

22594VIC Diploma of Justice

22595VIC Advanced Diploma of Justice

Accredited for the period: 1st July 2022 to 30th June 2027 under
Parts 4.4 of the *Education and Training Reform Act 2006*



Education
and Training



Version	Date	Description
1.0	July 2022	Reaccreditation 22594VIC Diploma of Justice 22595VIC Advanced Diploma of Justice



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Section A: Course classification information

Course Owner	<p>Copyright of this course is held by the Department of Education and Training, Victoria.</p> <p>© State of Victoria (Department of Education and Training) 2022</p>
	<p>Executive Director Higher Education and Workforce Division Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 MELBOURNE 3001</p> <p>Course enquiries:</p> <p>Manager, Training and Learning Products Unit Higher Education and Workforce Development Higher Education and Skills Telephone: 131823 Email: course.enquiry@education.vic.gov.au</p>
Accreditation Type	<p>Reaccreditation of 22320VIC Diploma of Justice and 22321VIC Advanced Diploma of Justice.</p>
Copyright acknowledgement	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2022.</p> <p>The following units of competency:</p> <p>BSBSTR602 Develop organisational strategies BSBPMG430 Undertake project work BSBOPS504 Manage business risk</p> <p>are from the BSB Business Services Training Package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p> <p><i>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence</i></p> 
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<p>Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>
<p>AVETMISS information</p>	<p>ANZSCO code – <i>271299 Judicial and Other Legal Professionals nec</i></p> <p>ASCED Code – 0911 Justice and Law Enforcement</p> <p>Field of Education – <i>091199 Justice and Law Enforcement nec</i></p> <p>National course code 22594VIC Diploma of Justice 22595VIC Advanced Diploma of Justice</p>
<p>Period of accreditation</p>	<p>1 July 2022 - 30 June 2027</p>

Section B: Course information

1 Nomenclature	
1.1 Name of the qualification	<p>Standard 4.1 AQTF 2021 Standards for Accredited Courses</p> <p><i>22594VIC Diploma of Justice</i></p> <p><i>22595VIC Advanced Diploma of Justice</i></p>
1.2 Nominal duration of the course	<p>Standard 5.8 AQTF 2021 Standards for Accredited Courses</p> <p><i>22594VIC Diploma of Justice: 640 - 660 hours</i></p> <p><i>22595VIC Advanced Diploma of Justice: 690 – 730 hours</i></p>
2 Vocational or educational outcomes of the course	
2.1 Outcome(s) of the course	<p>Standard 5.1 AQTF 2021 Standards for Accredited Courses</p> <p>Graduates of the Diploma and Advanced Diploma of Justice will be able to meet the current and future industry requirements to effectively apply the operational functions, principles and practices of the Victorian criminal justice system across a variety of justice environments from intermediate to comprehensive capacity level. While Justice graduates are not qualified to conduct therapeutic counselling, they may be called upon to recognise and respond to immediate and daily psychological needs of offenders through appropriate referral, in conjunction with managing referral and longer-term treatment options.</p> <p>Vocational outcomes of the Diploma course are to:</p> <ul style="list-style-type: none"> • adhere to ethical standards required of working within the Victorian criminal justice sector at an operational level • effectively manage a range of justice context functions, including appropriate application of law, working within family violence contexts, conflict resolution and client services that address cultural diversity and special needs • apply and direct effective communication, problem-solving and emotional intelligence skills within justice organisational structures and cultures • apply effective written communication skills to prepare and present information, documents and briefs • comply with legal and regulatory standards and provisions for work safety within justice environments • supervise adult offenders at an operational level • support cultural safety for First Nations people • identify and respond to breaches of legislation.

	<p>Vocational outcomes of the Advanced Diploma course are to:</p> <ul style="list-style-type: none"> • develop the capacity of individuals and groups to actively participate in conflict resolution and mediation strategies • effectively undertake research and evaluation processes of justice operations and innovations across a range of justice contexts • effectively manage complex justice operational functions of investigation, evidence processes and preparation of cases for prosecution • effectively develop and manage client services, treatment planning, case-management and crime prevention that are underpinned by sociological and psychological analyses and perspectives • apply and manage communication skills and problem-solving skills to questioning, interviewing and client support, interaction, counselling, case-management referral, advocacy and third-party representation at court • apply and manage communication and organisational skills to develop and maintain reports, records, case notes, evidence briefs, and other documentation compliance requirements • apply quality assurance, legal and regulatory compliance and safety regulations within justice environment • develop the capacity of individuals and groups to actively participate in team development and change management within justice environments. <p>Appendix B provides the Skills and Knowledge Summary for each qualification.</p>
2.2 Course description	<p><i>Standard 5.1 AQTF 2021 Standards for Accredited Courses</i></p> <p>The Diploma of Justice qualification reflects the role of individuals who effectively apply the operational functions, principles and practices of the Victorian criminal justice system across a variety of justice environments. Individuals in these roles apply skills and knowledge to demonstrate autonomy, judgement and defined responsibility in known or changing contexts within broad but established parameters in a criminal justice environment.</p> <p>The Advanced Diploma of Justice qualification reflects the role of individuals who effectively apply operational functions, principles and practices of the Victorian criminal justice system in different justice environments. Individuals in these roles apply specialised and integrated technical</p>

	and theoretical knowledge to develop and coordinate case-management plans and respond to complex issues for work within broad parameters in a criminal justice environment.
3 Development of the course	
3.1 Industry, education, legislative, enterprise or community needs	<p>The Justice Steering Committee confirmed strong support for the Justice qualifications from Corrections Victoria, Local Councils (compliance sections) and the Victorian Aboriginal Legal Service. They report that the qualifications provide vocational pathways into long-term careers within the justice field. The courses equip students to work in both supervised and unsupervised capacities in a variety of justice environments.</p> <p>The criminal justice system continues to experience strong demand for paralegals/justice officers working in both custodial and non-custodial areas. Significant developments in responding to and managing COVID 19 controls, anti-terrorism strategies and protecting Australia's borders provides strong employment growth in the Australian Border Force and demand for graduates of the course. Additionally, within the sphere of investigation, law enforcement and support services, the justice industry requires officers who are trained to meet the pressures of demographic fluctuation, and cultural/ sociological diversity. In corollary, this drives strong employment demand for administrators, counsellors, and case-managers able to work with a wide variety of clients across a wide range of justice environments.</p> <p>Victoria Police, Authorised Field Officers in transport, childcare and council roles and Australian Federal Police, state that there are opportunities across a number of capacities within policing programs, and report, 'recruits who have completed, or are completing, the Advanced Diploma of Justice are at an advantage when participating in the application process for employment with Victoria Police, because they have a more rounded and broader knowledge of the justice industry.'¹</p> <p>Other key factors associated with increased demand include:</p> <ul style="list-style-type: none"> - The Royal Commission into Family Violence and Mental Health resulted in recommendations that have impacted the workload of Victoria Police and the justice system as a whole, thereby creating even more potential justice system employment opportunities upon completion of the Advanced Diploma of Justice. - The Victorian Government in its 2019/2020 budget allocated \$1.8 billion to provide flexible prison capacity and

¹ Divisional Commander D Stevenson, Victoria Police

	<p>to deliver programs to break the cycle of reoffending. A number of existing prisons have been expanded and a number of new prisons and youth justice facilities have been built with completion of most facilities expected in 2022/2023. These new and expanded existing facilities are expected to create the need for an additional 300 Prison Officer jobs.²</p> <p>- In September 2021 the Justice Policy Partnership was formed with the intent to reduce the disproportionate rate at which Aboriginal and Torres Strait Islander People are incarcerated. Parties to the National Agreement have committed to reducing the rate of Aboriginal and Torres Strait Islander adults held in incarceration by at least 15% by 2031 and reducing the rate of Aboriginal and Torres Strait Islander children (10-17) in detention by at least 30% by 2031.³ The Project Steering Committee (PSC) members unanimously agreed that a unit addressing First Nations People in the justice system was an identified skills gap within the structure of the existing Diploma of Justice qualification. To address this skills gap, it was agreed that a new unit - Support cultural safety for First Nations people within a justice environment be developed and included in the list of core units within the redeveloped 22594VIC Diploma of Justice.</p> <p>- The COVID-19 pandemic restrictions have resulted in a significant backlog and rising pending caseload in the Victorian justice system. Court capacity expansion is being undertaken with the development of Bendigo Law Courts (\$152 million, opening in 2023) and Wyndham Law Courts (\$271 million, opening in 2025).⁴</p> <p>The Justice Steering Committee confirmed completion of the Diploma and Advanced Diploma qualifications will continue to produce graduates, who, within the specificity of Australian and Victorian justice framework, provide the leadership, management, planning, co-ordination, research, analysis and application capabilities required by practitioners in today's justice environments. Hence, the qualifications are well designed to provide graduates to work in a range of both care and control services. Similarly, completion of the either or both qualifications will produce well-prepared candidates for further study.</p> <p>RTOs reported a consistent demand for enrolment into the Justice qualifications with graduates experiencing high employment rates in the abovementioned fields. The Victorian Government has demonstrated support for both the Diploma and Advanced Diploma of Justice by retaining both qualifications on the 2022 Funded Course List and</p>
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² Department of Education and Training and VSA, Employment Forecasts, November 2021.

