotiation, counselling and reporting
 - risk/conflict management;
 - community services and a comprehensive range of agencies providing services to offenders and their families;
 - social and community analysis relevant to offender profiles and criminogenic behaviour;
 - consulting and networking with allied services in the government, public sector, community and corporate sector.

CSCOFM019A Establish offender management practice

Element	Performance Criteria
1. Develop a case management system	<p>1.1 Ensure that assessment of organisation's needs is undertaken in accordance with the organisation's philosophy, strategic plans, purpose, and structure</p> <p>1.2 Consult information on a range of suitable interventions to address immediate, short and longer term needs of the organisation's clients</p> <p>1.3 Consult key people in the organisation to ensure issues, and options for their resolution, are explored thoroughly</p> <p>1.4 Negotiate common goals, objectives and processes and establish agreement with key people in the organisation to ensure needs are addressed with statutory and organisational frameworks</p> <p>1.5 Explore a full range of options for addressing the organisation's needs and include selected options in case management processes</p> <p>1.6 Determine processes for monitoring achievement of goals, timeframes and resources through consultation in the system planning stage</p> <p>1.7 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers</p> <p>1.8 Negotiate and get agreement on processes of appeal and for the renegotiation of services and include in the system plan</p> <p>1.9 Identify and address relevant social, family, community, cultural and ideological considerations in the case management process</p>
2. Design and monitor implementation procedures	<p>2.1 Ensure that practical strategies and resources to support key people involved in implementation are put in place</p> <p>2.2 Define negotiable and non-negotiable aspects of the case management process, and include controls to ensure they are maintained</p> <p>2.3 Negotiate and reach agreement on ongoing case management processes with key people in the organisation</p>

Element	Performance Criteria
2. <i>Design and monitor implementation procedures</i>	2.4 Contracts with external service providers accurately reflect purpose, policies, objectives, timing and resource constraints
	2.5 Procedures ensure information sharing between key people in the organisation and involved in implementation of the processes
	2.6 Procedures review and measure the progress of specialist client service delivery against defined performance indicators
	2.7 Procedures clearly define methods of dealing with crisis and risks
	2.8 The case management process is understood and agreed to by all involved supervisory staff
	2.9 Procedures define and resource evaluation methods for ongoing implementation of the process
	2.10 All relevant reporting procedures are completed in accordance with organisational requirements

A. Assessment Guide

This unit applies to the competencies required to design the components of a case management plan to address the needs of individuals managed within an organisational policy determined by statutory accountability and committed to the strategic achievement of objectives, especially reducing offending behaviour.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace.

Range of Applications

The context of performance will depend on the applicants' roles and responsibility, the strategic objectives of the organisations, the focus of case management programs and processes and the conditions required by:

- different models of case management;
- programmed intervention;
- classification and review requirements;
- need and risk assessment;
- reporting and referring to specialists;
- protective care;
- high risk offenders;
- routine and special reports;
- review of sentence plan and conditions;
- organisational policy and procedures;
- relevant program standards;

- service and professional standards, including code of professional ethics or code of practice;
- case management models used in custodial environments;
- case management models used in community based programs.

Case management systems will include the following requirements:

- case management system is consistent with the organisation's mission, strategic plans and objectives and the political and social environment of the justice system;
- research a range of intervention systems and methods relevant to the clients and objectives of justice services;
- research the interests of the key people in the organisation and in the professional support areas;
- case management system addresses the statutory and organisational framework of justice services;
- decisions about models are based on a choice and range of alternative options;
- Processes, protocols and procedures are included in the planning;
- clear understanding of the roles, responsibilities and accountability for clients, key people and services involved;
- case management system includes appeals processes, re-negotiating or terminating processes;
- case management system reflects all relevant social and cultural factors and relevant theory.

Implementation systems and processes will include the following considerations:

- support strategies for key people involved in implementation;
- define what is mandatory and what is flexible;
- define quality and consistency control mechanisms;
- are checked and confirmed with key people;
- support services contracts;
- define information processes, protocols and requirements;
- include data gathering to determine progress against performance indicators;
- include responses to crises and to risks;
- include support and agreement from supervisors;
- include processes necessary for evaluation;
- require complete and accurate reports.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program or self directed study program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment will focus on evidence of performance;

- interpreting and applying legislation, strategic plans, organisational purpose;
- anticipating and managing organisational issues;
- developing and assessing models appropriate for intervention;
- collecting and analysing information;
- documenting plans and systems;
- consulting with and negotiating mutually agreed outcomes with staff at all levels in the organisation;
- researching current trends in case management;
- analysis and evaluation of practices;
- planning for practice improvement;
- explaining complex issues with different people in the organisation;
- applying program evaluation and review strategies.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context and knowledge requirements.

Assessment of this unit requires evidence of the following knowledge:

- relevant policy, procedures and legislation and statutory requirements related to offender management and services, quality management and assurance, organisational programs and services, strategic plans, case management protocols and procedures;
- different models of intervention and behaviour change management;
- organisational and cultural protocols and systems;
- family structure, dynamics, communication and decision making;
- family support and family casework strategies;
- range of community services and resources available;
- indicators of abuse and accepted intervention strategies;
- effects of abuse on human development;
- effects of different forms of intervention;
- effects of incarceration;
- operational planning processes;
- report writing and documentation requirements;
- stress management techniques;
- verbal communication including interviewing skills, negotiation and cross cultural communication;
- interpersonal, including establishing and maintaining relationships and networks;
- meeting procedures and facilitation;
- developing and maintaining appropriate networks.

Program specific knowledge:

- the *organisation's policies, objectives and program* requirements for addressing offending behaviour using a case management approach;
- the organisation's criteria and protocols for suitability for programs and conditions for referral to programs within the organisation and in other agencies;

- the range of approaches used to prevent and reduce the harms caused by specific offending behaviour and behaviour likely to lead to offending;
 - *theories of power* and their analysis of relationships in the correctional environment;
 - *intervention techniques* which use personal responsibility and motivation and a range of alternative strategies;
 - *partnership accountability* which makes practice open to those who have an investment in the outcomes of case management and its role in reducing offending behaviour;
 - *restorative justice programs* in which justice shifts from seeing crime as an offence against the state to treating it as an offence against people and relationships and tackling reconciliation and restitution at the human relationship level.
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- *Alternative justice programs* which focus on the offending behaviour and how to change it or require that the offender make reparation rather than automatic incarceration;

Behaviour theories and therapeutic responses including:

- *cognitive behavioural theory* which emphasises the way that people's thinking affects their behaviour and how thinking patterns can be changed to improve problem solving skills and give people acceptable and constructive alternatives to harmful and illegal behaviour;
- *human development* which uses knowledge of the ways in which common human behaviours and change during a life span and the way priorities evolve through the stages of life;
- *systems theory* which focuses on the interdependence of individuals, families, groups, organisations, environments and cultures as an explanation of how people operate and interrelate;
- *motivational interviewing* which uses tactical and strategic persuasion to increase an individual's motivation by generating arguments for change from the individual;
- *therapeutic group work* relies on knowledge of how the energies of the group members can be mobilised and channelled to help each other and to increase responsibility and control;
- *criminogenic factors in needs assessment* which uses testing of specific factors to determine appropriate intervention strategies;
- *reflective practice* uses analysis of personal practice for increased self awareness and professional development;
- *grief and loss theories* explain how grief reactions to loss can result in a range of behaviours requiring consideration in the design of intervention and response.

CSCOFM020A Supervise offender management practices

Element	Performance Criteria
1. Develop case management approaches	<p>1.1 Statutory requirements and obligations relevant to offenders are reflected in case management practices, including the degree of assessed risks and the organisation's objectives and strategic plan</p> <p>1.2 Case management practices meet the recording and reporting requirements according to the organisation's policies and procedures and ethical responsibilities</p> <p>1.3 Case management practices are flexible and allow for individual requirements, cultural factors and differences</p> <p>1.4 Case management practices ensure that there are suitable and transparent protection for the rights and welfare of offenders and staff</p> <p>1.5 Case management teams and support agencies are actively involved in the design and evaluation of case management approaches</p>
2. Supervise case management meetings	<p>2.1 All people with an interest in offenders' outcomes and program are consulted and advised on the purpose and the structure of the meeting</p> <p>2.2 Check and confirm the roles, responsibilities and expectations of people participating in the meeting with them</p> <p>2.3 Ensure that information is shared with offenders using effective two-way communication techniques, compliant with relevant procedures</p> <p>2.4 Communication suits offenders and people with key interests in the offender's case management</p> <p>2.5 Identify the requirements and conditions of service delivery and establish agreement with offenders</p> <p>2.6 Define issues arising from involuntary participation and possible resistance and negotiate the consequences with offenders and service providers</p> <p>2.7 Define offenders' needs, rights and obligations and ensure that the rights of all concerned are protected</p>

Element	Performance Criteria
3. Supervise case management plans	<p>3.1 Case management plans reflect assessments of offenders needs and risk and organisation's objectives and programs</p> <p>3.2 Case plans focus on assisting offenders to set and achieve realistic targets for change or action and to take personal responsibility</p> <p>3.3 Case management plans reflect the full range of immediate, short and long term needs and risks of offenders and other relevant parties</p> <p>3.4 Action plans reflect the case management approach appropriate for offenders needs and risks and available programs and services</p> <p>3.5 Processes for monitoring and changing case plans are determined and defined</p> <p>3.6 Strategies are put in place to deal with complex or high risk situations</p> <p>3.7 Case plan requirements are matched to experience, workload and geographical location of staff and support agencies</p>
4. Support case management staff	<p>4.1 Staff are selected and allocated according to their skills and interests in case management and available time and resources</p> <p>4.2 Staff are provided with training and skills development to extend and promote their case management competencies and confidence</p> <p>4.3 Staff are consulted and routinely involved actively in the design and evaluation of case management processes and/or practices</p> <p>4.4 Opportunities are provided to staff to extend their experience in all aspects of case management</p> <p>4.5 Staff are supported with the resources needed to play an effective role in case management</p> <p>4.6 Staff are encouraged to assess their performance in case management and to continuously improve their personal practice</p> <p>4.7 Guidance, counselling and debriefing are provided routinely through team activities and individual contact with staff</p>

Element	Performance Criteria
5. Review case work activities and programs	5.1 Continuously monitor the effectiveness of case management processes and practices against agreed goals, relevant services and programs, offender and stakeholder satisfaction 5.2 Assess and develop the need for changes to case plans, including the need for ongoing intervention, and strategies for alternatives 5.3 Proposed changes arising from case reviews are successfully negotiated with relevant parties 5.4 Processes for case closure comply with case plan and organisational procedures

A. Assessment Guides

This unit is a customisation of unit CHCCM3A Develop, facilitate and monitor all aspects of case management from the Community Services Training Package and covers the supervision of case management staff and systems.

