COMPANION VOLUME IMPLEMENTATION GUIDE

CSC CORRECTIONAL SERVICES TRAINING PACKAGE

Release 2.0

CONTENTS

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, Corrections, 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
2.0	TBA	Major upgrade (Endorsement date: xx/xx/2019): Two revised qualifications: • CSC30119 Certificate III in Correctional Practice • CSC40119 Certificate IV in Correctional Practice

		Minor changes to one qualification:
		• CSC50115 Diploma of Correctional Administration
		One new qualification:
		• CSC30219 Certificate III in Immigration Detention Operations
		One new skill set:
		• CSCSS0001 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
		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 Australian Government ComLaw website.

Information about these standards can be found at the:

- Department of Education and Training
- Australian Skills Quality Authority

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 and Training website (https://www.education.gov.au/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 would be considered vocationally competent, even if later versions are technically 'not equivalent'.

Correctional Services trainers and assessors can demonstrate they have vocational competency 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 2.0) 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 (Ault Custodial)

AQF Qualifications in the CSC Correctional Services Training Package

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

Code	Qualification Title
AQF 2	
CSC20115	Certificate II in Justice Services
AQF 3	
CSC30119	Certificate III in Correctional Practice
CSC30219	Certificate III in Immigration Detention Operations
AQF 4	
CSC40119	Certificate IV in Correctional Practice
AQF 5	
CSC50115	Diploma of Correctional Administration
AQF 6	
CSC60115	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: CSCSS0001 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
CSCSS0001	Electronic Monitoring Operator Skill Set

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]

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
CSCIDO001	Protect the safety and welfare of people in immigration detention
CSCIDO002	Supervise people in immigration detention
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
CSCOFM030	Support offender rehabilitation and reintegration in the community
CSCORG028	Work effectively with culturally diverse offenders and colleagues
CSCSAS023	Support a response to medical emergencies
CSCSAS022	Conduct searches

QUALIFICATION MAPPING INFORMATION

The qualification mapping information maps the CSC Correctional Services Training Package (Release 2.0) qualifications to qualifications in the CSC Correctional Services Training Package (Release 1.1).

Attachment A: Qualification mapping information

SKILL SETS MAPPING INFORMATION

The Skill Sets information maps the CSC Correctional Services Training Package (Release 2.0) Skill Sets to Skill Sets in the CSC Correctional Services Training Package (Release 1.1).

Attachment B: Skill sets mapping information

UNIT OF COMPETENCY MAPPING INFORMATION

The Unit of Competency information maps the CSC Correctional Services Training Package (Release 2.0) Units of Competency to Units of Competency in the CSC Correctional Services Training Package (Release 1.1):

Attachment C: Units of Competency mapping information

PREREQUISITE UNITS OF COMPETENCY

There are no pre-requisites in CSC coded units of competency. However, there may be prerequisites for some imported units of competency.

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 www.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 www.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

BSBHRM405	Support the recruitment, selection and induction of staff	Business Services
BSBINM501	Manage an information or knowledge management system	Business Services
BSBLDR403	Lead team effectiveness	Business Services
BSBLDR513	Communicate with influence	Business Services
BSBLED501	Develop a workplace learning environment	Business Services
BSBMGT516	Facilitate continuous improvement	Business Services
BSBMGT617	Develop and implement a business plan	Business Services
BSBPMG521	Manage project integration	Business Services
BSBPMG522	Undertake project work	Business Services
BSBRSK401	Identify risk and apply risk management processes	Business Services
BSBSUS201	Participate in environmentally sustainable work practices	Business Services
BSBSUS401	Implement and monitor environmentally sustainable work practices	Business Services
BSBSUS501	Develop workplace policy and procedures for sustainability	Business Services
BSBWHS201	Contribute to health and safety of self and others	Business Services
BSBWHS301	Maintain workplace safety	Business Services
BSBWOR404	Develop work priorities	Business Services
BSBWOR501	Manage personal work priorities and professional development	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
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 issue	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
CPPCMN4007	Manage workplace safety arrangements	Property Services
CPPFES2005A	Demonstrate first attack fire fighting 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 room	Property Services
CPPSEC3108	Store, protect and dispose of security information	Property Services
HLTAID001	Provide cardiopulmonary resuscitation	Health
HLTAID002	Provide basic emergency life support	Health
HLTAID003	Provide first aid	Health
HLTAID005	Provide first aid in remote situations	Health
HLTAID007	Provide advanced resuscitation	Health