³ [Agreement to Implement the Justice Policy Partnership | Attorney-General's Department](#)

⁴ Department of Justice and Community Safety Annual Report 2018-19

retained the Diploma of Justice on the 2022 Free TAFE Course list.

Table 1 Enrolment data illustrates consistent ongoing demand in both courses over the last three years.

In 2021, four RTOs collectively provided 903 enrolments, and three RTOs offering the Advanced Diploma, collectively provided 95 enrolments. The Diploma continues to have higher enrolments as core units are entry requirements for the Advanced Diploma. Lower enrolments in the Advanced Diploma are attributed with less providers offering the course and Diploma graduates entering the workforce or pivoting with credit towards a range of degree programs. RTOs reported some decline in the take up offers as a result of the COVID-19 restrictions which resulted in TAFE campus closures and all training being delivered online. The

Table 1 Enrolment data - 2019 to 2021:

Enrolments	Funding source	2019	2020	2021
22320VIC Diploma of Justice	Fee for service	4	11	13
	Gov Funded	907	889	890
	Total	911	900	903
22321VIC Advanced Diploma of Justice	Fee for service	0	2	2
	Gov Funded	71	9	93
	Total	71	97	95

Stakeholder Consultation:

Due to the COVID-19 restrictions, the stakeholder consultation to redevelop the Diploma and Advanced Diploma of Justice was limited to online meetings and phone and email communication. The Project Steering Committee (PSC), comprising representatives from both industry and the training sector, met virtually on four occasions. Out of session meetings with subject matter experts (from within and outside of the PSC membership) also took place throughout the development stage. PSC members utilised their own networks to distribute draft material as it was developed, and feedback was gathered and discussed at the PSC meetings. At the PSC meeting held on 24th November 2021 the final draft Diploma and Advanced Diploma of Justice qualifications and units of competency was agreed to as meeting the skill and knowledge needs of their sector and signed off by the PSC members with letters of support provided.

This course:

- *does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set*

- *is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set*
- *does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification*
- *does not comprise units that duplicate units of competency of a training package qualification.*

The main target groups comprise:

Diploma:

- those wishing to enter local government with a minimum entry requirement in order to undertake on-the-job training as:
 - local/municipal law enforcement officers
 - statutory compliance officers
- mature-aged students wishing to gain entry to Victorian Police or other policing roles
- those wishing to complete the full suite of Justice qualifications
- those continuing a pathway to higher education
- those working within the industry or related fields wishing to increase career options, or to specialise.

Advanced Diploma

- those wishing to complete the full suite of Justice qualifications in order to follow a specific career path
- those continuing a pathway to higher education
- those working within the industry or related fields wishing to increase career options, or to specialise.

Anticipated employment opportunities within the justice industry include the following fields:

- Australian Border Force
- Case management
- Claims
- Client support work
- Community-based corrections case-management
- Compliance
- Courts registrar
- Criminology research/analysis
- Custodial Assessment
- Governance
- Investigation
- Local government traffic and local law implementation
- Local government work
- Loss prevention work
- Parole work
- Police and law enforcement agency work

	<ul style="list-style-type: none"> • Police Custody • Prison officer and custodial positions • Reintegration • Youth Justice <p>Industry support is confirmed through the endorsement and active participation of the Project Steering Committee.</p> <p>Members of the Project Steering Committee:</p> <ul style="list-style-type: none"> • Naomi Uehara (Chair) – Manager, Community Correctional Services Workforce Development – Dept of Justice and Community Safety • Carla Martins – Education Manager, Community Metro – Kangan Institute • Jacqueline Kinyanjui – Teacher, Dip of Justice – Swinburne University • Lee-Ann Carter, Director Community Programs – Victorian Aboriginal Legal Service • Lee Hobbs – Coordinator City Compliance, Safer Communities – City of Casey • Sally Allen-Beyer – Teacher, Diploma of Justice – Swinburne University • Irene Pagliarella – Education Manager – Holmesglen Institute • James Vatousios – Education Manager, Business and Information Technology – Chisholm Institute • Cameron Sanderson – Professional Standards Officer – Victoria Police • Mark Higgonbotham – Senior Sergeant – Victoria Police, Police Prosecutions • Susan Landy, Acting Inspector, People Development Command – Victoria Police Academy • Peter Webster – Sergeant – Victoria Police <p>In attendance at Project Steering Committee Meetings:</p> <ul style="list-style-type: none"> • Alan Daniel: Curriculum Maintenance Manager – Business Industries, Chisholm Institute • Rosalind Robinson -Administrative Coordinator: CMM Business Industries, Chisholm Institute • Anna Henderson: Curriculum Projects Officer, Business Skills Viability (BSV) • Joan Whelan: Curriculum Projects Support Officer, Business Skills Viability (BSV) • Suzie Zarris- Education Manager, Community and Social Inclusion – Holmesglen Institute
3.2 Review for re-accreditation	Standards 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses

Course monitoring was conducted during the accreditation period and a mid-cycle review was conducted in 2020. Monitoring and evaluation of: 22320VIC Diploma of Justice and 22321VIC Advanced Diploma of Justice have been taken into account in the revised courses. Revisions are based on formal and informal data collected from RTOs, teaching staff, student feedback and industry and through input from the Steering Committee.

Industry stakeholders requested the introduction of two new units:

- VU23175: Support cultural safety for First Nations people within a justice environment
- VU23180: Identify alleged breaches of legislation and propose appropriate action

VU23175 was developed to address justice issues, related to the over representation, and rates of suicide of Aboriginal and Torres Strait Islanders in the criminal justice system. Industry stakeholders agreed that students should have an in depth understanding of the First Nations people’s history and how it relates to current justice issues. Furthermore, they felt that having the First Nations Australians’ unit as a core would give students a broader knowledge base and potentially greater level of employability.

VU23180 was developed to address action requirements following breaches of legislation. Previously this was covered in LGACOM406A, which was deleted from the LGA Local Government Training Package in the recent review. There are no nationally endorsed units now, but industry stakeholders felt it is still required in the Diploma of Justice.

Transition arrangements:

The 22320VIC Diploma of Justice and the 22321VIC Advanced Diploma of Justice expire on 30th June 2022. There can be no new enrolments into these courses after 30th June 2022.

22594VIC Diploma of Justice is not equivalent to and replaces 22320VIC Diploma of Justice.