This unit applies to case management supervisors who are directly responsible for a team of case workers within the organisation and indirectly responsible for the participation of support services which may be internal or external to the organisation. The unit may also apply to the work of a case manager who is actively involved in the case management process and activities as well as supervising others.

Range of Applications

Relevant procedures will cover:

- the purpose, objectives and performance outcomes of offender management;
- court orders and sentence plans;
- compliance requirements;
- breaching procedures;
- disciplinary procedures;
- offender classification;
- recording and reporting requirements;
- disclosing specific information/intelligence;
- confidentiality and authorising transfer of information;
- referral and protocol of liaising with other services;
- using complaints/grievance processes;
- freedom of information policy;
- appropriate relationships with offenders;
- duty of care;
- code of conduct.

Requirements and conditions of service provision include:

- rights, roles, responsibilities, decision making processes, accountability and outcomes;
- recommendations from risk assessment;
- options for needs and priorities based on services and resources;

- impact of statutory mandates on interventions, offenders and interested others;
- the impact of value systems of workers, offenders and key people on processes and outcomes;
- information management and processing;
- organisational accountability.

Supervision roles and responsibilities will depend on the conditions required by:

- case management models and practice;
- staff supervision and line management;
- programmed intervention policies;
- offender classification and review;
- need and risk assessment;
- reporting and referring systems;
- protective care;
- routine and incident reports;
- review of sentence plan;
- investigations;
- dynamic security;
- security system.

Case management action plans will include:

- integration of expertise of relevant stakeholders and other service deliverers;
- negotiated and agreed goals and operational processes;
- a range of strategies to address each goal and to maximise participation in plan;
- appropriate resource allocation;
- agreed responsibility for delivery;
- realistic and agreed indicators of success;
- rights and responsibilities of client.

- approach to *assessment of risk* will depend on the nature and degree of the risks and will include risk of:
 - suicide/self-harm;
 - risk from others;
 - physical injury;
 - assaulting/harming others;
 - illness/infection;
 - physical/emotional/sexual abuse;
 - risk taking/death;
 - accidents;
 - criminal actions;
 - drug abuse/substance abuse.

Responses to risk will depend on the nature and degree of the risks and will include:

- death including suicide, deliberate, accidental;
- physical injury;
- assaulting/harming others;
- illness;
- physical/emotional/sexual abuse;
- harassment, bullying;
- accidents;
- criminal actions;
- risk taking;

- social isolation;
- depression ;
- family and personal trauma;
- social and cultural alienation;
- re-offending.

Needs may include

- literacy/basic skills;
- living skills;
- accommodation;
- behaviour change/management;
- addiction services - alcohol and drug, gambling;
- health/fitness/hygiene;
- mental health;
- disabilities - physical, intellectual, sensory, developmental;
- training/education;
- employment;
- family support;
- relationship development;
- legal;
- cultural.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Evidence is required of performance in the following:

- routine and special case management of offenders;
- checking and analysing information for assessment of risks, special needs and developmental levels;
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of offenders;
- preserving the rights and responsibilities of offenders and their safety and welfare;
- supporting staff and protecting their safety and welfare;
- providing supervision and case management strategies based on assessed risk and justifiable priorities;
- making decisions based on knowledge of the impact of cultural and personal values on behaviour, expectations and program objectives;
- responding to risks and incidents of varying degrees of severity;
- adapting service/program responses to different special needs;
- using clear, suitable and accurate communication;
- developing and analysing actions appropriate for case plans;
- collecting and analysing information;

- documentation of case plans;
- compliance with the organisation's security policies and operating procedures related to contact with offenders;
- applying knowledge of statutory requirements relevant to the work sector and applicants' roles;
- communicating case plan requirements in both formal and informal contact with offenders and key stakeholders;
- taking into account the values, needs and circumstances of people from different cultures;
- using personal, manual and electronic information;
- using support and resources available and applying the criteria for access;
- monitoring and responding to positive and negative progress;
- giving feedback on expectations and progress;
- maintaining a supportive and professional relationship with staff and support agencies;
- maintaining a focus on agreements and behaviour outcomes;
- identifying limits of role and taking actions to contact appropriate people;
- presentation case management information in informal and formal settings.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context of the organisation, the judicial system, the context of case management in the organisation and the applicants' roles and responsibilities.

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

- knowledge of all organisational policies, procedures and guidelines related to case management and offender programs and services;
- knowledge of indicators of risk to offenders identified in offender risk management policies and processes and determined by the offender profile;
 - procedures and requirements for case management reporting including work site;
 - information processing and the organisation's offender information system;
 - accountability including recording and reporting case management information;
 - breaching/disciplinary procedures and processes;
 - responding to risk assessment;
 - access to information and restriction of access;
 - appropriate relationships with offenders;
 - appropriate relationships with staff and colleagues;
 - the rights and responsibilities of offenders;
 - protocols for referral to specialist and support agencies;
 - special needs;
 - the organisation's codes of conduct or code of ethics/duty of care;
 - the range of specialist support services and programs available to offenders.
- processes for getting advice and assistance when there are problems;
- knowledge of cultural practices which will have an impact on decisions made about flexibility and allowances, additional support and special programs;
- the impact of cultural and personal beliefs on values, relationships, attitudes and behaviour;
- knowledge of cultural prohibitions which have an impact on physical contact, relationships and communication.

Intervention

CSCINT001A Support group activities

Element	Performance Criteria
1. Establish relationship with group	<p>1.1 Check and confirm the purpose of the group and its main activities and your support for and interest in its activities</p> <p>1.2 Clarify and negotiate agreement on the different roles and contributions of members of the group and the levels of support needed</p> <p>1.3 Negotiate and get agreement on the rules of behaviour and the ways in which the group will manage itself and apply rewards and penalties is agreed</p> <p>1.4 Assess the goals, needs and expectations of individuals and relate these to the purpose of the group</p> <p>1.5 Negotiate agreement on the conditions which apply to participation, outcomes and reporting</p> <p>1.6 Communication techniques with the group are clear, honest, flexible and tolerant of differences</p> <p>1.7 Demonstrate and encourage self control, patience, trust, tolerance and respect for individual differences</p> <p>1.8 Promote the purpose and benefits of participation in groups positively</p>
2. Assist group to achieve its purpose	<p>2.1 Analyse and organise the resources needed to achieve the purpose and outcomes of the group according to policies, availability and cost effectiveness</p> <p>2.2 Allocate times and personal involvement needed to maintain support</p> <p>2.3 Assess and organise specialist or external resources and support which will assist the group's purpose</p> <p>2.4 Monitor the activities and progress of the group against the purpose and the demand on resources</p> <p>2.6 Advocate on behalf of the group within the organisation and with key people according to guidelines and group objectives</p> <p>2.7 Reports on the purpose, activities and outcomes of the group are accurate and generate a positive image which evaluates the role of the group in the organisation's objectives</p>

A. Assessment Guide

This unit is a customisation of the unit of the same name in the Community Services Training Package. This unit covers the work of participating in and providing general support for a range of informal and formal groups in a variety of settings and for a range of purposes. It will cover staff who work in secure custodial settings and staff who would in community programs.

Range of Applications

The nature and purpose of groups will depend on offender programs and activities supported by the organisation and could include:

- conditions for probation, parole, community release, alternative custodial sentences;
- part of an organisational strategy for reducing re-offending;
- part of an organisational strategy for behaviour change;
- the development of mutual support systems;
- programs designed to address disadvantage such as personal development, educational and employment;
- recreational, social programs and community services;
- those determined by case management plans;
- those conducted inside a custodial environment;
- those conducted in community settings.

The nature of individual and group goals will depend on offender management strategies and could include addressing:

- employment skills and qualifications;
- literacy and language skills;
- social skills;
- life skills;
- managing offending behaviour;
- self help;
- mutual support;
- cultural identity and development;
- recreational, social and fitness.

Evidence will be given of applying the following resources:

- facilities;
- information;
- equipment;
- other people, specialists, advisers;
- administrative support;
- skills/expertise;
- transport;
- access to locations.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment will focus of evidence that the applicant can:

Element 1.

- negotiate agreement with a group;
- establish and maintain group rules and self management;
- establish and maintain the connection between the purpose of the group and the objectives of the organisation (*KC Problem solving*);
- maintain a friendly and professional relationship with at least one formal and one informal group;
- maintain the purpose, focus and objectives of the group (*KC Planning and organising*);
- use a range of communication techniques to achieve cooperative participation and manage conflict (*KC Communication*).

Element 2.

Assessment will focus of evidence that the applicant can:

- determine the resources needed for general and specific group activities;
- negotiate the allocation of resources with your organisation (*KC Teamwork*);
- advocate on behalf of the group (*KC Communication*);
- negotiation the availability of resources outside your organisation;
- use strategies to maintain the focus of the group in its activities;
- review and evaluate the achievements of the group against its purpose;
- report on the group to establish and confirm its relationship to the objectives of the organisation (*KC Information*).

