

COMPANION VOLUME IMPLEMENTATION GUIDE

CSC CORRECTIONAL SERVICES TRAINING PACKAGE
Release 5.0



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ABOUT AUSTRALIAN INDUSTRY STANDARDS

Australian Industry Standards (AIS) provides high-quality, professional secretariat services to eleven Industry Reference Committees (IRCs), in our role as a Skills Service Organisation (SSO).

The eleven allocated IRCs incorporate Gas, Electricity, Electrotechnology, Correctional Services, Public Safety (including Police, Fire Services, Defence), Water, Aviation, Rail, Maritime and Transport and Logistics industries. AIS supports these important industry sectors using our world-class in-house capability and capacity in technical writing, quality assurance, project management and industry engagement in the production of training packages.

AIS was established in early 2016, 20 years after its predecessor the Transport and Logistics Industry Skills Council (TLISC) was established in 1996. More information about AIS can be found at www.australianindustrystandards.org.au

- We support industry growth and productivity through our modern innovative approach to establishing skills standards
- We provide high-quality, professional secretariat services to help our allocated IRCs develop the skills that industry needs
- We partner with industry to shape the workforce of the future

OVERVIEW INFORMATION

This Companion Volume Implementation Guide (CVIG) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises in delivering the CSC Correctional Services Training Package. It provides advice about the structure of the Training Package; its key features and useful links to more detailed information on a range of related topics.

VERSION CONTROL AND MODIFICATION HISTORY

Training Packages are dynamic documents and are amended periodically to reflect the latest industry practices. Training Packages are version controlled so it is essential that the latest release is always used.

In the version control and modification history table below, the latest information is provided first.

Version Number	Release Date	Comments
5.0	06/12/2022	Major Release: Six updated Qualifications: • CSCS20122 Certificate II in Justice Services • CSC30122 Certificate III in Correctional Practice • CSC30222 Certificate III in Immigration Detention Operations • CSC40122 Certificate IV in Correctional

		Practice • CSC50122 Diploma of Correctional Administration • CSC60120 Advanced Diploma of Correctional Management One new Skill Set: • CSCSS00009 Professional Wellbeing and Resilience Two new Units of Competency: • CSCOFM040 Maintain the safety and welfare of offenders in short-term incarceration • CSCOFM046 Supervise offenders outside of a correctional facility 35 revised Units of Competency: • CSCINT012 Assist offenders to change behaviour • CSCINT013 Assist offenders to change drug and alcohol use • CSCOFM038 Implement planned approach to offender management • CSCOFM039 Maintain the health, safety and welfare of offenders • CSCOFM041 Process offender induction • CSCOFM042 Provide responsible care to offenders with a mental health condition • CSCOFM043 Supervise community work programs • CSCOFM044 Supervise female offenders • CSCOFM045 Supervise offenders • CSCOFM047 Support offender to maintain positive relationships • CSCORG043 Communicate effectively • CSCORG044 Contribute to achieving the goals of the organisation • CSCORG045 Contribute to work unit planning • CSCORG046 Coordinate a work team • CSCORG047 Establish and maintain networks • CSCORG048 Gather, analyse and report information
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		• CSCORG049 Organise and chair meetings • CSCORG050 Prepare and write reports • CSCORG051 Prepare offender reports for justice agencies • CSCORG052 Report to a formal inquiry • CSCSAS025 Contain incidents that jeopardise safety and security • CSCSAS026 Control incidents using defensive tactics • CSCSAS027 Maintain operational security • CSCSAS028 Maintain security • CSCSAS029 Manage security • CSCSAS030 Manage threatening behaviour • CSCSAS031 Operate central monitoring station • CSCSAS032 Participate in incident briefing, debriefing and analysis • CSCSAS033 Provide operational response to dangerous incidents • CSCSAS034 Supervise attendance at court • CSCSAS035 Use firearms • CSCTRA005 Maintain security during escort • CSCTRA006 Plan and monitor escorts • CSCWHS003 Supervise work health and safety practices • CSCWHS004 Use safe work practices Three deleted Units of Competency: • CSCORG012 Manage activities to meet client requirements • CSCSAS011 Monitor control room operations • CSCSAS014 Monitor and review security systems Minor changes to two Skill Sets: • CSCSS00002 Electronic Monitoring Operator Skill Set • CSCSS00005 Offender Engagement Skill Set
4.1	23/03/2022	Minor Release to update superseded HLT and BSB elective units in one Qualification:

		• CSC20115 Certificate II in Justice Services
4.0	19/08/2021	Major Release: One updated Qualification: • CSC40121 Certificate IV in Correctional Practice Two new Skill Sets: • CSCSS00007 Trauma informed approach • CSCSS00008 Working with offenders with a cognitive impairment Three new Units of Competency: • CSCOFM032 Develop and implement models of supervision for offenders who have experienced trauma • CSCOFM034 Protect the safety and welfare of offenders with a cognitive impairment • CSCOFM037 Recognise and respond appropriately to offenders affected by trauma Six revised Units of Competency: • CSCINT010 Assess offender risks and needs • CSCINT011 Negotiate behaviour change • CSCOFM033 Manage complex supervision • CSCOFM035 Protect the safety and welfare of vulnerable offenders • CSCOFM036 Provide guidance and counsel • CSCSAS024 Manage conflict through negotiation Minor changes to two Qualifications: • CSC30219 Certificate III in Immigration Detention Operations • CSC30120 Certificate III in Correctional Practice Minor changes to two Skill Sets: • CSCSS00005 Offender Engagement Skill Set • CSCSS00006 Train Dog Handler Teams Skill Set
3.1	30/04/2021	Minor changes to two Qualifications with the removal of the zero enrolment Units of Competency:

		• CSC40120 Certificate IV in Correctional Practice • CSC50115 Diploma of Correctional Administration Four zero enrolment Units of Competency deleted from the CSC Training Package: • CSCINT005 Support group activities • CSCOFM022 Supervise offender management practices • CSCORG020 Manage projects in justice and offender services • CSCORG021 Determine the effective use of financial resources
3.0	25/01/2021	Major Release: Three revised Qualifications: • CSC30120 Certificate III in Correctional Practice • CSC40120 Certificate IV in Correctional Practice • CSC60120 Advanced Diploma of Correctional Management One updated Qualification: • CSC30219 Certificate III in Immigration Detention Operations Four new Skill Sets: • CSCSS00003 Detector dog handler • CSCSS00004 General purpose dog handler • CSCSS00005 Offender engagement • CSCSS00006 Train dog handler teams Ten revised Units of Competency: • CSCDOG008 Assess dogs for custodial purposes • CSCDOG009 Maintain the health and welfare of dogs • CSCDOG010 Manage detector dogs • CSCDOG011 Manage dogs for security purposes • CSCDOG012 Prepare stimulus aids for use with dogs