HLTAID008	Manage first aid services and resources	Health
HLTPAT005	Collect specimens for drugs of abuse testing	Health
MSMWHS216	Operate breathing apparatus	Manufacturing
PSPGEN009	Work effectively in the organisation	Public Sector
PSPGEN015	Work effectively with diversity	Public Sector
PSPGEN016	Address client needs	Public Sector
PSPGEN035	Provide workplace mentoring	Public Sector
PSPGEN037	Monitor performance and provide feedback	Public Sector
PSPGEN047	Promote diversity	Public Sector
PSPGEN051	Conduct evaluations	Public Sector
PSPGEN054	Use complex workplace communication strategies	Public Sector
PSPGEN060	Manage performance	Public Sector
PSPGOV208A	Write routine workplace materials	Public Sector
PSPGOV606A	Prepare high-level/sensitive written materials	Public Sector
PSPHR615A	Manage human resource development strategies	Public Sector
PSPMNGT602B	Manage resources	Public Sector
PSPMNGT615A	Influence workforce effectiveness	Public Sector
PSPOHS601B	Establish and maintain a workplace safety system	Public Sector
PSPPCM011	Plan to manage a contract	Public Sector
PSPPOL501A	Develop organisation policy	Public Sector
PSPPROC607A	Manage strategic contracts	Public Sector
PSPREG020	Conduct prosecutions	Public Sector
PSPSEC012	Develop security risk management plans	Public Sector
PSPSEC013	Implement and monitor security risk management plans	Public Sector
PUACOM004B	Manage organisational communication strategies	Public Safety
PUAEMR026	Treat operational risk ∟PUAEMR027 Assess operational risk	Public Safety
PUAEMR027	Assess operational risk	Public Safety
PUAEQU001B	Prepare, maintain and test response equipment	Public Safety
PUALAW001B	Protect and preserve incident scene	Public Safety
TAEDEL301	Provide work skill instruction	Training and Education
TLIC1051	Operate commercial vehicle	Transport and Logistics
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 2018, the Australian Bureau of Statistics (ABS) indicated that there were 42,779 full-time prisoners in Australia. This reflected an increase of 1,509 persons (4%) in custody compared to the same period in 2017, and an average increase of 10,539 (33%) of persons in custody in the last five years from the December quarter of 2013. 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 December 2018, there were 1,285 people in immigration detention facilities, a reduction from a total of 1,327 in December 2017 and a total of 3,370 in 2013. 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 currently employs approximately 33,000 people. To address overcrowding in custodial facilities, rapid-build high security facilities are currently under construction. It is projected that 11,000 job openings will be available in a five-year period from 2018 - 2022.

The ageing workforce continues to be an issue for the sector, with loss of staff due to retirement. In 2018, approximately 38% of the Corrections workforce was aged 50 or over, with an average age of 45 years (compared to 40.8 years for all occupations). 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 2018 was approximately 72% male and 28% female.

Retention difficulties are an issue in the corrections 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.

INDUSTRY SECTORS AND OCCUPATIONAL OUTCOMES OF QUALIFICATIONS

The CSC Correctional Services Training Package contains six qualifications comprising 95 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
CSC20115 Certificate II in Justice Services	• Community liaison officer • Escort support
CSC30119 Certificate III in Correctional Practice	• Custodial officer • Casework officer • Youth justice officer

CSC30219 Certificate III in Immigration Detention Operations	• Authorised officer
CSC40119 Certificate IV in Correctional Practice	• Case manager • Correctional supervisor • Community corrections officer • Dog handler • Intelligence analyst
CSC50115 Diploma of Correctional Administration	• Case management senior practitioner • Drug rehabilitation manager • Correctional manager
CSC60115 Advanced Diploma of Correctional Management	• Correctional service manager • Senior custodial manager • Senior case manager

CONTEXTUALISATION OF TRAINING PACKAGE MATERIAL FOR THE CORRECTIONS 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.

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.

Non-CSC units may also be contextualised to suit a correctional or detention 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.

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.

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 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 www.training.gov.au.

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 resource 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
- Applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Relevant materials, tools, equipment and personal protective equipment currently used in industry

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 [CSC CVIG Mapping Attachments A-C](#)

ATTACHMENT B: SKILL SETS MAPPING

Mapping information for Skill Sets can be found in the CSC Correctional Services CVIG Mapping Information [CSC CVIG Mapping 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 [CSC CVIG Mapping 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:

4. The CVIG is developed by the Industry Skills Specialist (ISS) in accordance with Standards 11 and 12 (NSSC Standards for Training Packages):

   - **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
   - **Standard 12:** Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required

5. Content is validated and amended as part of the validation stage in the implementation of the Standards.

6. The CVIG is submitted for external QA with the Training Package changes, to ensure it is available at the time of endorsement.

7. 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.

8. 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 *Mandatory field*	- 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 *Mandatory field*	- 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 *Optional field*	- 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.