Unit in 22594VIC	Unit from 22320VIC	Comments
VU23166 Apply foundation legal principles	VU21909 Apply foundation legal principles	Updated and equivalent
VU23167 Prepare to work within the criminal justice system	VU21910 Work within the criminal justice system	Updated and equivalent

	VU23168 Apply writing and presentation skills within a justice environment	VU21911 Apply writing and presentation skills within a justice environment	Updated and equivalent
	VU23169 Support the ethics and values of working within a justice environment	VU21913 Uphold and support the ethics and values of working within a justice environment	Updated and equivalent
	VU23170 Apply criminal law within justice environments	VU21914 Apply criminal law within justice environments	Updated and equivalent
	VU23171 Prepare to work with family violence contexts within justice environments	VU21915 Work with family violence contexts within justice environments	Updated and equivalent
	VU23172 Support cultural diversity in justice environments	VU21916 Work with culturally diverse clients within justice environments	Updated and equivalent
	VU23173 Work with conflict resolution and mediation processes within justice environments	VU21917 Work with conflict resolution and mediation processes within justice environments	Updated and equivalent
	VU23174 Apply self-management and workplace health and safety (WHS) strategies in the justice environment	VU21918 Apply self-management and workplace safety strategies in the justice environment	Updated and equivalent
	VU23175 Support cultural safety for First Nations people within a justice environment		New unit
	VU23176 Support the management of adult offenders within the Victorian correctional framework	VU21912 Support the management of adult offenders within the Victorian correctional framework	Updated and equivalent

	VU23177 Identify and support children and young people at risk	VU21919 Identify and support children and young people at risk	Updated and equivalent
	VU23178 Apply Australian Border Force law enforcement processes within justice environments	VU21920 Apply Australian Border Force law enforcement processes within justice environments	Updated and equivalent
	VU23179 Analyse and support policing processes within justice environment contexts	VU21921 Support policing processes within justice environment contexts	Updated and equivalent
	VU23180 Identify alleged breaches of legislation and propose appropriate action		New unit
		LGACOM406A Investigate alleged breaches of legislation and prepare documentation	Deleted unit removed

22595VIC Advanced Diploma of Justice is equivalent to and replaces 22321VIC Advanced Diploma of Justice		
Unit in 22595VIC	Unit from 22321VIC	Comments
VU23181 Apply research techniques within justice contexts	VU21922 Apply research techniques within justice contexts	Updated and equivalent
VU23182 Apply investigative processes within justice environments	VU21923 Apply investigative processes within justice environments	Updated and equivalent
VU23183 Apply sociology concepts and principles to justice contexts	VU21924 Apply sociology concepts and principles to justice contexts	Updated and equivalent
VU23184 Research criminology and crime prevention for application to practice within justice environments	VU21925 Research criminology and crime prevention for application to practice within justice environments	Updated and equivalent
VU23185 Research human rights principles within justice environments	VU21926 Research human rights principles within justice environments	Updated and equivalent
VU23186 Apply psychological concepts and principles within justice environments	VU21927 Apply psychological concepts and principles within justice environments	Updated and equivalent
VU23187 Identify and respond to client complex issues within a criminal justice environment	VU21928 Identify and respond to client complex issues within a criminal justice environment	Updated and equivalent
VU23188 Undertake case-management in a justice environment	VU21929 Undertake case-management in a justice environment	Updated and equivalent
VU23189 Apply law and advocacy to support justice	VU21930 Apply law and advocacy to support justice	Updated and equivalent

	clients experiencing justiciable events	clients experiencing justiciable event/s	
	VU23190 Work with young offenders in justice environments	VU21931 Work with young offenders in justice environments	Updated and equivalent
	VU23191 Analyse the child protection environment in a justice context	VU21932 Analyse the child protection environment in a justice context	Updated and equivalent
	BSBSTR602 Develop organisational strategies	BSBMGT616 Develop and implement strategic plans	Updated and equivalent
		CSCORG507 Manage projects in justice and offender services	Deleted unit Removed
	BSBOPS504 Manage business risk	BSBRSK501 Manage risk	Updated and equivalent
	BSBPMG430 Undertake project work	BSBPMG522 Undertake project work	Updated and equivalent

4 Course outcomes

4.1 Qualification level	<p>Standards 5.5 AQTF 2021 Standards for Accredited Courses</p> <p>22594VIC Diploma of Justice</p> <p>Knowledge: Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning and be able to demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas such as applying knowledge of justice principles, practices, processes and strategies.</p> <p>Skills: Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse information to complete a range of activities to meet justice system conventions, including current issues/trends • provide and transmit solutions to sometimes complex problems in criminal, civil and administrative law procedures • extrapolate information about criminal justice systems
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- prepare reports
- take limited responsibility in the application of legal principles.

Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters:

- in contexts that uphold and support justice environment ethics
- within limited parameters to apply self-management and workplace safety in the justice environment.

Volume of Learning:

The Diploma of Justice incorporates structured and unstructured learning:

- Structured learning activities develop the knowledge and skills to operate as a Justice professional with well-developed writing and presentation skills for appropriate justice related activity.
- Unstructured learning activities are an integral part of the total training and include research, managing a variety of projects, self -directed learning activities and simulated work experience to support course completion.
- The volume of learning will be in the range of 1 to 1.5 years.

22595VIC Advanced Diploma of Justice:

Knowledge: Graduates at this level will have specialised and integrated technical and theoretical knowledge with depth within one or more fields of work and learning through a demonstrated understanding of justice conventions, practices, diversity, case management processes, complex client needs, resources available to clients and relevant international, Federal and State government legislative requirements and provisions.

Skills: Graduates at this level will have a broad range of cognitive, technical and communication skills to apply methods and technologies to:

- analyse information across a range of legislative issues
- interpret and transmit solutions to unpredictable and sometimes complex problems through the analysis of information and concepts at an abstract level

	<ul style="list-style-type: none"> • conduct case management with a diverse range of clients and utilise client-centred approaches • conduct criminology research and apply psychological concepts and principles • demonstrate accountability for within broad parameters in developing and coordinating case-management plans and responding to complex issues within a criminal justice environment. <p>Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility:</p> <ul style="list-style-type: none"> • in contexts that differentiate justiciable event/s in order to apply relevant legislation and/or common law • within broad parameters to plan justice activity and workplace safety within the correctional system and/or in case management. <p>Volume of Learning:</p> <p>The Advanced Diploma of Justice incorporates structured and unstructured learning:</p> <ul style="list-style-type: none"> • Structured learning activities develop the knowledge and skills to operate as a Justice professional with the ability to undertake research, manage complex case management planning, with well-developed writing and presentation skills for diverse justice related activity. • Unstructured learning activities are an integral part of the total training and include research, managing a variety of complex cases, self-directed learning activities, interpreting legislation and simulated work experience to support course completion. • Together with the entry requirements, the volume of learning will be in the range of 1.5 to 2 years. <p>AQF Diploma and Advanced Diploma levels are consistent with the criteria and specifications of these levels as outlined in the Australian Qualification Framework January 2013.</p>
4.2 Foundation skills	<p>Standard 5.6 AQTF 2021 Standards for Accredited Courses</p> <p>Foundation skills are outlined in each unit of competency. See attached Appendix A for the Foundation Skills Qualification summary.</p>
4.3 Recognition given to the course	<p>Standard 5.7 AQTF 2021 Standards for Accredited Courses</p> <p>Not applicable</p>

4.4 Licensing/regulatory requirements	Standard 5.7 AQTF 2021 Standards for Accredited Courses Not applicable.
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5 Course rules

Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited courses

5.1 Course structure

22594VIC Diploma of Justice comprises twelve (12) units.

- Ten (10) Core units
- Two (2) Elective units

Where the full course is not completed a Statement of Attainment will be issued for any completed unit.

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU23166	091199	Apply foundation legal principles	Nil	70
VU23167	091199	Prepare to work within the criminal justice system	Nil	60
VU23168	091199	Apply writing and presentation skills within a justice environment	Nil	60
VU23169	091199	Support the ethics and values of working within a justice environment	Nil	40
VU23170	091199	Apply criminal law within justice environments	Nil	80
VU23171	091199	Prepare to work with family violence contexts within justice environments	Nil	50
VU23172	091199	Support cultural diversity in justice environments	Nil	50
VU23173	091199	Work with conflict resolution and mediation processes within justice environments	Nil	40
VU23174	091199	Apply self-management and workplace health and safety (WHS) strategies in the justice environment	Nil	60
VU23175	091199	Support cultural safety for First Nations people within a justice environment	Nil	50

Elective units

Complete two elective units selected from the list of suggested units and/or any relevant units from any currently endorsed Training Package or accredited course. All electives chosen must contribute to a valid, industry-supported vocational outcome.