		• CSCDOG013 Train dog handler teams • CSCINT009 Manage intervention strategies for offenders • CSCORG029 Conduct interviews • CSCORG031 Plan and implement changes in justice services • CSCORG032 Undertake research and report findings within the correctional services environment Two new Units of Competency: • CSCOFM031 Establish partnership arrangements with service providers • CSCORG030 Manage gender diversity and identity needs in a correctional facility Minor changes to twenty-nine Units of Competency: • CSCINT001 Negotiate behaviour change • CSCINT002 Assist offenders to change behaviour • CSCINT004 Assess offender risks and needs • CSCITL001 Manage human sources • CSCITL002 Analyse information • CSCITL003 Produce and review standard intelligence products • CSCOFM003 Maintain the health, safety and welfare of offenders • CSCOFM004 Protect the safety and welfare of vulnerable offenders • CSCOFM008 Supervise offenders • CSCOFM015 Implement planned approach to offender management • CSCORG001 Contribute to achieving the goals of the organisation • CSCORG002 Communicate effectively • CSCORG003 Prepare reports • CSCORG004 Prepare reports for justice agencies • CSCORG008 Gather and report complex information
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		• CSCORG013 Coordinate a work team • CSCORG023 Provide leadership in justice services • CSCORG025 Manage the delivery of a quality correctional service • CSCORG026 Establish strategic guidance for correctional services • CSCSAS001 Maintain security • CSCSAS008 Maintain security system • CSCSAS009 Control incidents using defensive tactics • CSCSAS011 Monitor control room operations • CSCSAS012 Supervise attendance at court • CSCSAS013 Manage conflict through negotiation • CSCSAS015 Manage threatening behaviour • CSCSAS016 Provide emergency response to dangerous incidents • CSCSAS017 Use firearms • CSCTRA001 Maintain security during escort Two deleted Units of Competency • CSCDOG007 Train dogs in agility work • CSCOFM023 Establish offender management practices
2.0	04/02/2020	Major upgrade: One revised Qualification: • CSC30119 Certificate III in Correctional Practice Minor changes to three Qualifications: • CSC20115 Certificate II in Justice Services • CSC40115 Certificate IV in Correctional Practice • CSC50115 Diploma of Correctional Administration One new Qualification: • CSC30219 Certificate III in Immigration Detention Operations One new Skill Set:

		• CSCSS0002 Electronic Monitoring Operator Skill Set Nine revised Units of Competency: • CSCOFM024 Establish and maintain relationships with community agencies and offenders • CSCOFM025 Promote cooperative behaviour • CSCOFM026 Protect the safety and welfare of Aboriginal and Torres Strait Islander offenders • CSCOFM027 Protect the safety and welfare of young people who have offended • CSCOFM028 Provide support to offenders in Aboriginal and Torres Strait Islander communities • CSCOFM029 Respond to offenders influenced by drugs or alcohol • CSCORG028 Work effectively with culturally diverse offenders and colleagues • CSCSAS022 Conduct searches • CSCSAS023 Support a response to medical emergencies Minor change to one Unit of Competency: • CSCSAS020 Manage security Three new Units of Competency: • CSCIDO001 Protect the safety and welfare of people in immigration detention • CSCIDO002 Supervise people in immigration detention • CSCOFM030 Support offender rehabilitation and reintegration in the community
1.1	15/Oct/2015	Minor upgrade (Approval date: 15/Oct/2015)
1.0	03/Aug/2015	Endorsement date: 29/Jul/2015

TRAINING PACKAGES, THE AUSTRALIAN QUALIFICATIONS FRAMEWORK AND COMPETENCY STANDARDS

Training Packages

Training Packages:

- Specify the qualifications determined by industry groups and when required, by regulatory requirements to be most relevant for employment within the industry
- Are developed by the relevant national IRCs in consultation with a range of stakeholders
- Are recommended to the Australian Industry and Skills Committee (AISC) for endorsement by the Council of Australian Governments (COAG) Industry and Skills Council
- Enable nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- Encourage the development and delivery of flexible training to suit individual needs and industry requirements
- Support learning, training and assessment in a work-related environment, leading to verifiable workplace outcomes.

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

Each Training Package has a unique national code assigned when the Training Package is endorsed, for example TLI.

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualification/s or specific unit/s of competency on its scope of registration.

New *Standards for Registered Training Organisations (RTOs) 2015* came into effect on 1 April 2015 and are located on the [Federal Register of Legislation](#).

Information about these standards can be found at:

- [Department of Education, Skills and Employment website](#)

Standards for Training Packages apply to the design and development of Training Packages for endorsement by the authorising body.

Information about these current standards, including applicable templates, can be found at the Department of Education, Skills and Employment website ([National Careers Institute - Training Packages](#)).

These templates describe mandatory and optional information that applies to units of competency, assessment requirements and qualifications.

Vocationally Competent Correctional Services Trainers and Assessors

Under the *Standards for RTOs*, each trainer and assessor is required to have vocational competencies at least to the level being delivered and assessed. This does not mean the trainer and assessor is required to hold that exact Qualification or any specific Unit of Competency (unless this is specified in the training package).

A trainer or assessor that holds previous versions of Correctional Services Training Package Qualifications or units and relevant work experience would be considered vocationally competent, even if later versions are technically 'not equivalent'.

Correctional Services trainers and assessors can demonstrate they have vocational competency and current knowledge and skills in vocational training and learning through corrections knowledge, skills, experience and/or enterprise training. Acceptable forms of evidence may include:

- Demonstrating current operational subject matter experience and be familiar with the subject area
- Demonstrating currency as a trainer or assessor in the subject area
- Demonstrating training at least to the level being delivered and assessed
- Have obtained a Qualification at least to the level being delivered and assessed, and relevant to the content of the vocation.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the Vocational Education and Training (VET) sector the AQF enables national recognition of qualifications and Statements of Attainment.

The CSC Correctional Services Training Package Release 5.0 provides details of the units of competency that must be achieved to award AQF qualifications.

The rules around which units of competency can be combined to make up a valid AQF qualification are referred to as the packaging rules. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

The packaging rules are defined within each qualification in a Training Package.

Competency Standards

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency standards cover all aspects of workplace performance and involve:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

AUSTRALIAN QUALIFICATIONS FRAMEWORK QUALIFICATIONS, SKILL SETS AND UNITS OF COMPETENCY IN THE CSC CORRECTIONAL SERVICES TRAINING PACKAGE

Qualifications

The CSC Correctional Services Training Package provides details of the Units of Competency that must be achieved to award AQF qualifications.

The rules around which Units of Competency can be combined to make up a valid AQF qualification are referred to as the packaging rules. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Codes and titles

There are mandatory conventions specified in the Standards for Training Packages for the titles and codes used in Training Packages and their components.

QUALIFICATION CODE MANDATORY FIELD	The qualification code contains the three alpha characters identifying the Training Package, a numeric character identifying the AQF level, a two numeric character sequence identifier, and two numeric characters identifying the year the qualification was endorsed. It must comply with the length specified in the AVETMIS Standard.
QUALIFICATION TITLE MANDATORY FIELD	A unique title that reflects the qualification outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters).