D. Knowledge

To meet the requirements of this unit applicants must be able to show that they know the following:

The *organisation's policies, procedures, practices, guidelines and standards* about:

- contact with offenders;
- case management;
- programmed intervention;
- referral and specialist support;
- code of conduct;
- duty of care;
- confidentiality;
- freedom of information;
- reporting/offender files;
- use of resources.

Theories of *human behaviour* including:

- offending behaviour;
- behaviour and conflict management;
- mental health conditions;
- peer pressure and control;
- suicide/self abuse;
- role of cultural values in determining behaviour and relationships.

Principles of *communication* such as:

- interviewing;
- report presentation;
- cross Cultural interaction;
- giving constructive feedback;
- interactive communication;
- use of non-verbal cues such as body language.

Sources of information including:

- offender information management system;
- internal recording and reporting system;
- specialist services;
- justice information;
- key people including offender and family, colleagues, community support services.

CSCINT002A Negotiate behaviour change

Element	Performance Criteria
1. Develop a working relationship with offenders	1.1 Use interaction with offenders to encourage personal reflection on behaviour and personal responsibility for behaviour and change
	1.2 Use a range of communication strategies to gather information about the background and circumstances of offenders
	1.3 Information provided to the offender is factual, clear and objective
	1.4 Identify issues arising from the behaviour of offenders and the behaviour change and promote the benefits of change with offenders
	1.5 Maintain clear and honest relationships with offenders
	1.6 Identify obstacles to professional relationships with offenders check personal values and issues with others and record concerns according to the code of conduct
	1.7 All information relevant to intervention contact with the offender is recorded and reported according to the organisation's procedures
2. Negotiate personal goals	2.1 Emphasise and negotiate offenders' responsibility for determining and achieving their goals
	2.2 Assess options for offenders' goals and outcomes for change and negotiate agreements based on realistic goals and purpose
	2.3 Check and confirm the information and resources required by offenders to set their goals provide suitable and available resources and support
	2.4 Encourage offenders to identify and prioritise long and short term goals based on individual responsibility and personal choice
	2.5 Encourage offenders to identify and analyse the factors which have contributed to past behaviour and the obstacles to achieving change goals
	2.6 Identify unrealistic expectations challenge negative attitudes and unacceptable objectives and re-negotiate plans

Element	Performance Criteria
3. Negotiate a planned approach to change	3.1 Negotiate a realistic timetable for the achievement of each goal with the offenders 3.2 Determine and negotiate the evidence used to indicate that goals have been achieved 3.3 Assist offenders to determine what support they will need and how they will get this support 3.4 Encourage offenders to find out what information or advice they need 3.5 Contact with offenders and the process determined for support complies with policies, procedures and code of conduct 3.6 Negotiate agreement with offenders on reviewing progress and the consequences of achieving or not achieving progress

A. Assessment Guide

This unit deals with the competencies required to establish with an individual offender the motivation and support for a planned approach to behaviour change based on personal responsibility and accountability. This unit can be assessed in a custodial environment and in the context of community programs and under the conditions of supervision in community corrections.

Range of Applications

The type of contact and negotiation will depend on work roles and responsibilities and could include:

- assessing offender for referral or inclusion in a specific program;
- intervention programs as part of sentencing conditions;
- disciplinary conditions;
- conditions for probation or parole or community release;
- part of a strategy for reducing re-offending;
- part of a strategy for addressing specific risks and needs of offenders.

The nature of the personal goals of offenders will depend on roles and responsibility in offender management and could include addressing:

- re-offending;
- violent behaviour;
- sexual attitudes and sexual violence;
- employment skills and qualifications;
- literacy and language skills;
- social skills;
- life skills;
- managing offending behaviour;
- addressing drug and alcohol abuse/addiction;
- specific court and sentencing conditions;

Negotiation should include conditions in which:

- intervention is a requirement of sentencing;
- offenders are acting on a voluntary and an involuntary basis;
- offenders are uncooperative;
- offenders are hostile and resistant.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment will require demonstration of:

Element 1.

- compliance with the organisation's security policies and operating procedures related to contact with offenders, intervention programs and offender risk management;
- applying knowledge of statutory requirements of court and sentence conditions;
- negotiating with people from all the cultural groups using the service (*KC Communication*);
- negotiation in both formal and informal contact with offenders;
- adapting to the values, needs and circumstances of people from different cultures;
- using formal and informal communication methods;
- using personal, manual and electronic information (*KC Information*).

Element 2.

- establishing and maintaining responsibility with offenders (*KC Problem solving*);
- negotiating agreement for achieving change goals;
- negotiating with hostile and uncooperative offenders;
- maintaining a realistic perspective on change and progress;
- knowledge of support and resources available and the criteria for access and resources (*KC Teamwork*).

Element 2.

- monitoring and responding to positive and negative progress (*KC Planning and organising*);
- giving feedback on expectations and progress;
- maintaining a supportive and professional relationship with hostile and uncooperative offenders;
- maintaining a focus on agreements and change plans.

D. Knowledge

To meet the requirements of this unit applicants must be able to show that they know the following:

The *organisation's policies, procedures, practices, guidelines and standards* about:

- contact with offenders;
- case management;
- programmed intervention;
- referral and specialist support;
- code of conduct;
- duty of care;
- confidentiality;
- freedom of information;
- reporting/offender files;
- use of resources;
- principles of court order/sentence management;
- discipline procedure;
- appeals procedures;
- offender risk assessment and risk management;
- care and safety of high risk offenders.

General understanding of *human behaviour* which includes:

- offending behaviour;
- behaviour control and change;
- factors which effect motivation;
- addictive behaviour;
- mental health conditions;
- peer pressure and control;
- suicide/self abuse;
- the impact of cultural values and expectations on behaviour and relationships.
-
- principles of *specialised communication* such as:
- interviewing;
- negotiation;
- mediation/advocacy with other agencies;
- counselling;
- report presentation;
- cultural awareness.

Sources of information including:

- offender information management system/including court, police, internal service records;
- internal recording and reporting system;
- specialist services/internal and external.

Key people including offender and family, colleagues, community support services, friends.

CSCINT003A Assist offenders to change behaviour

Element	Performance Criteria
1. Support and monitor the progress of change	1.1 Maintain contact with offenders according to program agreements and in a supportive but not intrusive manner
	1.2 Check signs of progress or obstacles and review and adjust intervention plans
	1.3 Consult colleagues working with offenders for information about progress and check information with a range of sources
	1.4 Information to colleagues working with offenders is accurate, comprehensive and designed to promote cooperation in the implementation of change
	1.5 Negotiate and provide support where its need is indicated by progress and obstacles
	1.6 Negotiate and implement penalties and rewards agreed and where beneficial
2. Review the process and outcomes of personal plans	2.1 Identify and match outcomes against the plan and the indicators of progress
	2.2 Give relevant feedback at progressive stages based on the goals and timetables agreed in plans
	2.3 Negotiate new or adjusted goals and timeframes and adjust plans to reflect new agreements
	2.4 Achievements are publicly credited and acknowledged where this is agreed
	2.5 Recognise achievements in personal responsibility and accountability informally and formally.
	2.6 Identify and negotiate new areas of change and development

A. Assessment Guide

This unit is concerned with the competencies to direct behaviour change through structured planning and programs designed to achieve specific outcomes for offenders. This unit may be part of a general case management approach or it may be part of a specialist set of strategies for influencing particular behaviour in offenders. This can be the behaviour, which has caused the offense or it may be risk behaviour associated with detention or community based supervision. This unit should be assessed in conjunction with competencies covering offender assessment, risk assessment, offender case management and intervention programs. Offender participation may be part of a mandatory sentence requirement, or voluntarily and may be inside a secure centre or in the community.

Range of Applications

Applicants for assessment may work in generic offender management programs with offender from a range of behaviour profiles and in the context of different levels and nature of risks or applicants may work in specialist programs with offenders with only one form of offending behaviour or risk management.

The *nature of the intervention programs* will depend on the organisation's offender management policies, the focus of the organisation's programs and the resources available and may include:

- therapeutic programs;
- group work;
- education/learning;
- counselling;
- training/employment programs;
- living skills programs.

The *type of contact and negotiation* with offenders will depend on work roles and responsibilities and could include:

- assessing offender for referral or inclusion in a specific program;
- intervention programs as part of sentencing conditions;
- intervention programs which are part of an offender management process;
- disciplinary conditions;
- conditions for probation or parole or community release;
- part of a strategy for reducing re-offending.

The *nature of the personal goals* will depend on the offender management objectives and strategies of the organisation and the programs operating in the organisation and could include addressing:

- re-offending;
- violent behaviour;
- sexual attitudes and sexual violence;
- addiction, drug and alcohol use;
- social and interpersonal behaviour, relationships, trauma;
- financial management;
- skills and employment;
- mental illness;
- health management;
- self harm and suicide;
- cultural alienation.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

This unit contains extensive underpinning knowledge to reflect the complexity of the inter-personal components of the work and the need to apply performance in a wide range and diversity of offender profiles. Evidence will be determined by selection from the range of

variables, justified in terms of work site requirements, work roles and responsibilities and occupational specialisations.

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Evidence will require a focus on the following performance:

Element 1.

- clear agreements with offenders about goals, process and outcomes (*KC Communication*);
- conducting interviews with offenders for specialist purposes (*KC Planning and organising*);
- establishing a balance between being directive and maintaining offender responsibility and control;
- establishing a balance between being supportive and non intrusive;
- checking and confirming information about offenders with colleagues (*KC Information*);
- reporting to colleagues and team on information about the progress of offenders (*KC Teamwork*);
- operating as part of a complex case management team;
- developing responses which are in proportion to the events.

Element 2.

- giving leadership in the development of personal change plans;
- showing firm and flexible responses to positive and negative developments;
- giving honest and constructive feedback;
- maintaining a focus on personal responsibility;
- assessing needs and promoting change (*KC Problem solving*);

D. Knowledge

Knowledge in this unit is extensive and will require both direct assessment through questioning and presentations of information and inference of knowledge from performance through the application of theory and principles to practice.