VU23176	091199	Support the management of adult offenders within the Victorian correctional framework	Nil	60
VU23177	091199	Identify and support children and young people at risk	Nil	40
VU23178	091199	Apply Australian Border Force law enforcement processes within justice environments	Nil	40
VU23179	091199	Analyse and support policing processes within justice environment contexts	Nil	40
VU23180	091199	Identify alleged breaches of legislation and propose appropriate action	Nil	40
Total nominal hours				640 - 660

22595VIC Advanced Diploma of Justice comprises twelve (12) units.

- Eight (8) Core units
- Four (4) Elective units

Where the full course is not completed a Statement of Attainment will be issued for any completed unit.

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU23181	091199	Apply research techniques within justice contexts	Nil	60
VU23182	091199	Apply investigative processes within justice environments	Nil	80
VU23183	091199	Apply sociology concepts and principles to justice contexts	Nil	50
VU23184	091199	Research criminology and crime prevention for application to practice within justice environments	Nil	80
VU23185	091199	Research human rights principles within justice environments	Nil	50
VU23186	091199	Apply psychological concepts and principles within justice environments	Nil	50
VU23187	091199	Identify and respond to client complex issues within a criminal justice environment	Nil	50

VU23188	091199	Undertake case-management in a justice environment	Nil	50
<p>Elective units</p> <p>Complete four elective units selected from the following list of suggested units or any relevant units from any currently endorsed Training Package or accredited course. All electives chosen must contribute to a valid, industry-supported vocational outcome.</p>				
VU23189	091199	Apply law and advocacy to support justice clients experiencing justiciable events	Nil	50
VU23190	091199	Work with young offenders in justice environments	Nil	50
VU23191	091199	Analyse the child protection environment in a justice context	Nil	60
BSBSTR602	080301	Develop organisational strategies	Nil	80
BSBPMG430	080315	Undertake project work	Nil	60
BSBOPS504	080301	Manage business risk	Nil	60
Total nominal hours				690-730
5.2 Entry requirements		<p>Standard 5.11 AQTF 2021 Standards for Accredited Courses</p> <p><i>Learners with language, literacy and numeracy skills at a lower level than suggested may require additional support to successfully undertake these qualifications.</i></p> <p>22594VIC Diploma of Justice</p> <p>Applicants for the 22594VIC Diploma of Justice are expected to:</p> <ul style="list-style-type: none"> have a demonstrated capacity in learning, reading, writing and oracy to Level 4 and numeracy to Level 3 of the Australian Core Skills Framework (ACSF) because they are required to work independently and use support from a range of unfamiliar and/or unpredictable resources; read complex text with specialised vocabulary; embed information in a justice context; and conduct complex analysis, which includes extracting, extrapolating and reflecting on information and some abstract themes. <p>See Download the ACSF - Department of Education, Skills and Employment, Australian Government (dese.gov.au)</p> <ul style="list-style-type: none"> be able to use a personal computer, including basic word processing, spreadsheet, and electronic communication platforms and internet search engines. 		

	<p>22595VIC Advanced Diploma of Justice</p> <p>The entry requirement for the 22595VIC Advanced Diploma of Justice is:</p> <p>The successful completion of the core units of competency from either the:</p> <ul style="list-style-type: none"> • 22594VIC Diploma of Justice <p>or</p> <ul style="list-style-type: none"> • 22320VIC Diploma of Justice <p>or</p> <ul style="list-style-type: none"> • Two years of relevant full time vocational experience/practice in the Justice industry
<p>6 Assessment</p>	
<p>6.1 Assessment strategy</p>	<p>Standard 5.12 AQTF 2021 Standards for Accredited Courses</p> <p>Imported units of competency must be assessed according to the rules of the relevant Training Package.</p> <p>Assessment methods and collection of evidence will involve application of knowledge and skills to justice sector workplaces or simulated environments.</p> <p>A range of assessment methods may be used, such as:</p> <ul style="list-style-type: none"> • action learning projects • research projects in justice work • practical exercises • presentations • written and oral questioning • simulations and scenarios • case studies • role plays • written assignments or theoretical examinations • discussion groups. <p>Candidates need to adhere to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises.</p> <p><i>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</i></p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines • 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p>

	<ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit.</p> <p>There is no mandatory workplace assessment.</p>
6.2 Assessor competencies	<p>Standard 5.14 AQTF 2021 Standards for Accredited Courses</p> <p>To ensure compliance with the Essential Conditions and Standards for Initial/Continuing Registration and/or Standards for Registered Training Organisations (SRTOs) 2015 - assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p><i>Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.</i></p>
7 Delivery	
7.1 Delivery modes	<p>Standards 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses</p> <p>Delivery of units of competency imported from Training Packages or accredited courses should be contextualised to justice environments.</p> <p>Delivery of units of competency will take into consideration the individual needs of students and may involve blended delivery mode including:</p> <ul style="list-style-type: none"> workshops

	<ul style="list-style-type: none"> • individual assignments • team-based assignments • use of case studies • applied learning in the workplace or simulated justice environment • multi-media presentations and classroom instruction • industry guest speakers • group discussions <p>Delivery modes need to adhere to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises.</p> <p>Learners may be supported through on-line (internet, social media, email and telephony); face-to-face conferencing, mentoring and interviews; ad hoc arrangements, and regular progress monitoring, particularly for practical work.</p> <p>RTOs have the option of single unit delivery or holistic/clustered unit delivery.</p> <p>The course may be delivered part-time or full-time.</p> <p>There is no mandatory workplace delivery.</p>
7.2 Resources	<p>Standard 5.14 AQTF 2021 Standards for Accredited Courses</p> <p><i>Training must be undertaken by a person or persons in accordance with:</i></p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p><i>Learners must have access to:</i></p> <ul style="list-style-type: none"> • <i>computers and internet</i> • <i>workplace or simulated justice environments</i> • <i>appropriate equipment, materials and resources to support delivery and to undertake assessment</i>

	<p><i>Units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course.</i></p>
<p>8 Pathways and articulation</p>	
	<p>Standard 5.10 AQTF 2021 Standards for Accredited Courses</p> <p>Both qualifications include nationally endorsed units of competency from the BSB Business Services Training Packages.</p> <p>Participants who successfully complete any of these units will, upon enrolment, gain credit into other qualifications that require those same units.</p> <p>Likewise, those participants who have successfully completed any of these units of competency from the Training Packages will, upon enrolment into the relevant justice qualification, gain credit for those same units. Clear articulation pathways exist between the Diploma and Advanced Diploma in Justice.</p> <p>Though there are no formal articulation arrangements into Higher Education courses of study at present, there are several universities and providers of such higher education courses that offer credit for the Justice course suite of units.</p>
<p>9 Ongoing monitoring and evaluation</p>	
	<p>Standard 5.15 AQTF 2021 Standards for Accredited Courses</p> <p>The Curriculum Maintenance Manager (CMM), Business Industries is responsible for monitoring and evaluation of the 22594VIC Diploma of Justice and the 22595VIC Advanced Diploma of Justice.</p> <p>The qualifications will be reviewed at mid-point of accreditation period. Evaluations will involve consultation with:</p> <ul style="list-style-type: none"> • course participants • justice industry representatives • teaching staff • assessors <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the course/s resulting from course monitoring and evaluation processes.</p>

Section C: Units of competency

Imported units of competency from the BSB Business Services Training Package:

- BSBOPS504 Manage business risk
- BSBPMG430 Undertake project work
- BSBSTR602 Develop organisational strategies

Developed units of competency

VU23166 Apply foundation legal principles

VU23167 Prepare to work within the criminal justice system

VU23168 Apply writing and presentation skills within a justice environment

VU23169 Support the ethics and values of working within a justice environment

VU23170 Apply criminal law within justice environments

VU23171 Prepare to work with family violence contexts within justice environments

VU23172 Support culturally diversity in justice environments

VU23173 Work with conflict resolution and mediation processes within justice environments

VU23174 Apply self-management and workplace health and safety (WHS) strategies in the justice environment

VU23175 Support cultural safety for First Nations people within a justice environment

VU23176 Support the management of adult offenders within the Victorian correctional framework

VU23177 Identify and support children and young people at risk

VU23178 Apply Australian Border Force law enforcement processes within justice environments

VU23179 Analyse and support policing processes within justice environment contexts