Extract from [Standards for Training Packages](#)

Extract from [Training Package Products Policy](#)

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

- First, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Graduate Certificate, or Graduate Diploma
- This is followed by the words 'in' for Certificates I to IV and Graduate Certificate, and 'of' for Diploma, Advanced Diploma and Graduate Diploma
- Then, the industry descriptor, for example Warehousing
- Then, if applicable, the occupational or functional stream in brackets, for example (Track Work)

Each qualification has an eight-character code where the:

First three characters identify the Training Package

- First number identifies the AQF qualification level

- Second and third numbers identify a qualification's position in the sequence of qualifications at that AQF qualification level
- Fourth and fifth numbers identify the year in which the qualification was endorsed

For example: CSC30119 Certificate III in Correctional Practice (Adult Custodial)

AQF Qualifications in the CSC Correctional Services Training Package

The following AQF qualifications are in the CSC Correctional Services Training Package:

Code	Qualification Title
AQF 2	
CSC20122	Certificate II in Justice Services
AQF 3	
CSC30122	Certificate III in Correctional Practice
CSC30222	Certificate III in Immigration Detention Operations
AQF 4	
CSC40122	Certificate IV in Correctional Practice
AQF 5	
CSC50122	Diploma of Correctional Administration
AQF 6	
CSC60120	Advanced Diploma of Correctional Management

Skill Sets

Codes

Skill Sets are single Units of Competency or combinations of Units of Competency from an endorsed Training Package/s that link to a licensing or regulatory requirement or a defined industry need.

Source: [Training Package Products Policy](#)

A Skill Set is awarded with the issuing of a Statement of Attainment.

Each Skill Set has a code that is automatically issued by training.gov.au (TGA) where the:

- First three characters identify the Training Package

- Next two characters indicate that it is a Skill Set
- Numbers identify the Skill Set's position in the sequence of Skill Sets

For example: CSCSS0002 Electronic Monitoring Operator Skill Set

Skill Sets in the CSC Correctional Services Training Package

The following Skill Sets are in the CSC Correctional Services Training Package:

Code	Title
CSCSS00001	Professional Wellbeing and Resilience
CSCSS00002	Electronic Monitoring Operator
CSCSS00003	Detector Dog Handler
CSCSS00004	General Purpose Dog Handler
CSCSS00005	Offender Engagement
CSCSS00006	Trainer Dog Handler Teams
CSCSS00007	Trauma Informed Approach
CSCSS00008	Working with Offenders with a Cognitive Impairment

Units of Competency

Codes and titles

Units of Competency are nationally agreed statements about the skills and knowledge required for effective performance in the workplace. They outline work outcomes as defined by regulatory requirements and agreed by industry.

As such, they identify the skills and knowledge (as outcomes) that contribute to the whole job function – they do not describe how to perform a particular role.

Each Unit of Competency covers a specific work activity, the range of conditions under which the activity is conducted and the foundation skills essential to performance.

The same Unit of Competency (i.e. specific work activity) can be relevant across a range of AQF qualification levels. It is important to check the packaging rules in qualifications to establish how units can apply.

UNIT CODE MANDATORY FIELD	The unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters. It must comply with the length specified in the AVETMIS Standard (no more than 12 characters).
UNIT TITLE MANDATORY FIELD	The title concisely describes the unit outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters)

Extract from [Standards for Training Packages](#) Extract from [Training Package Products Policy](#)

There are mandatory conventions specified in the *Standards for Training Packages* for the titles and codes used in Training Packages and their components.

The codes are assigned to Units of Competency when the Training Package is endorsed, or when new Units of Competency are added to an existing endorsed Training Package.

Each Unit of Competency has a specific character code where the:

- First three characters identify the Training Package
- Next character/s indicates the competency field
- Numbers identify a unit's position in the sequence of units in the competency field in the Training Package.

For example: CSCOFM008 Supervise offenders

Assessment Requirements

Each Unit of Competency has its own Assessment Requirements that identify the:

- Performance evidence
- Knowledge evidence
- Assessment conditions

TITLE MANDATORY FIELD	Assessment Requirements for [insert Unit of Competency Code and Title]
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The same code is used for the Unit of Competency and its associated assessment requirements.

Units of Competency in the CSC Correctional Services Training Package

The following Units of Competency are in the CSC Correctional Services Training Package:

Code	Title
CSCDOG008	Assess dogs for custodial purposes
CSCDOG009	Maintain the health and welfare of dogs
CSCDOG010	Manage detector dogs
CSCDOG011	Manage dogs for security purposes

Code	Title
CSCDOG012	Prepare stimulus aids for use with dogs
CSCDOG013	Train dog handler teams
CSCIDO001	Protect the safety and welfare of people in immigration detention
CSCIDO002	Supervise people in immigration detention
CSCINT006	Use therapeutic processes in groups to address offending behaviour
CSCINT007	Use group processes to address offending behaviour
CSCINT009	Manage intervention strategies for offenders
CSCINT010	Assess offender risks and needs
CSCINT011	Negotiate behaviour change
CSCINT012	Assist offenders to change behaviour
CSCINT013	Assist offenders to change drug and alcohol use
CSCITL001	Manage human sources
CSCITL002	Analyse information
CSCITL003	Produce and review standard intelligence products
CSCOFM001	Support offender services
CSCOFM002	Monitor people in care or custody
CSCOFM020	Coordinate offender management processes
CSCOFM021	Plan and review services to offenders
CSCOFM024	Establish and maintain relationships with community agencies and offenders
CSCOFM025	Promote cooperative behaviour
CSCOFM026	Protect the safety and welfare of Aboriginal and Torres Strait Islander offenders
CSCOFM027	Protect the safety and welfare of young people who have offended
CSCOFM028	Provide support to offenders in Aboriginal and Torres Strait Islander communities

Code	Title
CSCOFM029	Respond to offenders influenced by drugs or alcohol
CSCOFM030	Support offender rehabilitation and reintegration in the community
CSCOFM031	Establish partnership arrangements with service providers
CSCOFM032	Develop and implement models of supervision for offenders who have experienced trauma
CSCOFM033	Manage complex supervision
CSCOFM034	Protect the safety and welfare of offenders with a cognitive impairment
CSCOFM035	Protect the safety and welfare of vulnerable offenders
CSCOFM036	Provide guidance and counsel
CSCOFM037	Recognise and respond appropriately to offenders affected by trauma
CSCOFM038	Implement planned approach to offender management
CSCOFM039	Maintain the health, safety and welfare of offenders
CSCOFM040	Maintain the safety and welfare of offenders in short-term incarceration
CSCOFM041	Process offender induction
CSCOFM042	Provide responsible care to offenders with a mental health condition
CSCOFM043	Supervise community work programs
CSCOFM044	Supervise female offenders
CSCOFM045	Supervise offenders
CSCOFM046	Supervise offenders outside of a correctional facility
CSCOFM047	Support offender to maintain positive relationships
CSCORG014	Use information to make critical decisions
CSCORG015	Represent and promote the organisation
CSCORG016	Coordinate resource allocation and usage
CSCORG017	Coordinate the implementation of change

Code	Title
CSCORG018	Manage a work unit
CSCORG019	Manage teamwork through delegations
CSCORG022	Manage effective workplace relationships
CSCORG023	Provide leadership in justice services
CSCORG025	Manage the delivery of a quality correctional service
CSCORG026	Establish strategic guidance for correctional services
CSCORG028	Work effectively with culturally diverse offenders and colleagues
CSCORG029	Conduct interviews
CSCORG030	Manage gender diversity and identity needs in a correctional facility
CSCORG031	Plan and implement changes in justice services
CSCORG032	Undertake research and report findings within the correctional services environment
CSCORG043	Communicate effectively
CSCORG044	Contribute to achieving the goals of the organisation
CSCORG045	Contribute to work unit planning
CSCORG046	Coordinate a work team
CSCORG047	Establish and maintain networks
CSCORG048	Gather, analyse and report information
CSCORG049	Organise and chair meetings
CSCORG050	Prepare and write reports
CSCORG051	Prepare offender reports for justice agencies
CSCORG052	Report to a formal inquiry
CSCSAS002	Screen access to and exit from premises
CSCSAS003	Maintain the security of premises

