



Australian Government

Department of Education, Employment and Workplace Relations

CSCOFM402A Provide support to offenders in Aboriginal and Torres Strait communities

Release: 2

CSCOFM402A Provide support to offenders in Aboriginal and Torres Strait communities

Modification History

CSCOFM402A Release 2: Layout adjusted. No changes to content.
CSCOFM402A Release 1: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to work effectively and appropriately with Aboriginal and Torres Strait communities to enable offenders of those communities to achieve their objectives and those of the justice system.

Application of the Unit

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Support the community.

- 1.1 Establish relationships with **key people** in the community to promote the correctional service and to promote respect, trust and credibility.
- 1.2 Acknowledge and encourage the community as a social support mechanism for its members and offenders.
- 1.3 Support the role and benefits of **community programs** in reducing offending.
- 1.4 Make use of positive and effective models of community development to build community support and resources.
- 1.5 Use positive and effective models of negotiation and mediation to involve key people and ensure consensus.
- 1.6 Use strategies and programs that provide a balance between statutory requirements and traditional practice.
- 1.7 Recognise the different interpretations and expectations of **communities** and take them into consideration in community activities.

2 Respect cultural requirements.

- 2.1 Comply with the restrictions and protocol of communicating and relating to different members of the community.
- 2.2 Consider the impact of **cultural requirements** and traditional relationships and take them into consideration in determining contact and processes.
- 2.3 Confirm the cultural perspective on obligations and punishment and adapt strategies to take cultural views into account.
- 2.4 Take into account different timeframes when planning meetings and activities to allow cultural ways to determine process and outcomes.

3 Support offenders.

- 3.1 Involve community networks to enable a holistic and comprehensive approach to the needs and outcomes of the offender.
- 3.2 Determine the resources and needs of offenders and make sure that the offenders' objectives are determined with the offender and their community support.
- 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

ELEMENT

PERFORMANCE CRITERIA

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 that meet the needs of offenders.

3.7 Give reports to relevant agencies according to organisation procedures and requirements.

Required Skills and Knowledge

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

Required skills:

- ability to communicate effectively with a range of people from diverse cultural backgrounds
- application of consultation, negotiation and mediation methods
- applying legal requirements, including anti-discrimination, special needs, cultural awareness and sensitivity, and court and sentencing status and conditions
- application of principles of duty of care, reconciliation, cross-cultural communication and community development.

Required knowledge:

- Aboriginal culture or Torres Strait culture relevant to the offenders within the service in sufficient detail to underpin effective relationships with the community
- policies, procedures and statutory requirements of worker's role in correctional services
- community and departmental services relevant to the needs of offenders and their families
- how to communicate with official representatives of legal and correctional services and with allied services
- how to communicate with the community
- strategies for community development, including community education and 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 offenders and the protocols for consultation and decision making
- 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 Royal Commission into Aboriginal Deaths in Custody.

Evidence Guide

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

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit.

Context of and specific resources for assessment

This unit 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.

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual providing support to offenders in Aboriginal and Torres Strait communities effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to providing support to offenders in Aboriginal and Torres Strait communities
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners

- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

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

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

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key people includes those who are important in the community and may include:

- community leaders
- community elders
- colleagues in correctional services
- staff of other agencies and services, such as health workers, police, counsellors, legal services, courts and community services
- offender support networks and family.
- developed and managed by the community
- provided by other agencies and services
- developed and supported by workers as part of their responsibility
- managed by the correctional department
- designed for preventative purposes
- designed to ensure sentence requirements are met
- designed for rehabilitation and post-sentence support.

Community programs will include relevant examples of those:

This unit focuses on a distinct community of interests amongst its members. ***Communities:***

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

Cultural requirements will include relevant applications of:

- allowance for the impact of 'skin groups', 'language groups' and 'kin relationships'
- respect for family structures and relationships
- respect for the authority of families, elders and councils
- different concepts of time
- adaptation of verbal and non-verbal language, gestures, manner and local language
- different perceptions of the world, and individuals and relationships in it

- interpretations of the nature of cause and effect in different cultural contexts
- interpreting the social, historic, spiritual and environmental factors that have an impact on the lives of the community
- complying with taboos regarding using the name of deceased people and the use of alternative names
- traditional laws and cultural restrictions
- allowances for sorry business, mourning and funerals
- respecting gender business, and what is and isn't allowable
- traditional business and what people are able to do and not do
- knowledge of history of events and incidents
- respecting obligations
- punishment and pay backs.

Unit Sector(s)

Offender management.

Competency field

Not applicable.

Co-requisite units

Not applicable.