VU23180 Identify alleged breaches of legislation and propose appropriate action

VU23181 Apply research techniques within justice contexts

VU23182 Apply investigative processes within justice environments

VU23183 Apply sociology concepts and principles to justice contexts

VU23184 Research criminology and crime prevention for application to practice within justice environments

VU23185 Research human rights principles within justice environments

VU23186 Apply psychological concepts and principles within justice environments

VU23187 Identify and respond to client complex issues within a criminal justice environment

VU23188 Undertake case-management in a justice environment

VU23189 Apply law and advocacy to support justice clients experiencing justiciable event/s

VU23190 Work with young offenders in justice environments

VU23191 Analyse the child protection environment in justice contexts

UNIT CODE AND TITLE		VU23166 Apply foundation legal principles	
APPLICATION		<p>This unit describes the skills and knowledge required to apply various aspects of law and jurisdiction processes and procedures relevant to working within the Victorian criminal justice system.</p> <p>It provides an introduction to the Victorian and Australian legal system including the Constitution, legislative and law-making bodies, adjudication and enforcement.</p> <p>This unit applies to the work of justice support officers engaged across a range of job roles and jurisdictions within the Victorian justice environment.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate the origins and sources of State and Federal law and identify its constitutional application	1.1	Research the evolution of Australian law prior to federation
		1.2	Research law making through Parliament, the Courts and sub-ordinate authorities
		1.3	Evaluate Federal and State constitutional power, limitations and their application to justice environments
		1.4	Explore the main aims and elements of administrative, civil and criminal law and their application to Victorian justice environment
2	<i>Explore the function, operation and jurisdiction of Victorian Courts and Tribunals within the Australian Court system</i>	2.1	<i>Identify and analyse the structure and jurisdiction of the Victorian courts and tribunals</i>
		2.2	<i>Identify and analyse the process of civil and criminal action and appeals and administrative action</i>
		2.3	<i>Identify the function and responsibilities of the parties involved in the Australian Court system</i>
		2.4	<i>Analyse the therapeutic justice principles, within a court framework</i>
		2.5	<i>Analyse the principles of natural justice as applied within the Australian justice system</i>

3	Identify and apply legal requirements and protocols to justice related job roles	3.1	<i>Identify current and/or potential job roles in the application of the law, its functions and process within the justice environment</i>
		3.2	<i>Apply the skills and knowledge requirements to the various justice support officer job roles, within the justice environment</i>
		3.3	<i>Apply etiquette and protocols for attendance at courts and tribunals</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		read complex text incorporating legal, procedural and technical information	
Writing skills to:		organise content and use clear and logical organisational structures	
Oral communication skills to:		listen to an oral text such as a speech, lecture and provide a reflective response	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23166 Apply foundation legal principles	VU21909 Apply foundation legal principles	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23166 Apply foundation legal principles
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • apply functions and processes of the Victorian legal system to two justice environment justice support job roles • apply the correct etiquette and protocols during attendance at one Victorian court and/or tribunal.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit, manage the tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • powers and functions of law, law courts and sub-ordinate authorities of the civil, criminal and administrative components of the Victorian legal system including: <ul style="list-style-type: none"> ○ sources of law, its origin, the Federal and State Constitution ○ processes of law making by parliament, the courts and delegate authorities ○ criminal, civil and administrative law procedures to a variety of justice issues ○ adjudicative procedure within a state and commonwealth context ○ relevant Federal, State, local government legislative and regulatory requirements ○ the operation of the adjudication and enforcement process with the Victorian legal system ○ pre-trial, trial, and post-trial procedure for summary, indictable offences and civil matters ○ processes of therapeutic justice principles ○ processes of natural justice principles.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation

	<ul style="list-style-type: none">• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises• access to virtual Victorian court or tribunal hearings. <p><i>Assessor requirements</i></p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23167 Prepare to work within the criminal justice system	
APPLICATION		This unit describes the skills and knowledge required to identify and analyse the purpose, and the investigative, adjudicative and correctional components of the criminal justice system, and apply to a legal support case study role within the Victorian justice system. No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Determine the purpose and functions of the Victorian criminal justice system	1.1	Identify the purpose and functions of the Victorian criminal justice system and the interrelationship of its main components
		1.2	Identify and analyse the key principles of criminal justice
		1.3	Research and assess the current issues within the criminal justice system
2	<i>Review the investigative component</i>	2.1	<i>Identify and analyse the context of the investigative component of the criminal justice system</i>
		2.2	<i>Identify the range of law enforcement agencies and analyse their investigative methods and tools/strategies used</i>
3	<i>Review the adjudicative component</i>	3.1	<i>Identify and analyse the adjudicative component of the criminal justice system</i>
		3.2	<i>Evaluate the development and the aims of specialist and therapeutic courts on the criminal justice system</i>
		3.3	<i>Analyse the role and application of sentencing purposes, principles and factors</i>
4	Review the correctional component	4.1	<i>Identify and analyse the correctional component of the criminal justice system</i>
		4.2	<i>Investigate the various sanctions and rehabilitation options in custodial and non-custodial contexts</i>

5	Review the job roles in the criminal justice system and apply to a legal support role	5.1	<i>Identify current or potential job roles within the different components of the criminal justice system</i>
		5.2	<i>Analyse skills and knowledge appropriate to job roles within each of the different components of the criminal justice system</i>
		5.3	Apply investigative, adjudicative and correctional components of the criminal justice system to legal support role duties
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		read complex text incorporating criminal justice, legal, procedural and technical information	
Writing skills to:		organise content and use clear and logical organisational structures for personal notes, prepare reports, presentations and writing emails	
Oral communication skills to:		listen to an oral text such as a speech or lecture and provide a reflective response	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
UNIT MAPPING INFORMATION			
Code and Title Current Version		Code and Title Previous Version	Comments
VU23167 Prepare to work within the criminal justice system		VU21910 Work within the criminal justice system	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23167 Prepare to work within the criminal justice system
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • analyse the investigative, adjudicative and correctional components as they apply to matters in the criminal justice system on one occasion • detail components of the criminal justice system as they relate to a justice support role.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • purpose and functions of a justice support role within the criminal justice system • role and function adjudicative, investigative and correctional component of the criminal justice system • role and jurisdiction of various law enforcement agencies and their powers of investigation • role and function of sentencing principles • relevant Federal and State legislative requirements.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p><i>Assessor requirements</i></p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23168 Apply writing and presentation skills within a justice environment	
APPLICATION		<p>This unit describes the skills and knowledge required to research, analyse and evaluate, document and present, information that meet organisational requirements across a range of justice environment contexts.</p> <p>It supports the work of legal support officers from a range of justice contexts responsible for the preparation of reports, research, analyses, briefing papers and other materials to be disseminated by oral or written means.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan the preparation of complex documents in a justice environment context	1.1	Determine the purpose and objectives, format and specific requirements of documents relevant to the justice system
		1.2	Identify strategies for research in preparation of documents
		1.3	Apply appropriate document styles for use in a justice environment
		1.4	Seek planning feedback on the suitability of the proposed documents in meeting organisational requirements
2	<i>Conduct research for writing complex documents for justice environments</i>	2.1	<i>Differentiate between primary and secondary sources of information</i>
		2.2	<i>Use appropriate sources, databases and search engines for justice research</i>
		2.3	<i>Apply relevant referencing requirements</i>
		2.4	<i>Collate relevant research for use in preparing documents for justice environments</i>

3	<i>Write complex documents in a justice environment</i>	3.1	<i>Draft documents incorporating research conducted in designated format, to a professional standard</i>
		3.2	<i>Apply appropriate justice terminology, language, grammar and syntax to documents</i>
		3.3	<i>Apply appropriate editing and proof-reading techniques to documents</i>
4	<i>Conduct oral presentations in a justice environment</i>	4.1	<i>Determine purpose and objectives, format, audience and specific requirements of presentation</i>
		4.2	<i>Determine appropriate presentation styles for use in a justice environment</i>
		4.3	<i>Conduct presentation according to determined strategies, using appropriate public speaking techniques, formatting and delivery methods</i>
		4.4	<i>Seek feedback and identify areas for future improvement</i>