Code	Title
CSCSAS004	Maintain security of the environment
CSCSAS018	Plan responses to incidents that jeopardise safety and security
CSCSAS019	Determine response to security risks
CSCSAS022	Conduct searches
CSCSAS023	Support a response to medical emergencies
CSCSAS024	Manage conflict through negotiation
CSCSAS025	Contain incidents that jeopardise safety and security
CSCSAS026	Control incidents using defensive tactics
CSCSAS027	Maintain operational security
CSCSAS028	Maintain security
CSCSAS029	Manage security
CSCSAS030	Manage threatening behaviour
CSCSAS031	Operate central monitoring station
CSCSAS032	Participate in incident briefing, debriefing and analysis
CSCSAS033	Provide operational response to dangerous incidents
CSCSAS034	Supervise attendance at court
CSCSAS035	Use firearms
CSCTRA002	Operate security vehicles
CSCTRA003	Navigate transport
CSCTRA005	Maintain security during escort
CSCTRA006	Plan and monitor escorts
CSCWHS003	Supervise work health and safety practices
CSCWHS004	Use safe work practices

QUALIFICATION MAPPING INFORMATION

The qualification mapping information maps the CSC Correctional Services Training Package (Release 5.0) Qualifications to Qualifications in the CSC Correctional Services Training Package (Release 4.1).

[**Attachment A: Qualification mapping information**](#)

SKILL SETS MAPPING INFORMATION

The Skill Sets information maps the CSC Correctional Services Training Package (Release 5.0) Skill Sets to Skill Sets in the CSC Correctional Services Training Package (Release 4.1).

[**Attachment B: Skill sets mapping information**](#)

UNIT OF COMPETENCY MAPPING INFORMATION

The Unit of Competency information maps the CSC Correctional Services Training Package (Release 5.0) Units of Competency to Units of Competency in the CSC Correctional Services Training Package (Release 4.1):

[**Attachment C: Units of Competency mapping information**](#)

PREREQUISITE UNITS OF COMPETENCY

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

IMPORTED UNITS AND THEIR PREREQUISITE UNITS

The CSC Correctional Services Training Package includes imported Units of Competency from other Training Packages.

Please check the relevant assessment requirements of the source Training Package by accessing the national training website training.gov.au (TGA) or a physical copy regarding any special conditions that may apply to the assessment of imported Units of Competency.

For up-to-date releases of the imported units, refer to training.gov.au or the respective SSO.

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Code	Title	Training Package
BSBCMM511	Communicate with influence	Business Services
BSBHRM413	Support the learning and development of teams and individuals	Business Services
BSBHRM415	Coordinate recruitment and onboarding	Business Services
BSBHRM523	Coordinate the learning and development of teams and individuals	Business Services
BSBINS501	Implement information and knowledge management system	Business Services
BSBLDR413	Lead effective workplace relationships	Business Services
BSBLDR414	Lead team effectiveness	Business Services
BSBLDR601	Lead and manage organisational change	Business Services
BSBHRM415	Coordinate recruitment and onboarding	Business Services
BSBOPS403	Apply business risk management processes	Business Services
BSBOPS601	Develop and implement business plans	Business Services
BSBPEF402	Develop personal work priorities	Business Services
BSBPEF501	Manage personal and professional development	Business Services
BSBPMG430	Undertake project work	Business Services
BSBPMG540	Manage project integration	Business Services
BSBSTR502	Facilitate continuous improvement	Business Services
BSBSUS211	Participate in sustainable work practices	Business Services
BSBSUS411	Implement and monitor environmentally sustainable work practices	Business Services
BSBSUS511	Develop workplace policies and procedures for sustainability	Business Services
BSBWHS211	Contribute to the health and safety of self and others	Business Services

Code	Title	Training Package
BSBWHS311	Assist with maintaining workplace safety	Business Services
BSBWHS521	Ensure a safe workplace for a work area	Business Services
BSBWHS612	Develop and implement a strategy to support a positive WHS culture	Business Services
BSBWRT311	Write simple documents	Business Services
BSBXDB301	Respond to the service needs of customers and clients with disability	Business Services
CHCCCS003	Increase the safety of individuals at risk of suicide	Community Services
CHCCCS014	Provide brief interventions	Community Services
CHCCCS016	Respond to client needs	Community Services
CHCCSM005	Develop, facilitate and review all aspects of case management	Community Services
CHCDFV001	Recognise and respond appropriately to domestic and family violence	Community Services
CHCGRP002	Plan and conduct group activities	Community Services
CHCMHS001	Work with people with mental health issues	Community Services
CHCMHS007	Work effectively in trauma informed care	Community Services
CHCPRT015	Respond to needs of youth justice clients	Community Services
CHCYTH001	Engage respectfully with young people	Community Services
CHCYTH011	Work effectively with young people and their families	Community Services
CPPFES2005	Demonstrate first attack firefighting equipment	Property Services
CPPSEC2107	Patrol premises to monitor property and maintain security	Property Services
CPPSEC3019A	Operate specialised security equipment	Property Services
CPPSEC3107	Monitor security and coordinate response from control rooms	Property Services
CPPSEC3108	Store, protect and dispose of security information	Property Services
HLTAID009	Provide cardiopulmonary resuscitation	Health
HLTAID010	Provide basic emergency life support	Health
HLTAID011	Provide First Aid	Health
HLTAID013	Provide First Aid in a remote or isolated site	Health
HLTAID015	Provide advanced resuscitation and oxygen therapy └ HLTAID011 Provide First Aid	Health
HLTAID016	Manage first aid services and resources	Health

Code	Title	Training Package
HLTPAT005	Collect specimens for drugs of abuse testing	Health
HLTWHS006	Manage personal stressors in the work environment	Health
MSMWHS216	Operate breathing apparatus	Manufacturing
PSPGEN051	Conduct evaluations	Public Sector
PSPGEN089	Address client needs	Public Sector
PSPGEN101	Use complex workplace communication strategies	Public Sector
PSPGEN116	Facilitate the effective implementation of diversity and inclusion strategies	Public Sector
PSPGEN123	Provide workplace mentoring	Public Sector
PSPGEN126	Monitor performance and provide feedback	Public Sector
PSPGEN128	Manage performance	Public Sector
PSPGEN132	Manage resources	Public Sector
PSPGEN143	Prepare high-level written communication	Public Sector
PSPGEN144	Work effectively with diversity and inclusion	Public Sector
PSPGEN145	Work effectively in the organisation	Public Sector
PSPPCM011	Plan to manage a contract	Public Sector
PSPPCM023	Manage strategic contracts	Public Sector
PSPPCY006	Develop organisation policy	Public Sector
PSPREG044	Conduct prosecutions	Public Sector
PSPSEC012	Develop security risk management plans	Public Sector
PSPSEC013	Implement and monitor security risk management plans	Public Sector
PUACOM004	Manage organisational communication strategies	Public Safety
PUAEMR005	Treat operational risk └ PUAEMR027 Assess operational risk	Public Safety
PUAEMR006	Assess operational risk	Public Safety
PUAEQU001	Prepare, maintain and test response equipment └ PUAFIR210 Prevent injury	Public Safety
PUALAW001	Protect and preserve incident scene	Public Safety
TAEASS301	Contribute to assessment	Training and Education
TAEDEL301	Provide work skill instruction	Training and Education
TAEDEL401	Plan, organise and deliver group-based learning	Training and Education
TAEDEL402	Plan, organise and facilitate learning in the workplace	Training and Education
TLIC1051	Operate commercial vehicle	Transport and Logistics