To meet the requirements of this unit applicants must be able to show that they know the following:

The *organisation's policies, procedures, practices, guidelines and standards* about:

- contact with offenders;
- case management;
- programmed intervention;
- referral and specialist support;
- code of conduct;
- duty of care;
- confidentiality;
- freedom of information;

- reporting/offender files;
- use of resources.

The principles of *case management* as a behaviour change strategy

Theories of *human behaviour* including:

- offending behaviour;
- anti-social behaviour;
- behaviour control;
- addictive behaviour;
- mental health conditions;
- peer pressure and control;
- suicide/self abuse;
- role of cultural values in determining behaviour and relationships.

Principles of *specialist communication* such as:

- interviewing including motivational interviewing;
- negotiation;
- mediation;
- counselling;
- report presentation;
- cross-cultural communication.

Sources of information including:

- offender information management system;
- internal recording and reporting system;
- specialist services;
- justice information;
- key people including offender and family, colleagues, community support services.

CSCINT004A Assist offenders to change drug and alcohol use

Element	Performance Criteria
1. Assist offenders to identify their need to change	1.1 Strategies for intervention with drug and alcohol behaviour is checked for consistency with the organisation's policies and objectives
	1.2 Information on the client's behaviour and drug/drinking history is gathered from a range of different sources
	1.3 The client is encouraged to review his/her behaviour and experiences with drugs/drinking honestly, realistically and critically
	1.4 The client's past experiences with attempting to control use is confirmed and acknowledged
	1.5 Signs of distress or crisis are responded to promptly according to the context and emergency response guidelines
	1.6 The client is encouraged to assess and explore his/her level of commitment and the effect of incentives and the options for change which exist
	1.7 The client is assisted to identify realistic and achievable goals for change
	1.8 The client is assisted to develop a plan and timetable for action to achieve his/her goals
2. Support clients to meet their goals	2.1 Information and resources required by clients to meet their goals are identified and provided according to availability and priorities
	2.2 Opportunities for the client to develop his/her own resources are encouraged and developed according to the service philosophy, guidelines and programs
	2.3 Significant departure from goals is responded to promptly and reported according to organisation's procedures
	2.4 Individual counselling and group support is allocated or provided according to the client's needs, goals and the suitability of programs available
	2.5 Information on offender progress is gathered from a range of different sources and matched against the goals and action plan

Element	Performance Criteria
2. <i>Support clients to meet their goals</i>	2.6 Changes or adjustments needed are negotiated with the offender and other interests
	2.7 Offender progress is acknowledged and suitable responses are provided
	2.8 Outcomes are documented and reported according to requirements

E. Assessment Guide

This unit is a customisation of Community Services AOD unit: Provide services to clients with alcohol and/or other drugs issues. This unit is concerned with assisting offenders to understand their drug/alcohol use and its role in their behaviour and take responsibility for action to change their use and prevent re-offending.

Assessment can be applied in a combination of training outcomes and performance in the workplace, with the principle evidence developed through performance in routine work functions in the workplace. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with vulnerable offenders.

Range of Applications

The nature of *the program support and referral* will depend on the personal plan of the offender, the focus of the organisation's programs and philosophy and the resources available and may include:

- therapeutic programs;
- group work;
- education/learning;
- counselling;
- training/employment programs;
- living skills programs;
- harm minimisation;
- cultural identity and support.

Support for clients will include

- counselling;
- building trust and rapport;
- personal planning;
- resources to support change strategies;
- referral to programs;
- referral to specialist support;
- advocacy with other services and with family and community support;
- cooperating and collaborating with team members;
- accuracy of recording and reporting;
- responding to emergencies;
- adapting services for suitability and flexibility;
- giving constructive and supportive feedback;
- maintaining professional confidentiality.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment in this element will require evidence of:

Element 1.

- accurate compliance with the organisation's security policies and operating procedures related to contact with offenders;
- applying knowledge of statutory requirements relevant to the work sector and the applicants' roles;
- negotiation in both formal and informal contact with offenders;
- adapting to the values, needs and circumstances of people from different cultures;
- using formal and informal communication methods (*KC Communication*);
- using personal, manual and electronic information (*KC Information*).

Element 2.

- negotiation in both formal and informal contact with clients;
- creating formal and informal opportunities to recognise the achievement of goals (*KC Planning and organising*);
- adapting to the values, needs and circumstances of people from different cultures (*KC Problem solving*);
- using service networks inside and outside the organisation to optimise support and choices (*KC Teamwork*);
- giving supportive feedback and counselling;
- knowledge about the programs available for offenders and their conditions for referral.

D. Knowledge

This unit has extensive knowledge requirements because of the complex nature of the personal interactions and the risk potential. Assessment of knowledge will be through direct questioning and through inference from performance and the transfer of applications across a range of different contexts and requirements

To demonstrate competence in this unit applicants must show that they know:

The *organisation's policies, procedures, practices, guidelines and standards* about:

- alcohol and drug treatment and response and different theories of addiction;
- security and contact with offenders;
- case management;
- interviewing;

- programmed intervention based on behaviour management objectives;
- referral and specialist support;
- code of conduct/Code of ethics;
- duty of care;
- confidentiality of information and Freedom of information;
- reporting/offender files;
- use of resources;
- legal/statutory responsibilities covering illegal substances, prohibited substances, reporting incidents.

The principles of *case management* as a behaviour change strategy.

Theories of human behaviour including:

- offending behaviour;
- behaviour control;
- addictive behaviour;
- mental health conditions;
- peer pressure and control;
- suicide/self harm;
- dominant/submissive roles;
- pro and anti-social behaviour;
- stereotypes of behaviour including social groups, culture, gender and age.

Principles of specialised communication such as:

- interviewing, including special purpose interviews;
- negotiation;
- mediation;
- counselling;
- report presentation.

Sources of information including:

- offender information management system;
- internal recording and reporting system;
- specialist services;
- justice information.

Key people including offender and family/friends, colleagues, community support services, support staff in other services.

CSCINT005A Use group processes to address offending behaviour

Element	Performance Criteria
1. Assess offenders needs and programs	1.1 Consult the history and background of referred offenders and assess their suitability to the program 1.2 Use information about offenders to allocate them to a group according to needs of the offenders and conditions of the programs 1.3 Identify the need for additional groups or programs and check with program purpose and resources
2. Design and coordinate a program of activities	2.1 Check current commitments in time and resources for flexibility and capacity to expand 2.2 Check the objectives, outcomes and processes of group programs for consistency with the organisation's policies and objectives and program outcomes 2.3 Plan a structured sequence of activities and timetable to achieve the objective of the group program within the resources available 2.4 Consult team members for feedback on the planned program and indications of support 2.5 Identify resources needed for the program and allocate according to priorities and availability
3. Manage process and outcomes of the group	3.1 Provide information to groups in a language and style which they will understand 3.2 Negotiate group rules and confirm agreement with groups to encourage commitment, cooperation and active participation 3.3 Check the background of members of the group for indicators of concerns, patterns of behaviour, strengths and barriers and considered in the approach taken 3.4 Encourage members of groups to take responsibility for agreement on objectives, targets and outcomes 3.5 The location of the group meetings promotes comfort, trust, privacy, energy and focus 3.6 Direct the strengths and energy of groups to maintain positive direction, cooperation, achievements

Element	Performance Criteria
3. <i>Manage process and outcomes of the group</i>	3.7 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques
	3.8 Behaviour and mood of members is monitored for signals and anticipated and appropriate responses are provided
	3.9 Information provided to the group is clear, relevant and at a suitable language and comprehension level
	3.10 Your own values are analysed for their impact on your attitudes and interactions and to detect and avoid personalising issues, discrimination and stereotyping

A. Assessment Guide

This unit describes the competencies required to direct the activities, outcomes and processes of a group of offenders for the purpose of achieving the goals of programs designed to address offending behaviour and reducing re-offending

The context of performance will depend on the applicants' roles and responsibility, the organisation's intervention programs and case management system and the conditions required by:

- case management;
- programmed intervention;
- classification and review;
- court and sentencing conditions;
- need and risk assessment;
- reporting and referring to specialists;
- protective care;
- high risk offenders;
- routine and specific reports;
- review of sentence plan and conditions;
- monitoring behaviour and security supervision;
- adult learning principles;
- specialist content.

Assessment of performance will require demonstration:

- with groups of the same cultural background and groups of different cultural background;
- with formal and informal groups;
- with groups in custodial settings or with groups in community based programs.

Assessment of communication will require demonstration of:

- information prepared and provided by others;
- information prepared by the applicant;
- written and spoken information;
- applying all the communication techniques listed in the underpinning knowledge.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing through questioning about observed performance or inferred from performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment will focus on evidence which demonstrates performance of;

For element 1.

- using complex communication strategies to have a positive impact on group dynamics and process and on achieving specified outcomes (*KC Communication*);
- planning of group based programs strategically to achieve program outcomes (*KC Planning and organising*);
- creating an environment for motivation, cooperation and behaviour change;
- using offender information for assessment of needs and issues (*KC Information*);
- assessing offending background and behaviour for potential for group intervention (*KC Problem solving*);
- encourage the expression of issues, concerns, problems and developments and the positive benefits of change.

For element 2.

- using a wide range of complex communication strategies with a group;
- analysing behaviour and experience for the cause of unacceptable behaviour and potential problems;
- analyse and respond to group dynamics;
- encouraging the expression of issues, concerns, problems and developments and the positive benefits of change;
- using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes.

D. Knowledge

In order to meet the performance criteria of this unit applicants will demonstrate the following underpinning knowledge:

- Principles of communication for specified outcomes, including:
 - empathetic listening;
 - meaning and impact of body language;
 - effect of tone of voice;
 - use of reframing concepts;
 - eye contact;
 - interpreting hidden and complex messages;
 - use of paraphrasing;
 - giving feedback;
 - effects of open questions;
 - use of reflection, review and debriefing;
 - impact and meaning of your own body language;
 - use of role play and scenarios in group work;
 - one-way and two-way communication;
 - facilitation of interaction and participation.