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text incorporating procedural and technical information relating to justice
Writing skills to:	demonstrate understanding of a text describing complex issues relating to justice
Oral communication skills to:	listen to an oral text such as feedback in an oral presentation and provide a reflective response ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on justice
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes
Technology skills to:	use computer equipment for research and compilation of documents

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23168 Apply writing and presentation skills within a justice environment	VU21911 Apply writing and presentation skills within a justice environment	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23168 Apply writing and presentation skills within a justice environment
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>The candidate must write one document and verbally present one document.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • conduct research in preparation for workplace related documents • use appropriate justice industry terminology • reference sources of information through in-text referencing according to specific citation system • use appropriate oral skills when conducting a justice industry presentation • edit and proofread workplace related documents • seek feedback for both written work and presentation skills.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • planning processes to determine the purpose and objectives of documents • differences between sources of information, such as: primary, secondary and tertiary • different purposes and formats of documents and reports suitable to a range of justice environments • justice terminology • rules and conventions for written English, as defined by general and specialist dictionaries, books about grammar

	<ul style="list-style-type: none">• strategies for presenting information, both written and oral, across a range of justice environment contexts• referencing and citation systems required to meet professional and intellectual property standards• presentation styles.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions. Assessor requirements</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23169 Support the ethics and values of working within a justice environment	
APPLICATION		<p><i>This unit describes the skills and knowledge required to support the ethics and values of the justice system and apply ethical conduct and accountability in a justice environment.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Identify ethical values and principles appropriate to a justice environment</i>	1.1	<i>Identify the conceptual development of societal ethical values and principles</i>
		1.2	<i>Examine the difference between the ethics/values of the justice sector and personal beliefs/values</i>
		1.3	<i>Identify and discuss unethical conduct and strategies to manage them</i>
		1.4	<i>Identify relevant officer or organisations to report unethical behaviour</i>
2	<i>Participate in ethical decision making</i>	2.1	<i>Identify real and potential ethical problems and use decision making processes to resolve or refer</i>
		2.2	<i>Discuss natural justice, diversity and procedural fairness procedures</i>
		2.3	<i>Discuss ethical problem-solving processes with colleagues</i>
		2.4	<i>Determine and document unethical conduct reporting processes</i>

RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex text relating to ethics and values in the justice environment		
Writing skills to:	organise content and use clear and logical organisational structures for personal notes, recording decision making and outcomes		
Oral communication skills to:	contribute to discussions by listening to others and providing a reflective response		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
Problem-solving skills to:	resolve conflict between justice system standards and personal values		
Teamwork skills to:	work effectively with others to resolve ethical issues in a justice environment		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23169 Support the ethics and values of working within a justice environment	<i>VU21913 Uphold and support the ethics and values of working within a justice environment</i>	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23169 Support the ethics and values of working within a justice environment
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.

	<p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • participate in two discussions with team members or colleagues that relate to ethical decision making in a justice environment. • prepare a report outlining ethical principles and decision-making models.
<p>KNOWLEDGE EVIDENCE</p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • professional standards and ethics as opposed to personal beliefs/value systems • fundamental ethical principles such as justice, respect for persons and responsible care • natural justice/procedural fairness • equal employment opportunity, equity and diversity principles • ethical decision making/problem solving models • procedures and protocols for reporting unethical conduct
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements</p> <p><i>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</i></p>

UNIT CODE AND TITLE		VU23170 Apply criminal law within justice environments	
APPLICATION		<p><i>This unit describes the skills and knowledge required to apply aspects of criminal law within a range of justice settings.</i></p> <p><i>The unit supports the work of justice officers engaged in dealing with aspects of criminal law and the breaching of legislative requirements. Typically, practitioners require a comprehensive knowledge of the relevant aspects of criminal offences, the elements of relevant offences, and the defences to crime in order to appropriately address issues when dealing with various criminal activities.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Investigate the concept of crime</i>	1.1	<i>Identify and analyse elements of crime and the factors affecting those elements</i>
		1.2	<i>Examine and evaluate strict liability and absolute liability offences, and the relevant case law</i>
2	<i>Investigate elements of criminal offences</i>	2.1	<i>Identify elements of criminal offences and analyse the factors affecting them</i>
		2.2	<i>Assess offences against the person in relation to the current Victorian Crimes Act</i>
		2.3	<i>Assess offences against property in relation to the current Victorian Crimes Act</i>
		2.4	<i>Examine drug related offences in relation to the current Victorian and federal legislation</i>
		2.5	<i>Examine road safety offences in relation to the current Victorian legislation</i>
		2.6	<i>Examine laws relating to emerging crimes</i>
		2.7	<i>Examine the culpability of person involved in a crime</i>
3	<i>Examine defences to crime and apply to</i>	3.1	<i>Analyse differences between rebuttable and irrebuttable presumptions</i>

	<i>practice in a justice environment</i>	3.2	<i>Apply defences to crime to key documented practices in a justice environment</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex text incorporating criminal justice, including drug related offences and offences against the person and the property, procedural and technical information		
Writing skills to:	organise content and use clear and logical organisational structures to document crime practices		
Oral communication skills to:	listen to an oral text such as a speech, lecture and provide a reflective response		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23170 Apply criminal law within justice environments	VU21914 Apply criminal law within justice environments	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23170 Apply criminal law within justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must apply the following against the Victorian Crimes Act in a document:</p> <ul style="list-style-type: none"> • the concept of crime and the strict liability offences • one offence against the person • one offence against property • one drug related offence • one road safety offence • laws relating to one emerging crime • culpability of person involved in a crime on one occasion • one defence to crime practice.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • roles, responsibilities and functions of parties dealing with criminal offences • relevant federal, state and local legislative and regulatory requirements including rules and admissibility of evidence, as well as contemporary reforms and amendments • relevant aspects of criminal law and Victorian legislation governing evidence required to prove offences and satisfy judicial requirements • role and jurisdiction of various law enforcement agencies, including: <ul style="list-style-type: none"> ○ their ethics, policies and privacy rules ○ their powers to investigate crime • evidentiary requirements and current issues arising within the criminal law • different types of criminal activities and their elements • criminal law, policies and procedures to a variety of justice issues • compliance obligations and due process within the criminal justice system

	<ul style="list-style-type: none"> • knowledge and effective application of relevant aspects of criminal law and Victorian legislation governing evidence required to prove offences and satisfy judicial requirements.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23171 Prepare to work with family violence contexts within justice environments	
APPLICATION		<p><i>This unit describes the skills and knowledge required to recognise and prepare to respond to family and domestic violence contexts and to follow organisational requirements to report and refer those involved to appropriate personnel and help agencies.</i></p> <p><i>The unit supports the work of justice officers within a range of justice environments who are responsible for handling initial and on-going arrangements for victims, clients and professionals involved in family and domestic violence contexts.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Evaluate the legislative framework for the family violence context</i>	1.1	<i>Identify current Victorian frameworks relevant to family violence</i>
		1.2	<i>Examine interim family violence intervention orders and family violence safety notices in relation to the current Victorian legislation</i>
		1.3	<i>Analyse breaches of family violence intervention orders and family violence safety notices in relation to the current Victorian legislation</i>
		1.4	<i>Explore roles and functions of police in family violence matters</i>
		1.5	<i>Explore the roles and functions of the judiciary and other parties involved in family violence matters</i>
2	<i>Examine theoretical perspectives on family violence</i>	2.1	<i>Review historical current understanding of family violence and gendered theories on family violence</i>
		2.2	<i>Discuss myths relating to family violence</i>
		2.3	<i>Assess concepts of intersectionality and collusion as affecting clients' experiences</i>
		2.4	<i>Discuss own attitudes and values and their possible influence on own work</i>

3	<i>Review strategies for working in family violence contexts within a justice environment</i>	3.1	<i>Examine functions and roles of organisations dealing with family violence</i>
		3.2	<i>Identify strategies for recognising and responding to family violence contexts, including safety planning</i>
		3.3	<i>Identify organisational reporting and referral procedures</i>
		3.4	<i>Explore professional and personal self-care approaches, and risk assessment guides and tools</i>