Code	Title	Training Package
TLIF2010	Apply fatigue management strategies	Transport and Logistics

KEY WORK AND TRAINING REQUIREMENTS IN THE INDUSTRY

The role of Australia's correctional services sector is to manage and supervise offenders in both custodial and community-based corrections, and to manage and supervise people in immigration detention. Within the correctional services sector there is also a focus on reducing recidivism through services and programs targeted towards successful rehabilitation and reintegration.

During the December quarter of 2021, the Australian Bureau of Statistics (ABS) indicated that there were 40,862 full-time prisoners in Australia. This reflected a decrease of 806 persons (-3.8%) in custody compared to the same period in 2020, and an average increase of 1,292 (2.5%) of persons in custody in the last five years from the December quarter of 2016. In 2016-17, the national prison population was estimated to have reached approximately 115% of capacity.

Immigration detention is covered by the Migration Act 1958 and occurs when an individual enters Australia unlawfully, without suitable identification, or otherwise poses a risk to national security. In October 2021, there were 1,511 people in immigration detention facilities, a slight reduction from a total of 1,533 in October 2020. Immigration detention is strictly administrative, and not punitive, as such, CSC Correctional Services Training Package material can be contextualised for application in immigration detention training and education by replacing references to "offender" with "person in immigration detention".

Custodial and immigration detention facilities are managed by state and territory governments or private organisations. The correctional services sector employed approximately 37,800 people in 2021. To address overcrowding in custodial facilities, rapid-build high security facilities are currently under construction. It is projected that 4700 job openings will be available by 2026.

The ageing workforce continues to be an issue for the sector, with loss of staff due to retirement. The average age of the Correctional Services workforce is 45 years and in 2018 approximately 38% of the Corrections workforce was aged 50 or over. Training activities will increase as new recruits enter the system, however corporate knowledge and experience will be lost as the ageing workforce retires.

Increasing opportunities for women in supervision and management positions are becoming available to address current shortages. Gender imbalances have been identified in the frontline workforce, with a lack of males entering the community services area and a lack of females in prison officer roles. Gender distribution of correctional staff in 2021 was approximately 69% male and 31% female.

Retention difficulties are an issue in the correctional services industry as a number of factors are believed to contribute, with the most common including perceived and real safety risks, uncompetitive salaries, staff dissatisfaction and lack of career pathways.

Skills requirements of staff within the correctional services sector are changing, with the use of new technologies and changing operational environments as well as a drive towards greater professionalism. Specific skills needs that are emerging within the sector include:

- managing a more complex custodial/detention populations, including ageing, mental health, cultural and gender diversity
- trauma informed care
- remotely monitoring people in the community
- managing overcrowding
- rehabilitation to reduce recidivism.

The majority of operational training within the sector is delivered by enterprise RTOs; however, in some instances, private and public RTOs are used. Organisations are using a combination of full Qualifications, units of competency and non-accredited training to meet their training needs.

Traineeships and cadetships are offered within the sector, some organisations have developed formal mentoring and coaching programs to assist in the development of junior staff. A number of professional development opportunities are provided to staff to aid career progression, including nationally endorsed vocational training, non-accredited training, leadership programs, secondment, RPL, and the opportunity to act in higher positions.

Training is usually offered by a range of delivery methods including face-to-face learning, workbooks, on-the-job learning, e-learning and blended delivery to suit the needs of the sector.

[Correctional Services Industry Intelligence webpage.](#)

REGULATION AND LICENSING IMPLICATIONS FOR IMPLEMENTATION

(Currently, no units or Qualifications within CSC are required for any licensed, regulated or legislated outcome. This means that the units or Qualification themselves don't contribute to any licence nor are they required by any piece of legislation.

This doesn't preclude the industry from requiring the candidate to possess licences to be able to perform competently while undertaking the units or the Qualification.

Statutory/legislative requirements apply to the delegations and duties of correctional staff and varies across states and territories. Users are required to check with the relevant jurisdiction for current requirements.

IMPLEMENTATION INFORMATION

KEY FEATURES OF THE TRAINING PACKAGE AND THE INDUSTRY THAT WILL IMPACT ON THE SELECTION OF TRAINING PATHWAYS

Pathways define a sequence of learning or experience that can be followed to attain competency and describe the way in which training and assessment is undertaken in an education or training program. They are **not mandatory** and may vary depending on the Qualification or training program, the needs of the individual and the industry.

All Qualifications within this training package can be achieved by a variety of pathways and delivery methods, either on the job, off the job, combination of both or combination of both and recognition processes. RTOs can work with their clients to apply the flexibility available in the packaging rules to ensure 'fit for purpose outcomes' provided they comply with the assessment requirements associated with the Unit of Competency and the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

CSCSS00001 Professional Wellbeing and Resilience Skill Set HLTWHS006 Manage personal stressors in the work environment	The unit from this Skill Set can contribute to credit towards: CSC40122 Certificate IV in Correctional Practice
CSCSS00002 Electronic Monitoring Operator Skill Set: - CSCORG044 Contribute to achieving the goals of the organisation - CSCORG043 Communicate effectively - CSCORG050 Prepare and write reports - CSCSAS028 Maintain security - CSCWHS004 Use safe work practices	Units from this Skill Set can contribute to credit towards: - CSC20122 Certificate II in Justice Services - CSC30122 Certificate III in Correctional Practice
CSCSS00003 Detector Dog Handler Skill Set: - CSCDOG008 Assess dogs for custodial purposes - CSCDOG009 Maintain the health and welfare of dogs - CSCDOG010 Manage detector dogs - CSCDOG012 Prepare stimulus aids for use with dogs	Units from this Skill Set can contribute to credit towards: CSC40122 Certificate IV in Correctional Practice
CSCSS00004 General Purpose Dog Handler Skill Set: - CSCDOG008 Assess dogs for custodial purposes - CSCDOG009 Maintain the health and welfare of dogs - CSCDOG011 Manage dogs for security purposes - CSCDOG012 Prepare stimulus aids for use with dogs	Units from this Skill Set can contribute to credit towards: CSC40122 Certificate IV in Correctional Practice