- Principles of group dynamics and interaction including:
 - effect of process;
 - differentials in power;
 - empathy/ identification;
 - engineering engagement;
 - trust building;
 - challenging.

- Principles of interviewing and counselling.

- Issues which relate to the common focus of the group such as
 - drug use;
 - addiction;
 - anger;
 - violence;
 - domestic violence, sexual offences;
 - emotional and social development.

- sentencing conditions and requirements;
- principles of learning and behaviour and attitudinal change;
- understanding of your own values and attitudes and their impact on your work and relationships.

CSCINT006A Use therapeutic processes in groups to address offending behaviour

Element	Performance Criteria
1. Facilitate group processes	<p>1.1 Research the history, background and cultural factors of members of the group for assessment of suitability for the group according to agreed criteria</p> <p>1.2 Encourage group members to explore their expectations of programs honestly and realistically</p> <p>1.3 Promote group cohesion using a range of leadership techniques</p> <p>1.4 Openly acknowledge hostile responses to participating in programs and deal with resistance using group processes</p> <p>1.5 Use group dynamics to influence positive attitudes and expectations</p> <p>1.6 Explore behaviours and attitudes in the group and negotiate agreement on acceptable behaviours and group rules</p> <p>1.7 Encourage and model positive and open communication deal with conflict fairly and constructively</p> <p>1.8 Clearly define confidentiality and strategies which develop trust, confidence and supportive relationships are promoted</p>
2. Create a safe emotional environment	<p>2.1 Manage the environment of the group to encourage trust and self reflection</p> <p>2.2 Use information to establish empathy and safety of expression</p> <p>2.3 Use questioning methods to encourage deeper exploration of emotions and experiences and encourage reflection, honesty and responsibility</p> <p>2.4 Manage group processes and group interaction to create and maintain safe exploration of thoughts and feelings</p> <p>2.5 Acknowledge attitudes, beliefs and experience and challenge expressions of issues to promote honesty and self awareness</p> <p>2.6 Explore values, beliefs, attitudes and behaviour to promote self analysis</p>

Element	Performance Criteria
2. <i>Create a safe emotional environment</i>	2.7 Use questions to give participants the opportunity to explore underlying emotions and their origins
	2.8 Use communication strategies such as silence to encourage participants to experience the effects of their feelings
	2.9 Use questioning to encourage participants to explore and acknowledge their fears and concerns
	2.10 Model and promote group interaction which supports the safe exploration of thoughts and feelings
	2.11 Response to participants is culturally sensitive as well as honest and challenging
3. Support the expression of individual goals	3.1 Engage participants in exploring their reasons for participating in programs and their expectations for outcomes and change
	3.2 Facilitate participants' self awareness through reflection and analysis of thoughts and feelings
	3.3 Use motivational interviewing strategies to enable participants to compare and contrast their life goals with current reality
	3.4 Encourage participants to explore, define and expand their goals
	3.5 Encourage participants to identify personal goals which are consistent with non-offending behaviour
	3.6 Encourage participants to analyse their own and other's attitudes, beliefs, values and behaviour
	3.7 Encourage participants to review their goals at strategic stages in the program
	3.8 Use review of goals to strengthen commitment to change
	3.9 Use review of goals to confirm commitment or modify expectations
	3.10 Encourage participants to evaluate progress in order to develop further strategies for action

Element	Performance Criteria
4. Support progress to achieve individual goals	4.1 Contradictions in beliefs, attitudes, values and goals are identified, brought into focus and analysed
	4.2 Participants are encouraged to move beyond superficial responses and levels of self reflection
	4.3 Participants are encouraged to analyse their values, beliefs and behaviours which either reinforce or challenge their experience in offending
	4.4 Participants are encouraged to recognise the contradictions in their beliefs, attitudes and values
	4.5 Participants are encouraged to use reasoning to recognise the decisions and changes needed to assist them to achieve their goals
	4.6 Group dynamics are used to focus on and acknowledge each participants barriers to change
	4.7 Group dynamics are used to promote individual choice and control over the barriers blocking change
	4.8 Group dynamics are used to generate participants' changes in thoughts and behaviour and acceptance of non-offending life-style
	4.9 The objectives, outcomes and processes of the group are checked for consistency with the organisation's policies, objectives and program outcomes
	4.10 Records of participation and progress are maintained according to organisation's requirements and issues are reported where required or necessary

A. Assessment Guide

This unit covers the competency required to apply therapeutic techniques with offenders aimed at promoting responsibility and behaviour change. This will generally be performed within the context of specific prioritised offences and behaviour.

The context of performance will depend on the applicants' roles and responsibility, the organisation's intervention programs and case management system and the conditions required by:

- case management;
- programmed intervention;
- classification and review;
- court and sentencing conditions;
- need and risk assessment;
- reporting and referring to specialists;
- protective care;

- high risk offenders;
- routine and specific reports;
- review of sentence plan and conditions;
- monitoring behaviour and security supervision;
- adult learning principles;
- specialist content.

Assessment will require demonstration:

- with groups of the same cultural background and groups of different cultural background;
- with formal and informal groups;
- with groups in custodial settings or with groups in community based programs.

Assessment will require demonstration of:

- information prepared and provided by others;
- information prepared by the applicant;
- written and spoken information;
- applying all the communication techniques listed in the underpinning knowledge.

Range of Applications

Assessment will require demonstration of a range of the following *group techniques*:

- motivational interviewing;
- use of silence;
- techniques to build trust with the group and within the group;
- use of and interpretation of body language and non-verbal messages including eye contact;
- use of language to create specific impact;
- varying the use of language for specific purposes;
- provoking interaction between group members;
- managing interaction between facilitators and group members;
- setting up small group interactions;
- varying techniques according the stages of the groups existence;
- using feedback techniques;
- changing style and methods to have specific impact.

Goal setting will include:

- objectives;
- targets;
- benchmarks;
- measures;
- reviews;
- adjustments;
- special considerations;
- tackling obstacles;
- resources.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 3. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment will require evidence of the following performance:

Element 1.

- establishing agreement on rules of behaviour and attitude (*KC Teamwork*);
- establishing agreement on purpose and rules of participation (*KC Problem solving*);
- using group management techniques to influence group dynamics for positive outcomes;
- challenging hostile, negative and unacceptable behaviours and attitudes;
- tackling barriers including those arising from involuntary participation (*KC Planning and organising*);
- modelling honesty, respect, frankness and clear communication (*KC Communication*);
- applying information from checking individuals' details (*KC Information*).

Element 2.

- proving information about the boundaries of confidentiality;
- acknowledging the expressed feelings of participants;
- reading accurately and responding suitably to the body language of participants;
- clarifying boundaries of self disclosure;
- acknowledging the effects of disclosure and responding in a supportive and constructive way;
- using self disclosure in a timely and controlled way to further trust and increase awareness in participants;
- using questions which facilitate the emergence of underlying thoughts, emotions and experiences;
- providing experiences and opportunities for participants to explore underlying feelings and emotions;
- making use of silence to encourage participants to experience the effects of their feelings;
- exploring and acknowledging the fears and concerns expressed by participants;
- promoting group interactions that support the safe exploration of thought and feeling and past experiences;
- using culturally sensitive responses.

Element 3.

- focusing on participants' choice and responsibility;
- using motivational techniques and strategies;
- assessing commitment and reality and challenging inconsistencies;
- giving frank and honest expression of thoughts and feelings.

Element 4.

- identifying contradictions and gaps in congruency;

- getting agreement on clear and concrete goals to change offending behaviour;
- getting agreement on the contradictions;
- moving participants towards rational analysis of experiences and behaviour;
- maintaining focus on change;
- maintaining individual responsibility, choice and control;
- identifying and challenging barriers to change;
- encouraging honest and realistic self reflection and analysis.

D. Knowledge

Knowledge is specific to the corrections therapeutic environment, specific to enterprise requirements and statutory and will include significant components of the following:

Justice specific knowledge:

- the statutory requirements of court and sentencing orders and conditions, Parole Board conditions, pre-release conditions and alternative sentencing conditions;
- criminogenic factors influencing attitude and behaviour change, rehabilitation and reduced risk of reoffending;
- community and political context and its influence on attitudes about crime, criminal behaviour, punishment and rehabilitation.

Program specific knowledge:

- the *organisation's policies, objectives and program* requirements for addressing offending behaviour using a therapeutic approach;
- the organisation's criteria and protocols for suitability for programs and conditions for referral to programs within the organisation and in other agencies;
- *AOD Harm minimisation* – the range of approaches used to prevent and reduce the harms caused by drug and alcohol use and the likelihood of re-offending;
- *feminist theories of power* and their analysis of domestic violence including the abuse of power by men as a result of patriarchal social structures;
- *narrative intervention techniques* which use personal stories and language to give understanding and meaning to events and experiences and the use of alternative stories to support change;
- *partnership accountability* which makes practice open to those who have an investment in the outcomes of the intervention and a recognition of and by dominant groups of their power and commitment to checking out how others view situations;
- *restorative justice programs* in which justice shifts from seeing crime as an offence against the state to treating it as an offence against people and relationships and tackling reconciliation and restitution at the human relationship level;
- *alternative justice programs* which focus on the offending behaviour and how to change it or require that the offender make reparation rather than automatic incarceration.