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text incorporating family violence, legal and technical information
Writing skills to:	organise content and use clear and logical organisational structures for personal notes
Oral communication skills to:	contribute to discussions by listening to others and providing a reflective response
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes

UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23171 Prepare to work with family violence contexts within justice environments	VU21915 Work with family violence contexts within justice environments	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23171 Prepare to work with family violence contexts within justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • present an analysis on the legislative framework for the family violence context • review, analyse and discuss theoretical perspectives on one family violence case • identify strategies that relate to family violence functions and roles, safety, risk analysis, and personal self-care within a justice environment.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • legislative requirements and provisions relevant to family violence sector • Victorian frameworks for identifying and responding to family violence • family violence as a gendered crime • relevant social theory and its application to the family violence within the justice environment • current approaches to understanding of family violence • myths relating to family violence • current risk assessment practice guides/tools
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23172 Support cultural diversity in justice environments	
APPLICATION		<p>This unit describes the skills and knowledge required to develop effective strategies for working with culturally diverse clients in a justice environment. It covers researching effects of diversity and developing strategies to foster culturally inclusive practices within justice environments.</p> <p>The unit supports the work of justice officers within a range of justice environments who, in the course of their duties, work with and support people from culturally diverse backgrounds.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Review concepts of culture and of cultural diversity	1.1	Analyse concepts of culture and cultural identity within a justice environment
		1.2	Examine processes that originate, maintain and reinforce cultural identity
		1.3	Analyse and discuss the development of Australian cultural identity
		1.4	Investigate ways in which cultural differences impact upon individuals and groups
		1.5	Assess ways in which individuals, groups, society and institutions may contribute to cultural prejudice and discrimination in Australia
2	Research the historical and current contexts of structure and culture in Australian society	2.1	Examine historical and current structural inequalities affecting Aborigines and Torres Strait Islanders in Australian society
		2.2	Examine historical and current contexts of immigration policies
		2.3	Investigate and identify historical and current inequalities and experiences in relation to migrants
		2.4	Investigate and identify current attitudes relating to youth issues
		2.5	Investigate and identify current attitudes relating to mental health

		2.6	Review historical and current inequalities and experiences in relation to lesbian, gay, bisexual, transgender, queer or questioning, intersex, Asexual + (LGBTQI+)
		2.7	Review historical and current inequalities and experiences in relation to sub-groups
3	Apply culturally inclusive practice in a justice environment	3.1	Analyse cultural awareness, competence and cultural safety against own practice and organisational requirements in justice contexts
		3.2	Identify legal and justice issues relevant to cultural groups that contribute to cultural barriers
		3.3	Identify and analyse legislation and justice issues that protect rights and effective approaches to diversity
		3.4	Develop strategies to support culturally inclusive practice in a justice environment
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex and technical text relating to cultural diversity in the justice environment		
Writing skills to:	organise content and use clear and logical organisational structures for personal notes		
Oral communication skills to:	contribute to discussions by listening to others and providing a reflective response		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
Problem-solving skills to:	address conflicting theories relating to diversity in the justice environment		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments

	VU23172 Support cultural diversity in justice environments	VU21916 Work with culturally diverse clients within justice environments	Equivalent
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Assessment Requirements

TITLE	Assessment Requirements for VU23172 Support cultural diversity in justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • conduct research for cultural diversity in a justice environment, including: <ul style="list-style-type: none"> ○ concepts of culture and of cultural diversity ○ structural inequalities affecting: <ul style="list-style-type: none"> - Aborigines and Torres Strait Islanders in Australian society - immigration policies experiences in relation to migrants - youth issues - mental health - LGBTQIA+ - subgroups • develop two strategies to support culturally inclusive practice in a justice environment • participate in one discussion on the development of Australian cultural awareness • analyse one case study in Community Justice System.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant legislative requirements and regulations • relevant social theories and their application to cultural diversity within justice environments • general strategy planning informed by cultural inclusivity principles and practices • relevant professional support organisations and individuals for culturally diverse clients within justice contexts

	<ul style="list-style-type: none"> • relevant ethics and privacy policies • risk management strategies • knowledge of relevant legislation, provisions and regulatory requirements that relate to cultural diversity • knowledge of theories, and models about cultural diversity inclusion and radicalisation that inform contemporary practice and process.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements:</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23173 Work with conflict resolution and mediation processes within justice environments	
APPLICATION		<p>This unit describes the skills and knowledge required to address conflict resolution processes and preparation for mediation requirements across a range of disputes within a range of justice environments.</p> <p>The unit supports the work of justice officers to address immediate and on-going needs of clients who require support in resolving disputes through resolution or formal mediation processes.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Develop communication skills for working in justice environments	1.1	Identify, evaluate and practise principles of effective communication in justice environments
		1.2	Identify, evaluate and practise models of non-verbal communication, for application to justice environments
		1.3	Record and present documented outcomes against justice environment requirements
2	Evaluate and apply conflict resolution and mediation processes within a justice environment	2.1	Research and analyse models of conflict resolution for application to justice environments
		2.2	Research and analyse models and systems for mediation for application to justice environments
		2.3	Identify parameters of own role in addressing conflict resolution and mediation processes
		2.4	Identify relevant legislation, provisions regulatory requirements and standards that relate to conflict resolution and mediation processes
		2.5	Assist clients to undertake conflict resolution and/or mediation processes in oral and written communication
RANGE OF CONDITIONS			
No range of conditions apply.			

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text incorporating criminal justice, legal and conflict resolution and mediation information
Writing skills to:	organise content and use clear and logical organisational structures for personal notes
Oral communication skills to:	listen to an oral text such as a speech, lecture and provide a reflective response
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23173 Work with conflict resolution and mediation processes within justice environments	VU21917 Work with conflict resolution and mediation processes within justice environments	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23173 Work with conflict resolution and mediation processes within justice
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> prepare one written report analysing appropriate dispute resolution methods for a range of scenarios within a justice context demonstrate dispute resolution/mediation methods/processes within a justice context.
KNOWLEDGE EVIDENCE	The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and

	<p>performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant interpersonal verbal and non-verbal communication theory and its application to the conflict resolution and mediation processes within justice environments • models of conflict resolution and systems mediation • relevant professional mediation support organisations, individuals and practitioners • relevant ethics and privacy policies • relevant legislation, provisions regulatory requirements and standards.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23174 Apply self-management and workplace health and safety (WHS) strategies in the justice environment	
APPLICATION		<p>This unit describes the skills and knowledge required to apply principles and practices of self-management and workplace health and safety (WHS) in justice environments.</p> <p>The unit supports the work of justice officers who are involved in management of self and others in the support of strategic planning and social objectives of crime prevention and reduction as well as community safety, within justice organisations.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Analyse organisational structures	1.1	Analyse models of organisational structures and functions for their relevance to justice environments
		1.2	Analyse perspectives on organisational culture and behaviour for relevance to justice environments
		1.3	Examine job roles, boundaries and reporting structures within justice organisational environments
		1.4	Examine strategies for recognising and responding to workplace conflict in accordance with organisations policies and procedures
2	Review and report on workplace health and safety (WHS) regulations	2.1	Identify relevant workplace provisions of WHS Act, regulations and codes of practice
		2.2	Identify WHS training needs according to organisational requirements and WHS legislative and regulatory requirements in a justice environment
		2.3	Identify and report on hazards in the work area according to WHS policies, procedures and legislative and regulatory requirements
3	Apply collaborative working practices within justice environments	3.1	Contribute to team development and working practices, incorporating personality, perceptions and attributes of self and others within justice environments
		3.2	Practice justice environment communication strategies including seeking feedback

4	Recognise risk management and apply self-efficacy and care strategies	4.1	Identify risks specific to justice environments including trauma and violence
		4.2	Identify safe work practices and strategies for managing potential workplace violence
		4.3	Apply self-efficacy and self-care strategies
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		read complex text incorporating criminal justice, WHS, risk management and self-management information	
Writing skills to:		organise content and use clear and logical organisational structures for personal notes	
Oral communication skills to:		listen to an oral text such as a speech, lecture and provide a reflective response	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23174 Apply self-management and workplace health and safety (WHS) strategies in the justice environment	VU21918 Apply self-management and workplace safety strategies in the justice environment	Equivalent