CSCSS00005 Offender Engagement Skill Set: • CHCCCS016 Respond to client needs • CSCINT012 Assist offenders to change behavior • CSCINT004 Assess offender risks and needs • CSCOFM030 Support offender rehabilitation and reintegration in the community • CSCORG043 Communicate effectively • CSCORG029 Conduct interviews	Units from this Skill Set can contribute to credit towards: • CSC20122 Certificate II in Justice Services • CSC30222 Certificate III in Immigration Detention Operations • CSC30122 Certificate III in Correctional Practice • CSC40122 Certificate IV in Correctional Practice
CSCSS00006 Train Dog Handler Teams Skill Set: • BSBHRM413 Support the learning and development of teams and individuals • BSBLDR414 Lead team effectiveness • CSCDOG013 Train dog handler teams • TAEASS301 Contribute to assessment • TAEDEL401 Plan, organise and deliver group-based learning • TAEDEL402 Plan, organise and facilitate learning in the workplace	Units from this Skill Set can contribute to credit towards: • CSC30122 Certificate III in Correctional Practice • CSC40122 Certificate IV in Correctional Practice
CSCSS00007 Trauma Informed Approach Skill Set • CSCINT010 Assess offender risks and needs • CSCOFM032 Develop and implement models of supervision for offenders who have experienced trauma • CSCOFM033 Manage complex supervision • CSCOFM035 Protect the safety and welfare of vulnerable offenders • CSCOFM037 Recognise and respond appropriately to offenders' affected by trauma	Units from this Skill Set can contribute to credit towards: CSC40122 Certificate IV in Correctional Practice
CSCSS00008 Working with Offenders with a Cognitive Impairment Skill Set • CSCINT0011 Negotiate behaviour change • CSCOFM034 Protect the safety and welfare of offenders with a cognitive impairment • CSCOFM036 Provide guidance and counsel • CSCSAS024 Manage conflict through negotiation	Units from this Skill Set can contribute to credit towards: • CSC40122 Certificate IV in Correctional Practice

INDUSTRY SECTORS AND OCCUPATIONAL OUTCOMES OF QUALIFICATIONS

The CSC Correctional Services Training Package contains six Qualifications comprising 100 industry-specific units of competency aligned to occupations across the following sectors:

- Custodial
- Community
- Youth Justice
- Immigration Detention.

Industry Occupations Guide

Qualification	Typical occupational roles
CSC20122 Certificate II in Justice Services	• Custodial Services: • Court Officer • Escort Support • Community Based Services: • Community Liaison Officer • Surveillance Officer • Administration • Services Trainee
CSC30122 Certificate III in Correctional Practice	• Custodial Services: • Correctional Officer / Prison Officer • Detention Centre Officer • Indigenous Liaison Officer • Aboriginal Wellbeing Officer • Casework Officer • Youth Justice Officer / Youth Worker • Community Based Services • Home Detention Officer • Indigenous Community Liaison Officer • Compliance Officer • Community Service Order Supervisor • Specialist Services • Industry Officer • Administration • Records Clerk • Personal Assistant • Administration Officer • Payroll Staff
CSC30222 Certificate III in Immigration Detention Operations	• Authorised Officer
CSC40122 Certificate IV in Correctional Practice	• Custodial Services • Case Manager • Correctional Supervisor / Offender Management

Qualification	Typical occupational roles
	- Supervisor • Detention Centre Supervisor • Detention Centre Officer (Juvenile) • Community Based Services • Community Corrections Officer • Probation and Parole Officer • Programs Officer • Assessment Transition Coordinator • Senior Community Corrections Officer • Senior Juvenile Justice Officer • Juvenile Justice Officer • Community Corrections Officer • Community Work Coordinator • Specialist Services • Activities / Recreation Officer • Education Officer • Trainer • Prosecutor • Assessor • Dog Handler • Emergency Response Officer • Intelligence Analyst • WHS / OHS Officer • Counsellor • Psychologist • Electronic Monitoring Operator • Administration • Recruitment Staff • Human Resource Officer • Financial Officer • Project Officer
CSC50122 Diploma of Correctional Administration	• Custodial Services • Correctional Manager / Superintendent • Operations Manager • Community Based Services • Case Management Senior Practitioner • Team Leader • Specialist Services • Education Manager • Drug Rehabilitation Manager • Administration • Policy Officer • Business Manager • Senior Project Officer • Learning and Development Consultant

Qualification	Typical occupational roles
CSC60120 Advanced Diploma of Correctional Management	• Custodial Services • General Manager • Correctional Service Manager • Regional / Branch Manager • Chief Superintendent • Assistant Director • Senior Custodial Manager • Community Based Services • General Manager • Regional / Branch Manager • Specialist Services • General Manager • Branch Manager • Senior Case Manager • Administration • General Manager • Branch Manager • Senior Consultant • Chief Superintendent • Assistant Director

CONTEXTUALISATION OF TRAINING PACKAGE MATERIAL FOR THE CORRECTIONAL SERVICES INDUSTRY

Units of competency may be contextualised to reflect jurisdictional and local requirements. This includes contextualising cultural and diversity to local demographics represented in particular regions.

Terminology may be interchanged to suit delivery in specific contexts, for example “offender” may be replaced with “person in immigration detention” for delivery to Immigration Detention Officers, or replaced with “young person who has offended” for delivery in a youth justice context. To suit differing jurisdictional requirements and terminology the words offender, prisoner, detainee and inmate are interchangeable. Likewise, references to “prison” and correctional environments may be contextualised for delivery to suit “detention” environments.

Youth justice units may be contextualised within the scope of the jurisdictional Acts and regulations. The age of a person who is a young offender is defined for each jurisdiction in the applicable state or territory youth justice Act.

Some CSC units require assessment to occur in a custodial environment. These units may be suitable for contextualised delivery to Immigration Detention, Police and Border Protection industry sectors. Non-CSC units may also be contextualised to suit a custodial or community corrections environment. In preparing to contextualise a Unit of Competency it is important to understand that a key requirement is that the Unit of Competency not be diminished in any way.

QUALIFICATIONS ENTRY REQUIREMENTS

Entry requirements are the knowledge, skills or experience required to enter a qualification. They may be expressed as Units of Competency, qualifications or vocational outcomes and **must** be demonstrated prior to commencing the qualification.

To support and facilitate the achievement of Qualifications and pathways, the CSC Correctional Services Training Package does not mandate entry requirements for any Qualifications.

PATHWAYS ADVICE

Generally, all Qualifications in the CSC Correctional Services Training Package are suitable for delivery via an Australian Apprenticeship pathway.

The [Australian Apprenticeships website](#) offers information about traineeships and apprenticeships and includes links to State and Territory Training Authorities (STAs) that monitor provision.

VET in Schools programs are packaged and delivered in a variety of ways across Australia. However, it is highly recommended that schools work together in partnership with an RTO where Qualifications or Skill Sets result in strong transferable skills relevant to the needs of the individual and commercial enterprises.

Due to the specific occupational nature of Corrections, all qualifications in the CSC Correctional Services Training Package are considered unsuitable for delivery via VET in Schools.

CREDIT ARRANGEMENTS

Currently there are no credit transfer arrangements between Qualifications in this Training Package and higher education Qualifications.

ACCESS AND EQUITY

Good vocational education and training, and assessment include making adjustments to meet the learning and assessment needs of individuals. An open mind, common sense and tailoring training and assessment to individual circumstances should ensure individuals achieve the standards employers and RTOs expect.