Behaviour theories and therapeutic responses including:

- *cognitive behavioural theory* which emphasises the way that people's thinking affects their behaviour and how thinking patterns can be changes to improve problem solving skills and give people acceptable and constructive alternatives to harmful and illegal behaviour;
- *human development* which uses knowledge of the ways in which common human behaviours and change during a life span and the way priorities evolve through the stages of life;
- *systems theory* which focuses on the interdependence of individuals, families, groups, organisations, environments and cultures as an explanation of how people operate and interrelate;

- *motivational interviewing* which uses tactical and strategic persuasion to increase an individuals motivation by generating arguments for change from the individual;
- *therapeutic group work* relies on knowledge of how the energies of the group members can be mobilised and channelled to help each other and to increase responsibility and control;
- *criminogenic factors in needs assessment* which uses testing of specific factors to determine appropriate intervention strategies;
- *reflective practice* uses analysis of personal practice for increased self awareness and professional development;
- *grief and loss theories* explain how grief reactions to loss can result in a range of behaviours requiring consideration in the design of intervention and response.

CSCINT007A Co-ordinate intervention strategies for offenders

Element	Performance Criteria
1. Develop intervention programs	<p>1.1 Identify the need for programs for offenders and check the suitability of existing programs with available information and consultation with colleagues</p> <p>1.2 Provide support to existing community networks and agencies and encourage them to develop programs to meet offenders needs</p> <p>1.3 Explore the availability of resources and develop strategies to acquire adequate and relevant resources</p> <p>1.4 Develop liaison protocol collaboratively with community agencies to ensure that the offender's interests are reflected in the design and delivery of programs</p> <p>1.5 Review the effectiveness of programs with offenders and program staff and make adjustments to ensure that outcomes are achieved</p> <p>1.6 Program and offender details are documented and reported according to organisational and program requirements</p> <p>1.7 Monitor and review offender progress and report issues and development to programs</p>
2. Match offender with existing programs	<p>2.1 Identify and assess offenders needs against the services and criteria of existing programs</p> <p>2.2 Consult community or specialist agencies about available programs and advocate for the interests of offenders</p> <p>2.3 Gather information about a range of suitable community services routinely and check it for current accuracy and relevance</p> <p>2.4 Clarify protocol and guidelines for access to programs and involve offenders in determining suitability and preferences</p>
3. Encourage responsibility and involvement	<p>3.1 Confirm the objectives of programs in meeting statutory requirements, sentence plan and personal goals of offenders</p> <p>3.2 Acknowledge the responsibilities of offenders in determining and achieving their personal goals and reinforce this throughout implementation strategies and procedures</p>

Element	Performance Criteria
3. <i>Encourage responsibility and involvement</i>	3.3 Identify and assess offender obstacles and potential resistance to cooperating with service provision to determine appropriate strategies
	3.4 Encourage and support offenders through appropriate allocation of resources and services and routine review of progress
	3.5 Support and maintain the active involvement of offenders in the implementation and review of program goals and strategies
4. Evaluate effectiveness of programs	4.1 Supervise offenders with least disruption and interference to person and routine
	4.2 Create opportunities for formal and informal exchange of information on progress and well being of offender
	4.3 Note signs of stress and anxiety and behaviour indicating problems with compliance and investigate and report to appropriate services
	4.4 Organise structured opportunities for offender feedback and reports on progress
	4.5 Participation in meetings is constructive, honest, relevant and comprehensive
	4.6 Reports are accurate, provided in the time required and contain honest, complete and substantiated information and recommendations
	4.7 The program is regularly monitored against an agreed plan, objectives and outcomes
	4.8 Feedback from offenders and others involved is actively sought at regular intervals and used to inform the design of the program
	4.9 Proposed changes are identified and assessed, discussed with relevant people and implemented where determined
	4.10 Information provided by those involved is recorded accurately and comprehensively

A. Assessment Guide

This unit is concerned with the competency required to link offenders with appropriate community services and programs to ensure that court orders statutory requirements and sentence objectives are implemented

Assessment can be applied in a combination of training outcomes and performance in the workplace and on work sites in the community, with the principle evidence developed through performance in routine work functions. Where this unit specifies performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders in the community.

Range of Applications

Programs may be developed and delivered inside and outside a detention centre or in the general community and may be the responsibility of the organisation or in partnership with other agencies or entirely the responsibility of an independent agency.

Community programs may include:

- those developed and managed by the community;
- those provided by other agencies and services;
- those developed and supported by the worker as part of their responsibility;
- those managed by the Correctional department;
- those designed for preventative purposes;
- those designed to ensure sentence requirements are met;
- those designed for rehabilitation and post sentence support.

Offender needs may include:

- offending behaviour;
- literacy/basic skills;
- pre-release;
- intervention;
- living skills;
- behaviour change/management;
- violence/anger management;
- disabilities;
- drug and alcohol/addiction;
- health/fitness/hygiene;
- training/education;
- employment;
- cultural and family support;
- legal.

Resources will include:

- key people in the community and agencies who can provide supervision of offenders on community placement;
- funding sources inside and outside the organisation;
- resource and funding submissions;
- independent or collaborative.

Evaluation and review will be by both an on-going and structured processes.

Reporting will be by both formal and informal processes.

Key Competencies

This unit incorporates the Key Competencies Communication, Information Management, Teamwork, Planning and Organising, Problem Solving at Level 2. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge testing through questioning about observed performance or inferred from performance;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Assessment of this unit will require evidence of the following performance:

- knowledge of a range of agencies within and outside the organisation providing programs for offenders and criteria and conditions for service;
- knowledge of the organisation's offender risk management system;
- knowledge and coordination of the organisation's offender or case management model;
- using a range of network and consultation strategies with colleagues inside and outside the correctional organisation (*KC Teamwork*);
- knowledge of the organisations strategic plans and objectives which relate to the use of programs and services for offenders to achieve the outcomes required (*KC Planning and organising*);
- liaising with a wide range of professional and specialist service providers;
- using the organisation's information management system (*KC Information*);
- using communication strategies for counselling and negotiation (*KC Communication*);
- using relevant review and evaluation techniques to determine the effectiveness of programs (*KC Problem solving*).

D. Knowledge

Assessment of this unit requires demonstration of knowledge and understanding:

- comprehensive range of community and organisation services related to the needs and interests of offenders;
- organisation's objectives, targets and priorities for offender risk management and programs;
- programs and resources relevant to offender development;
- principles and models of community development and its role in offender support and rehabilitation;
- organisation's policies, procedures and objectives related to court orders, relationship with community and other service agencies;
- key people in the local community and community agencies and services;
- networks and liaison protocol;
- effective communication strategies including cross cultural.

CSCINT008A Assess offenders risks and needs

Element	Performance Criteria
1. Observe offender behaviour and presentation	<p>1.1 Note the offenders' emotional state within the context of their known personal histories and circumstances</p> <p>1.2 Observe the offenders' physical presentation, note discrepancies and inconsistencies and review your observations against other information</p> <p>1.3 Research and check information about the offenders' histories, behaviour and emotional state from analysis of their information and behaviour and from offender files and reports</p> <p>1.4 Explore the offenders' perception of their situation through questioning and their responses to information</p> <p>1.5 Determine a general assessment of functioning according to recognised criteria and note indicators of impairment</p> <p>1.6 Use a range of communication strategies to develop understanding of offenders' experiences and attitudes</p>
2. Analyse nature and degree of risk	<p>2.1 Check and confirm the offenders' understanding of the nature of their circumstances using a range of communication and analysis strategies</p> <p>2.2 Explore the offenders' perceptions of their capacity to influence their situation and evaluated this for realistic and effective expectations</p> <p>2.3 Check the offenders' abilities and skills to handle or to function within their situations and evaluate this for degree of risk to health and welfare</p> <p>2.4 Identify current factors which would work for or against change and assess them for significance to programs and services</p> <p>2.5 Explore and determine the offenders' perceptions of the roles of influential and relevant people and systems</p> <p>2.6 Identify and acknowledge the offenders' capacity to recognise and understand their situation and adapt according to new requirements and perceptions of the correctional environment</p> <p>2.7 Identify the offenders' motivation to change and assess this according to level of reality , expectations and experiences</p>

Element	Performance Criteria
3. Determine intervention	<p data-bbox="564 253 1430 394">3.1 Identify intervention strategies based on offenders' ability and potential to cope with their situation and assessed resources and barriers relevant to their offending behaviour and risks</p> <p data-bbox="564 427 1430 607">3.2 Determine the offenders' receptivity, level of awareness of their situation, openness to new information and capacity to learn and make behavioural changes from a range of observation, checking of information and communication strategies</p> <p data-bbox="564 640 1430 819">3.3 Assess the offenders' risk factors and the nature of the offending behaviour and make recommendation on intervention strategies and referral according to degree of urgency, available programs and services and offender suitability</p> <p data-bbox="564 853 1430 954">3.4 Negotiate conditions of intervention with key people and agencies and with offenders in a manner which encourages agreement and cooperation</p> <p data-bbox="564 987 1430 1088">3.4 Provide advice and information to offenders in language and style designed to effect understanding and reassurance and to minimise anxiety, stress and confusion</p> <p data-bbox="564 1122 1430 1261">3.5 Include records of the offenders' presentation and all relevant information in offenders' files and relevant case notes and report to other agencies as required by organisational guidelines and practice.</p>

A. Assessment Guide

This unit applies to specialist offender assessment staff, responsible for structured assessment and review of offenders for the purposes of identifying immediate and longer term risks and needs and ensuring allocations and referrals to suitable and effective intervention and support services. The unit may apply to the work of a staff in an assessment unit who are actively involved in the offender assessment and review process and activities as well as supervising team members who conduct assessment.

Range of Applications

Relevant procedures will cover:

- the purpose, objectives and performance outcomes of offender management;
- court orders and sentence plans;
- compliance requirements;
- breaching procedures;
- intervention policies and programs and their conditions for inclusion;
- disciplinary procedures;
- offender classification;
- recording and reporting requirements;

- disclosing specific information/intelligence;
- confidentiality and authorising transfer of information;
- referral and protocol of liaising with other services;
- using complaints/grievance processes;
- freedom of information policy;
- appropriate relationships with offenders;
- duty of care;
- code of conduct.