Adjustments can be made to assist learners to access and participate in vocational education and training. Adjustments are reasonable if they achieve this purpose and take into account factors such as the nature of the learner's ability and disability, the views of the learner, the potential effect of the adjustment on the learner and others, and the costs and benefits of making the adjustment.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Assessment processes and techniques should be modified for distance-based learners, be culturally appropriate and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment.

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

QUALITY IN ASSESSMENT

Quality in assessment is important for a range of reasons, industry and the wider community expect that people with VET industry Qualifications will have the skills and knowledge to perform competently in their job role. Assessment practice, including recognition of prior learning (RPL) must:

- Meet the requirements of the relevant training package or VET accredited course
- Be conducted in accordance with the principles of assessment and the rules of evidence and meet workplace and, where relevant, regulatory requirements
- Be systematically validated.

Role of evidence

Evidence is the information gathered which when matched against the requirements of the Unit of Competency provides proof of competence. Evidence can take many forms and be gathered from a number of sources. No single form of evidence is better than another. Quality evidence is chosen appropriately for the learner and context. Evidence can be direct, indirect or third party.

1. Direct

This involves the assessor directly observing the learner performing the tasks which facilitates a decision of competent or not yet competent.

For example:

- an assessor observes a learner preparing reports
- an assessor asks a learner why they chose a particular resource and/or equipment for preparing reports.

2. Indirect

This involves the evidence which supports the learner being able to perform a task.

For example:

- a finished product created by the learner
- a written assessment piece responding to specific knowledge questions.

3. Third party evidence

Also referred to as supplementary evidence, third party evidence provides another important means for assessors to make a judgment about the learner's competence. Each RTO will have standard procedures and documentation about how and when the workplace will be informed about their role in the

assessment process.

Assessors should make their professional judgement after reviewing a range of evidence, remembering that it is the quality, rather than the quantity of evidence presented that is important.

Supervisors, team members, clients and consumers can all provide third party evidence. Their reports can save assessors time and 'authenticate' the learner's evidence; in addition to structured assessment tasks third party reports can comment on the learner's performance in ongoing work tasks.

When planning to use third party reports, RTOs should:

- provide clear information about the role of third party evidence and what is required provide suitable checklists and tools that clearly link to the unit
- select people who are in a position to make informed comment on the performance of the learner be available to respond to questions about the process.

Simulated assessments

In some cases it is not practical or safe to conduct assessment in the workplace and it will be necessary to provide a simulated environment. Simulated assessment for units of competency should: provide access to all the equipment and resources that would normally be used in the workplace for the task being assessed.

- reflect the type of conditions usually found in the workplace – including interactions with others and interruptions that would typically occur
- present realistic scenarios and problems
- require the learner to demonstrate their skills under time constraints that would normally apply in the workplace.

In reality learners have to perform the required skills as a component of multiple tasks, within a multi-disciplinary team and with interruptions, difficult people and unexpected glitches. These conditions must be replicated in the simulated assessment environment.

Credit transfer

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or Qualifications, which reduces the volume of learning required to achieve a Qualification. Credit arrangements must be offered by all RTOs that offer training package Qualifications through a systematic institutional approach with clear, accessible and transparent policies and procedures.

If credit transfer is being sought for a unit of competence which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought. In many cases this information can be found in mapping documents published in the relevant training package.

As a general guide, if there is no such mapping document available then the RTO are not obliged to recognise the unit through credit transfer. In these circumstances, the learner should be referred for recognition of prior learning (RPL).

Recognition of prior learning

RPL can be an effective assessment approach where the learner has learned on the job through life

experience or community activities such as volunteering. Good practice in RPL will save the learner time, but still be a rigorous process that reflects the rules of evidence and principles of assessment. RPL should not:

- rely solely on documentation
- expect the learner to find their way around training packages and units of competency be a 'rubber stamp'.

It is important that assessors do not equate years of experience in the workplace with competence. Good RPL assessment practice will commence with a clear plan so that the learner understands what is involved and what they will be required to do and they should know that they will be supported at each step in the process.

Assessors should seek a range of evidence sources, including:

- relevant documentation such as position descriptions, curriculum vitae, meeting notes and rosters
- interviews and questioning workplace observation work samples
- reports from reliable sources.

As with all forms of assessment, RPL relies on sound professional judgement so assessors should review evidence in different forms until satisfied that the requirements of the unit have been met.

Clustering units for holistic assessment

Just as trainers cluster knowledge and skills for delivery, assessors should consider clustering units to reflect the work role and work context of the learner. Clustering can provide a holistic and more streamlined process for the learners and the assessor. It also reflects the tasks performed at work do not always fall into categories that match individual units of competency. This means one work task or process can actually reflect a number of competencies, or aspects of competencies.

The challenge is to ensure that the selection of units within a cluster interact in ways that reflect actual workplace functions or tasks.

There are many advantages to be gained by clustering units of competency. These include:

- increasing the efficiency of delivery and assessment by teaching and assessing several units of competency together
- where units share a common application and/or the same required knowledge reflecting the complexity of the workplace
- where many competencies need to be applied simultaneously.

When units are clustered, it is essential that the elements of competency are assessed. It is important not to:

- cluster units which do not share the same AQF level characteristics or a similar foundation skills profile
- mix units of competency together, where no unit is recognisable as a distinct entity
- create overly large clusters – one of the purposes of the unit approach is to create a set of reasonably small and readily attainable outcomes; by combining too many units it may create very large and unwieldy assessment tasks

- make invalid judgements – judgements about evidence need to be based on the verification that each unit requirement has been demonstrated.

In addition to considering task and task management, assessors should consider following when planning for holistic assessment:

- links between elements and performance criteria
- links or overlap in the performance evidence requirements
- links or overlap in the knowledge evidence requirements overlap in foundation skills

Making adjustment to suit learners

Learners often have different personal and training needs to be adjusted to meet the training requirements. Adjustments can be made to resources, facilities, delivery style and structure of training sessions. RTOs are governed by legislation that allows for the use of reasonable adjustment in all training and assessment practices.

Reasonable adjustment refers to measures or action taken to provide a learner with a disability the same educational opportunities as everyone else.

Assessing support for Aboriginal and/or Torres Strait Islander learners

The learning needs of Aboriginal and Torres Strait Islander people and communities are recognised and consideration should be given to:

- the impact of rural and isolated communities and experiences and the training, learning and assessment needs
- the need for trainer and assessors to be aware of the impact of European colonialism on the experiences of Aboriginal and Torres Strait Islander peoples
- the potential for particular consultative requirements by Aboriginal and Torres Strait Islander communities which may impact the training and assessment experiences
- the inclusion (by assessors) of methods which refer to community activities and reflect community culture and standards
- the need for trainers and assessors to be conscious of community protocols, codes of ethics and guides to consultation with Aboriginal and Torres Strait Islander peoples and communities
- the potential language and literacy needs that impact both clients and workers in the community sector
- the impact of cultural safety issues on Aboriginal and Torres Strait Islander workers in the community sector, both in their work in Aboriginal and/or Torres Strait Islander communities and in mainstream community sector work.

FOUNDATION SKILLS

Language, literacy and numeracy skills can make the difference between whether or not someone succeeds in training and at work. These important skills are now called ‘core skills’ or ‘foundation skills’ because they are at the core of – or the foundation to – other more specific technical skills.