Requirements and conditions of service provision include:

- rights, roles, responsibilities, decision making processes, accountability and outcomes;
- purpose and nature of risk assessment and the methodology and mechanisms used;
- options for needs and priorities based on services and resources;
- impact of statutory mandates on interventions, offenders and interested others;
- the impact of value systems of workers, offenders and key people on processes and outcomes;
- information management and processing;
- organisational accountability.

Supervision roles and responsibilities will depend on the conditions required by:

- offender/case management models and practice;
- staff supervision and line management;
- programmed intervention policies;
- offender classification and review;
- need and risk assessment;
- reporting and referring systems;
- protective care;
- routine and incident reports;
- review of sentence plan;
- investigations.

Assessment processes will include:

- integration of expertise of relevant stakeholders and other service deliverers;
- negotiated and agreed purposes and operational processes;
- a range of strategies to address different levels of risk;
- appropriate resource and service allocations;
- agreed responsibilities and accountability;
- realistic and agreed indicators of effectiveness;
- rights and responsibilities of client.

Approach to *assessment of risk* will depend on the nature and degree of the risks and will include risk of:

- suicide/self-harm;
- risk from others;
- physical injury;
- risk to others;
- illness/infection;
- sexual abuse;
- risk taking/death;
- criminal actions;
- drug abuse/substance abuse;
- anger management;

- domestic violence;
- nature of the offence;
- potential for repeat offence/re-offending.

Responses to risk will depend on the nature and degree of the risks and will include:

- individual counselling;
- group therapy;
- group support;
- referral to external specialists and agencies;
- special monitoring;
- referral to special units;
- specialist assessment;
- medical treatment;
- internal support such as buddy systems.

Needs may include

- literacy/basic skills;
- living skills;
- special accommodation;
- behaviour change/management;
- addiction services - alcohol and drug, gambling;
- health/fitness/hygiene;
- mental health;
- disabilities - physical, intellectual, sensory, developmental;
- training/education;
- employment;
- family support;
- relationship development;
- legal advice representation;
- cultural support.

B. Evidence Guide

Assessment of this unit will be based on evidence drawn from a combination of:

- Knowledge testing and simulation exercises conducted in a training program;
- Knowledge tested or inferred from explanations and performance in work place applications;
- Observation of performance in routine workplace activities;
- Documentation and products produced as part of routine work activities;
- Observation and documentation from specially conducted assignments based on routine work requirements;
- Observations from supervisors, colleagues and clients.

C. Key Evidence Requirements

Evidence is required of performance in the following:

- routine and special assessment of offenders;
- checking and analysing information for assessment of risks, special needs and developmental levels;
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of offenders;
- preserving the rights and responsibilities of offenders and their safety and welfare;
- supporting staff and protecting their safety and welfare;

- providing supervision and case management strategies based on assessed risk and justifiable priorities;
- making decisions based on knowledge of the impact of cultural and personal values on behaviour, expectations and program objectives;
- responding to risks and incidents of varying degrees of severity;
- adapting service/program responses to different special needs;
- using clear, suitable and accurate communication;
- developing and analysing actions appropriate for case plans;
- collecting and analysing information;
- documentation of offender information and case plans;
- compliance with the organisation's security policies and operating procedures related to contact with offenders;
- applying knowledge of statutory requirements relevant to the work sector and applicants' roles;
- communicating assessment requirements in both formal and informal contact with offenders and key stakeholders;
- taking into account the values, needs and circumstances of people from different cultures
- using personal, manual and electronic information;
- using support and resources available and applying the criteria for access;
- monitoring and responding to positive and negative progress;
- giving feedback on expectations and progress;
- maintaining a supportive and professional relationship with staff and support agencies;
- maintaining a focus on agreements and behaviour outcomes;
- identifying limits of role and taking actions to contact appropriate support people;
- presentation of assessment information in informal and formal settings.

D. Knowledge

Knowledge is specific to the corrections environment, specific to enterprise requirements and statutory context of the organisation, the judicial system, the context of offender assessment in the organisation and the applicants' roles and responsibilities.

To demonstrate competence in this unit applicants should be able to show that they have the following knowledge:

- all organisational policies, procedures and guidelines related to case management and offender programs and services;
- indicators of risk to offenders including indicators of:
 - suicide;
 - mutilation/self harm;
 - physical violence;
 - mental illness;
 - sexual abuse;
 - addiction and drug use;
 - eating disorders;
 - inappropriate relationships/sexual behaviour;
 - provocative actions/behaviour;
 - intellectual development/brain damage;
 - personality issues/aberrant behaviour/deviance psychological in the context of the prison environment;
 - cultural isolation and alienation/language barriers;
 - withdrawal/depression;
- procedures and requirements for offender assessment reporting including work site information processing and the organisation's offender information system;

Legislation relevant to applicants' roles and responsibilities and service guidelines such as:

- accountability including recording and reporting offender information;
- offender risk management model and process;
- breaching/disciplinary procedures and processes;
- responding to risk assessment;
- access to information and restriction of access;
- appropriate relationships with offenders;
- appropriate relationships with staff and colleagues;
- the rights and responsibilities of offenders;
- protocols for referral to specialist and support agencies;
- special needs.
- the organisation's codes of conduct or code of ethics/duty of care;
- the range of specialist support services and programs available to offenders ;
- processes for getting advice and assistance when there are problems;
- knowledge of cultural practices which will have an impact on decisions made about flexibility and allowances, additional support and special programs;
- the impact of cultural and personal beliefs on values, relationships, attitudes and behaviour;
- knowledge of cultural prohibitions which have an impact on physical contact, relationships and communication.

Correctional Services

Training Package

CSC01

Units from other industries' Training Packages

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PML SAMP 300 A Handle and transport samples

Unit descriptor: This unit of competency covers the ability to pick up and transport samples in accordance with enterprise procedures designed to ensure that subsequent test results reflect the state of a sample source at the time it was sampled. The person transporting the samples is not responsible for sampling or testing.

Element	Performance Criteria
1. Prepare for sample pickup	1.1 Confirm pickup sequence with supervisor
	1.2 Check that vehicle and communication devices are in working order
	1.3 Check that required transport containers and materials are in the vehicle
2. Pick up samples	2.1 Confirm the number and nature of samples to be picked up on arrival
	2.2 Ensure samples match paperwork
	2.3 Apply enterprise requirements to the transport of biological samples
	2.4 Alert laboratory personnel to any special needs that are identified on sample documents
	2.5 Complete required documentation at pickup point
	2.6 Stow samples at the required temperature in the specified transport containers.
3. Transport samples	3.1 Drive in a safe manner at all times
	3.2 Check sample viability during transport where required, avoiding unnecessary handling
	3.3 Deliver samples to reception point in accordance with enterprise procedures
	3.4 Maintain confidentiality of all information
	3.5 Clean up spills using appropriate techniques to protect personnel, work area and environment
	3.6 Report any misadventures to supervisor

Element	Performance Criteria
4. Maintain equipment	4.1 Maintain vehicles according to enterprise requirements
	4.2 Maintain state of transport containers to ensure they are fit for purpose
	4.3 Requisition stocks of consumable material as required
	4.4 Replenish stocks of collected equipment at collection centres.

Range of Variables

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may be applied to all industry sectors covered by this Training Package.

This unit of competency describes the pickup and transport of samples of biological or non-biological nature. The unit also describes skills and knowledge required of a courier who may or may not collect samples. Sample collection is covered in other units of competency.

The worker would have access to:

- enterprise protocols regarding customer liaison and communication;
- vehicle log book;
- protocols for use of pagers, mobile telephones and two way radios;
- precautions for safe handling and handling of biological materials;
- precautions for the transport of volatile and unstable fluids;
- incident/accident report forms;
- spillage and waste containment and disposal protocols and containment materials.

Where a laboratory routinely posts or couriers samples for testing, the International Air Transport Association (IATA) Dangerous Goods Regulations and Australia Post Regulations must be met.

Updating information

Changes in codes of practice and applicable standards should be noted.

Evidence Guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

Critical aspects of competency

Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package.

Competency must be demonstrated in the ability to safely pick up and transport samples to a reception centre for processing or testing and/or further referral within the required timeframe. In particular, the assessor should look to see that the candidate can:

- plan the picking up of samples in conjunction with a supervisor;
- prepare the vehicle for the required journey
- check communication devices so contact is possible between the courier, reception centre, and routine pick up locations (as necessary);
- deal with individuals, customers, clients and reception staff effectively and courteously;
- record details of sample exchange in relevant sections of chain of custody forms (as required);
- maintain the integrity of collected samples during transport;
- contain and clean up spillage or breakage;
- use appropriate techniques and equipment to safely dispose of waste material;
- maintain confidentiality in all aspects of work;
- report difficulties and misadventure to supervisors.

Essential knowledge

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain:

- the relationship between effective communication with clients and customers and enterprise business;
- the need for appropriate and timely transport;
- labile nature of biological and environmental samples;
- effects of heat or cold, or changes in environment conditions on samples;
- possible infectivity of biological material;
- procedure for the containment and clean up of spillages and breakages;
- need for efficient waste containment and disposal practice;
- need for maintenance of equipment used in the processes of handling and transporting samples.

Assessment context

This unit of competency is to be assessed in the workplace or simulated workplace environment.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites. Individual enterprises may choose to add other relevant prerequisites.

Assessment methods and resources

The following assessment methods are suggested:

- direct observation of work as a sample courier;
- journal or rostered activities;
- oral or written questions to assess underpinning knowledge or handling of unforeseen circumstances;
- simulated role plays between a courier and personnel at a sample reception desk or customer's pickup centre..

Resources may include:

- vehicle;
- standard operating procedures;
- communication devices;
- sample containers;
- sample transport containers.

This competency in practice

Correctional work sites making use of this competency may choose to include scenarios which describe the work functions and references expected from candidates for assessment of this unit.