All Units of Competency in CSC Correctional Services Training Packages clearly describe the foundation skills that are essential to performance in the elements and performance criteria of the unit.

There is a distinction between ‘core skills’ and ‘foundation skills’ in Training Packages, which can be summarised as follows:

- **Core skills** are those described in the ACSF: learning, numeracy, oral communication (speaking and listening), reading and writing.
- **Foundation skills** is the term that the Australian Government uses in a number of different contexts, including vocational units of competency, to capture language, literacy and numeracy skills and employment skills.

In the CSC Correctional Services Training Package, foundation skills are explicit in the performance criteria in each Unit of Competency.

This is achieved with the use of key words or phrases to indicate foundation skills that are essential to performance. It is important to note that foundation skills may not have the same meaning in every instance and do need to be considered in the relevant job context.

The significance of each of these skills will also vary in respect to job roles and the strengths of individuals. It is important for users of the Training Package to contextualise relevant foundation skills identified in Units of Competency and assessment criteria.

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package allows RTOs to choose and deliver foundation skills units, qualifications and Skill Sets that will enable learners to build the specific foundation skills they need to achieve vocational competency.

Foundation skills units provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of vocational units.

The Training Package can be downloaded from <https://training.gov.au/Training/Details/CSC>.

Foundation skills in the correctional services sector

There is a range of spoken and written texts embedded in tasks when working within the correctional services environment. Some are quite generic and reflect a range of core skills required across industry sectors. An example might be skills for reading and complying with organisational policies and procedures. There are also very specific texts and contexts that are distinctive to a custodial environment. An example might be the context of oral interaction with offenders, which requires both sensitivity and the language of negotiation.

Tasks might include:

- observing the conduct and behaviour of prisoners to prevent disturbances and escapes
- supervising prisoners during work assignments, recreational periods, sporting activities and meals

- interviewing offenders to determine risks and needs
- negotiating with offenders to create plans to change behaviour or help them understand need to change
- maintaining control of incidents using negotiation techniques
- working in small teams to respond to incidents within short time frames

HEALTH AND SAFETY IMPLICATIONS IN THE INDUSTRY

Work health and safety (WHS) / occupational health and safety (OHS) has been used in Units of Competency to refer to the relevant legislation. As not all jurisdictions have implemented the Model Work Health and Safety (WHS) Act the combined term is used to recognise that either the national model or existing state instrument will apply, as specified by the relevant regulatory authority.

In jurisdictions where the Model WHS Act has not been implemented, RTOs are advised to contextualise the Unit of Competency by referring to the existing state OHS legislative requirements.

RESOURCES AND EQUIPMENT RELEVANT TO THE TRAINING PACKAGE

The assessment requirements relevant to each Unit of Competency refer to the relevant resources and equipment required for assessment.

Where a specific vehicle or piece of equipment is referred to, it must be used in the relevant assessment.

In particular, for assessment, access is required to:

- A range of relevant exercises, case studies and/or simulations
- A vehicle typical of that used in the industry
- Applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Relevant materials, tools, equipment and personal protective equipment currently used in industry

Specific assessment requirements and strategies are defined in the relevant unit where applicable.

RTOs can only conduct training and/or assessment of the qualifications and/or Units of Competency in this Training Package provided they are covered by their Scope of Registration.

The assessment requirements for each Unit of Competency specify the relevant resources and equipment required to achieve the vocational outcomes of the CSC Correctional Services Training Package.

LEGAL CONSIDERATIONS FOR LEARNERS IN THE WORKPLACE/ON PLACEMENTS

Legal requirements that apply to specific industries and VET vary across each state and territory, and the commonwealth, and can change.

Contact relevant state/territory and commonwealth departments to determine specific legal requirements.

It is important to note, that learners who are undertaking the Certificate III in Immigration Detention Operations must be employed by the Commonwealth or the service provider to provide Immigration Detention services.

LINKS

[Companion Volume Implementation Guide \(CVIG\) for CSC Correctional Services Training Package](#)

ATTACHMENT A: QUALIFICATION MAPPING

Mapping information for Qualifications can be found in the [CSC Correctional Services CVIG Mapping Information Attachments A–C](#)

ATTACHMENT B: SKILL SETS MAPPING

Mapping information for Skill Sets can be found in the [CSC Correctional Services CVIG Mapping Information Attachments A–C](#)

ATTACHMENT C: UNITS OF COMPETENCY MAPPING

Mapping information for Units of Competency can be found in the [CSC Correctional Services CVIG Mapping Information Attachments A–C](#)

ATTACHMENT D: COMPANION VOLUME IMPLEMENTATION GUIDE

QUALITY ASSURANCE PROCESS

A CVIG is initiated in accordance with the requirements of the National Skills Standard Council (NSSC) Standards for Training Packages and is located within the CVIG.

The steps in the Quality Assurance (QA) process as they apply to the CVIG are:

1. The CVIG is developed by the Industry Skills Specialist (ISS) in accordance with Standards 11 and 12 (NSSC Standards for Training Packages):
 - a. **Standard 11:** A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template
 - b. **Standard 12:** Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required
2. Content is validated and amended as part of the validation stage in the implementation of the Standards.
3. The CVIG is submitted for external QA with the Training Package changes, to ensure it is available at the time of endorsement.
4. As the implementation of the Standards continues for the Training Package, the CVIG is reviewed by the ISS to ensure mapping tables are updated and any additional information is added as required. Proposed changes are subject to industry validation as part of the Endorsement process.
5. Where changes are made to a Training Package and minor amendments are required for the CVIG, the ISS includes amendments as part of the validation phase and incorporates the reference in the version control modification history at the front of the CVIG.

ATTACHMENT E: COMPANION VOLUME IMPLEMENTATION GUIDE TEMPLATE

COMPANION VOLUME IMPLEMENTATION GUIDE FOR CSC CORRECTIONAL SERVICES TRAINING PACKAGE

Mandatory field

OVERVIEW INFORMATION <i>Mandatory field</i>	• Version control and modification history. • List of AQF Qualifications, Skill Sets and Units of Competency in the Training Package. • Unit mapping information, including equivalence table linking old to new Units of Competency. • Qualification mapping information, including equivalence table linking old to new Qualification. • List of imported and prerequisite units in the Training Package. • Key work and training requirements in the industry. • Regulation and licensing implications for implementation.
IMPLEMENTATION INFORMATION <i>Mandatory field</i>	• Information on the key features of the Training Package and the industry that will impact on the selection of training pathways. • Industry sectors and occupational outcomes of Qualifications. • Explanation of any mandatory entry requirements for Qualifications. • Pathways advice, particularly in line with requirements of the AQF Pathways Policy. • Access and equity considerations. • Foundation Skills. • Advice on any health and safety implications in the industry. • Resource and equipment lists relevant to the Training Package. • Legal considerations for learners in the workplace/on placements. • Other information relevant to implementation of the Training Package.
LINKS <i>Optional field</i>	• Resources supporting the companion volume implementation guide. • Other companion volumes as required including: • Learning strategies guidance, describing the diversity of learners and learning strategies. • Knowledge guidance, identifying contextual information such as knowledge requirements and resources. • Assessment strategies, providing guidance on implementation of assessment requirements. • Training Package developer's quality assurance process for companion volumes