Key Competencies

This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicate ideas and information	Collecting analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1.	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

PML SAMP 400 A Obtain representative samples in accordance with a sampling plan

Unit descriptor This unit of competency covers the ability to obtain a range of samples that are representative of the source material in a state suitable for further processing and testing.

Element	Performance Criteria
1. Prepare for sampling	1.1 Receive and confirm instructions from appropriate sampling plan, safety procedures and reporting procedures
	1.2 Select sampling equipment and conditions to preserve sample integrity during collection, storage and transit
	1.3 Ensure equipment is in working order
	1.4 Confirm the procedure and frequency of sampling in accordance with enterprise requirements and/or relevant standards
2. Obtain the samples	2.1 Inspect materials to ensure materials are fit for sampling
	2.2 Recognise and report atypical observations made during sampling
	2.3 Collect samples ensuring that sample types, sampling locations and sampling times are in accordance with sampling plan
	2.4 Record all information in accordance with chain of custody requirements
	2.5 Maintain the integrity of the samples and source during sampling
3. Prepare samples for testing	3.1 Prepare samples to ensure that they are representative
	3.2 Follow approved safety procedures to limit hazard or contamination to self, work area and environment
	3.3 Prepare sample for transport in accordance with hazardous goods legislation
4. Store backup samples	4.1 Prepare subsamples as a backup
	4.2 Label backup samples and record information to maintain chain of custody

Element	Performance Criteria
5. Dispose of waste and surplus/spent samples	5.1 Dispose of waste and surplus/spent samples in accordance with enterprise procedures
	5.2 Clean equipment, containers and work area in accordance with enterprise procedures

Range of Variables

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

Cross industry variables

The following variables may be applied to all industry sectors covered by this Training Package.

A *representative sample* is a sample obtained using a suitable sampling technique, which may include subsampling, to provide an accurate representative of the original source or population.

This unit of competency may cover laboratories or processing sites which may involve:

- a range of sampling plans, tests and procedures, which apply to the enterprise site, plant laboratory or field sites;
- different products/materials;
- a range of sampling points;
- test methods and enterprise procedures, which may be written to meet enterprise and/or regulatory/certifying body requirements.

Samplers usually have access to information such as:

- enterprise procedures;
- material safety data sheets (MSDSs)
- Australian Standards;
- enterprise sampling schemes and sampling plans;
- enterprise recording and reporting procedures.

Sampling tools and equipment may include but are not limited to:

- shovels;
- sampling frames;
- sampling tubes;
- front-end loader;
- weighted sample bottles;
- dip tubes;
- spears;
- flexible bladders;

- syringes;
- access valves;
- sample thief;
- bottles, plastic containers and disposable buckets;
- scalpel or surgical knife;
- traps and cages;
- sterile containers, pipettes, inoculating loops, disposable spoons.

Maintenance of the integrity of samples could include:

- appropriate containers:
 - glass
 - plastic
 - amber
 - opaque
- sampling tools;
- preservatives (such as sodium azide, toluene or antibiotics);
- wrapping container in foil
- temperature control, which may involve insulation of samples without direct contact with coolant;
- transfer of sterile samples into sterile container;
- monitoring of storage conditions.

Updating information

Changes in codes of practice and applicable standards should be noted.

Evidence Guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

Critical aspects of competency

Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package.

Competency must be demonstrated in the ability to follow a sampling plan to collect a sufficient representative sample that has been properly labelled and has the intact properties of the original sample source.

In particular, the assessor should look to see that the candidate is able to:

- take the specified quantity of sample to enable all processing and testing to occur and backup samples to be stored;
- obtain a sample that is representative to the rest of the material not sampled;

- preserve or protect the sample to minimise change by closely adhering to procedures;
- supply enough information on the label to link the sample to its origins in the bulk material;
- identify atypical materials and samples and take appropriate action;
- maintain sampling equipment in appropriate condition;
- complete sampling records;
- follow safety regulations;
- follow relevant legislative requirements for the disposal of waste and the preservation of the environment.

Essential knowledge

Cross industry

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain:

- the links between correct OHS procedures and personal and environmental safety, particularly at high risk sites;
- the basic principles of sampling including:
 - representative samples
 - preserving integrity of samples
 - maintaining identification of samples relative to their source
 - cost effectiveness of sampling
 - consistency of sampling procedures
- characteristics of product/material to be sampled and likely contaminants;
- links between quality control, quality assurance and quality management systems and sampling procedures;
- workplace procedures dealing with legislative requirements for the handling, labelling and transport of hazardous goods.

Assessment context

This unit of competency is to be assessed in the workplace or simulated workplace environment.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PML DATA 300 A – Process and record data
- PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites.

Assessment methods and resources

The following assessment methods are suggested:

- observation of the candidate taking a range of samples;
- feedback from peers, customers, and supervisors that sampling plans are followed;
- examples of workplace documentation completed by the candidate;
- questioning to assess underpinning knowledge.

Resources may include:

- variety of sample types
- sampling plans
- a selection of sampling containers and sampling equipment.

This competency in practice

Correctional work sites making use of this competency may choose to include scenarios which describe the work functions and references expected from candidates for assessment of this unit.

Key Competencies

This information refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicate ideas and information	Collecting analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1.	Level 2	Level 2	Level 1	Level 2	Level 1	Level 1

CHCCM1A Undertake case management

This unit is under review by the CSHTA.

Element	Performance Criteria
1. Monitor offender needs and services	1.1 Offenders' needs are provide for according to the case plan
	1.2 Contributions to the design and the modifications to the case plan are based on continuous monitoring of offender progress
	1.3 Progress is reviewed with offenders and relevant people, and fed into case review processes
2. Promote offenders' development	2.1 Intervention and structured activities for offenders is consistent with the case plan
	2.2 Opportunities for enhancing development are identified with offenders and their involvement is encouraged
	2.3 Barriers to motivation and participation are identified and strategies are developed with offenders to overcome them
	2.4 Communication is used to promote involvement in developmental activities
	2.5 Feedback on offenders' progress and involvement in activities is provided to all relevant parties and reported to case meetings
	2.6 Encouragement, reinforcement and feedback is provided to offenders to maximise progress towards outcomes

A. Assessment Guide

This unit covers the competencies required to carry out specific activities in a case/care plan. This unit is an approved customisation of unit CHCCM1A Undertake case management from the Community Services Training Package.

Performance in this unit will be determined by the organisation's case management model and process. Assessment will be based on the application of the organisation's procedures and practices related to the planned and coordinated management of offenders in a custodial or community setting. The applicant will be assessed in the competencies required to implement the organisation's standard case management plan and system under the supervision of a case manager.

Range of Applications

The applicant will demonstrate the performance criteria of this unit through application in the following contexts:

The contexts for monitoring activities within case plan will include consideration of the following:

- setting; eg. alternative sentence, detention/custodial facility, community programs;
- sentence conditions and requirements;
- offenders' history;
- range of programs, degree of intervention;
- code of conduct;
- levels of duty of care;
- delegations within a team structure.

Needs are identified within requirements established by:

- legislation;
- court requirements;
- organisational policy and procedures;
- program standards;
- services available;
- program priorities;
- conditions of the location;
- cultural requirements.

Needs are identified for the purpose of:

- determining objectives and areas for change;
- assessing priorities;
- assessing programs and services;
- reporting;
- planning for the full range of support eg education, welfare, recreational, cultural, personal;
- planning activities and programs.

Feedback mechanisms include:

- communicating routinely and through structured meetings with offenders and key people;
- participating in a case conference;
- providing reports to key people;
- recording observations about progress on activities.

Key Competencies

This unit incorporates the Key Competencies {Communication} at Level 2. and {Information Management}, {Teamwork}, {Planning and Organising}, {Problem Solving} at Level 1. These are identified in the Key Evidence Requirements.

B. Evidence Guide

Consistency in performance:

- assessment may include observation, questioning and evidence gathered from the workplace environment, workplace evidence can be testimonials, portfolios or copies of completed workplace records / documentation;
- assessment may be conducted on one occasion but must include the normal range of workplace situations.

C. Key Evidence Requirements

Assessment will require demonstration of:

- compliance with the organisation's security policies and operating procedures related to contact with offenders;
- applying knowledge of statutory requirements relevant to the work sector and applicants' roles;
- communicating case plan requirements with people from all the cultural groups using the service (*KC Communication*);
- communicating case plan requirements in both formal and informal contact with offenders;
- taking into account the values, needs and circumstances of people from different cultures;
- using formal and informal communication methods;
- using personal, manual and electronic information (*KC Information*);
- knowledge of support and resources available and the criteria for access (*KC Problem solving*);
- monitoring and responding to positive and negative progress;
- giving feedback on expectations and progress;
- maintaining a supportive and professional relationship with hostile and uncooperative offenders;
- maintaining a focus on agreements and change plans (*KC Planning and organising*);
- identifying limits of role and taking actions to contact appropriate people (*KC Teamwork*);
- presentation of information within an informal and formal setting.

D. Knowledge

To meet the requirements of this unit applicants must be able to show that they know the following:

The organisation's policies, procedures, practices, guidelines and standards about:

- contact with offenders;
- case management;
- interviewing techniques;
- programmed intervention;
- referral and specialist support;
- code of conduct;
- duty of care;
- confidentiality;
- freedom of information;
- reporting/offender files;
- use of resources;
- principles of court order management;
- discipline procedure;
- grievance procedures.

The principles of case management as a behaviour change strategy.

General understanding of human behaviour which cover:

- offending behaviour;
- behaviour management and personal responsibility;

- factors which effect motivation ;
- addictive behaviour;
- mental health conditions and associated behaviour;
- peer pressure and control;
- suicide/self harm;
- the impact of cultural values and expectations on behaviour and relationships.

Sources of information including:

- offender information management system/including court police, internal service records;
- internal recording and reporting system;
- specialist services/internal and external;
- justice information;
- key people including offender and family, colleagues, community support services, friends