Assessment Requirements

<p>TITLE</p>	<p>Assessment Requirements for VU23174 Apply self-management and workplace health and safety (WHS) strategies in the justice environment</p>
<p>PERFORMANCE EVIDENCE</p>	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • analyse two models of organisational and reporting structures, incorporating culture, roles, strategies for recognising and responding to workplace conflict and functions for their relevance to justice environments • Identify and report on workplace health and safety (WHS) regulations and risk management strategies for two scenarios • display the practise of self-efficacy and self-care strategies for two scenarios.
<p>KNOWLEDGE EVIDENCE</p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • principles and practice of organisational models, reporting structures, • general knowledge of organisational strategic directions and strategic planning • current theories on organisational culture and behaviour justice environment culture that is conducive to best practice • theories and models of team building and collaborative practices • relevant WHS legislation, regulations and codes of practice • principles of self-efficacy and self-care • risk management strategies.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23175 Support cultural safety for First Nations people within a justice environment	
APPLICATION		<p>This unit describes the skills and knowledge required to develop effective strategies for interacting with First Nations people in a justice environment. It includes building understanding of historical issues, current concerns and identifying strategies to foster culturally inclusive and respectful practices within justice environments.</p> <p>The unit supports the work of justice officers within a range of justice environments who, in the course of their duties, work with and support First Nations people.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine First Nations culture	1.1	Research First Nations people's concept of family and collective societal practices
		1.2	Review First Nations people's protocols for respect
		1.3	Investigate diversity within First Nations people's culture
2	Research historical structural and cultural inequalities affecting First Nations people	2.1	Examine the effects of colonisation incorporating dispossession, frontier violence, segregation and enforced assimilation
		2.2	Identify historical civil and political inequalities
		2.3	Examine historical and current contexts of stolen generation policies
		2.4	Research constitutional and treaty issues relating to First Nations people
3	Examine current structural inequalities affecting First Nations people	3.1	Investigate historical structural and cultural inequalities affecting First Nations people that contribute to current justice disparities
		3.2	Investigate social and structural inequality that contributes to the overrepresentation of First Nations people in the justice system
		3.3	Explore the experience of First Nations people as justice system victims

		3.4	Explore the experience of First Nations people as suspects within the justice system
4	Communicate with First Nations people in a culturally appropriate manner	4.1	Develop strategies for culturally led practices for First Nations people
		4.2	Explore the role of Aboriginal Liaison Officers (ALOs) in First Nations interactions
5	Identify barriers and cultural safety for First Nations people	5.1	Develop strategies to work with First Nations networks
		5.2	Identify justice initiatives, policies and relevant programs relevant to First Nations people
		5.3	Research the role of First Nations advocacy in a legislative and justice context, incorporating advocacy barriers and its limitations

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex and technical text relating to First Nations people and communities
Writing skills to:	organise content and use clear and logical organisational structures for personal notes
Oral communication skills to:	contribute to discussions by listening to others and providing a reflective response
Learning skills to:	assess the nature and scope of new concepts and understand historical societal influences
Problem-solving skills to:	address conflicting theories relating to access and equity in the justice environment

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23175 Support cultural safety for First Nations people within a justice environment	N/A	New unit, no equivalent unit

Assessment Requirements

<p>TITLE</p>	<p>Assessment Requirements for VU23175 Support cultural safety for First Nations people within a justice environment</p>
<p>PERFORMANCE EVIDENCE</p>	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • conduct research on historical and current structural inequalities affecting First Nations on at least one occasion • review own work practices to ensure current strategies, programs and models build on strengths to address First Nations people’s priorities in the justice environment on at least one occasion.
<p>KNOWLEDGE EVIDENCE</p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • First Nations culture: <ul style="list-style-type: none"> ○ protocols of respect ○ diversity within the culture ○ concept of family ○ collective culture • historical, social, political and economic issues affecting First Nations people, including: <ul style="list-style-type: none"> ○ colonisation and the impact of European settlement ○ loss of land and culture ○ racism and discrimination ○ civil and political inequalities ○ past and present power relations ○ dispossession ○ frontier violence ○ segregation ○ enforced assimilation • concept of First Nations people cultural safety in the justice context, and its relationship with: <ul style="list-style-type: none"> ○ cultural awareness ○ cultural competence ○ appropriate communication

	<ul style="list-style-type: none"> • legislative context for First Nations people cultural safety • relevant Royal Commission findings • information relating to the stolen generation and First Nations people’s land rights • the diversity of First Nations cultures • own culture, western systems and structures and how these have impacted negatively on First Nations people • factors that contribute to First Nations involvement with the justice system • ways to support First Nations people in the justice system.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. • For each instance of delivery assessors must ensure that this unit is acceptable to the First Nations community.

UNIT CODE AND TITLE		VU23176 Support the management of adult offenders within the Victorian correctional framework	
APPLICATION		<p>This unit describes the skills and knowledge required to support the application of legislative and systemic processes in the management of adult offenders in the Victorian correctional framework.</p> <p>The unit supports the work of justice officers within a range of justice environments who are responsible for handling arrangements for the management of adult offenders.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Review the key features of the Victorian correctional system	1.1	Research evolution of punishment in Western society and the correctional system in Victoria
		1.2	Research the current models of correctional practice and prison management in the Victorian correctional system
		1.3	Investigate legislative requirements and accountability measures for the Victorian Correctional system
2	<i>Investigate the key components of the Victoria correctional system</i>	2.1	<i>Examine and review current management practices of Victorian prisons</i>
		2.2	<i>Analyse the processes of Bail, Fines and Community Integration program</i>
		2.3	<i>Analyse the functions and processes of Community Corrections</i>
		2.4	<i>Analyse the role and functions of the Adult Parole Board</i>
3	<i>Develop professional practice strategies to support management of adult offenders</i>	3.1	<i>Identify and analyse current practices related to management and supervision of adult offenders in the Victorian correctional framework</i>
		3.2	<i>Compare models and processes of other Australian and overseas jurisdictions with those of Victoria to inform approach</i>

		3.3	<i>Analyse own professional practice in managing challenging offender behaviours</i>
		3.4	<i>Identify and analyse communication and assertiveness strategies for efficacy</i>
		3.5	<i>Apply professional practice strategies to support management of adult offenders and seek feedback on performance to inform future practice</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex text incorporating criminal justice, legal, procedural and technical information		
Writing skills to:	organise content and use clear and logical organisational structures for personal notes		
Oral communication skills to:	recognise verbal nuances and respond appropriately with offenders		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23176 Support the management of adult offenders within the Victorian correctional framework	VU21912 Support the management of adult offenders within the Victorian correctional framework	Equivalent

Assessment Requirements

<p>TITLE</p>	<p>Assessment Requirements for VU23176 Support the management of adult offenders within the Victorian correctional framework</p>
<p>PERFORMANCE EVIDENCE</p>	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • research, analyse and apply strategies to support the management of adult offenders in the Victorian correctional system on one occasion. • list three communication and assertiveness strategies that may be used with an offender.
<p>KNOWLEDGE EVIDENCE</p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • the evolution of punishment and confinement within Western society and Victoria • Federal, State and local legislative and regulatory requirements relevant to the Victorian correctional system • role and functions of the components of the Victorian correctional framework • research methods • theories on management of adult offenders • management of adult offenders' frameworks and models other than those of Victoria • Victorian correctional framework professional practice strategies, including: <ul style="list-style-type: none"> ○ duty of care requirements and compliance obligations ○ performance requirements ○ relevant ethics and privacy policies.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements</p>

	<ul style="list-style-type: none">Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23177 Identify and support children and young people at risk	
APPLICATION		<p><i>This unit describes the skills and knowledge required to identify and support children and young people at risk within the justice system.</i></p> <p><i>The unit supports the work of justice workers responsible for developing and implementing strategies to support and care for children and young people under protection within the Victorian legal system. Practitioners are typically focused on ethical approaches to protecting the rights of children and young people through protocols, reporting, and review of the provision of services.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Identify indicators of risk of harm to children and young people and respond appropriately</i>	1.1	<i>Determine relevant risk issues and indicators as relevant to work undertaken with children and young people</i>
		1.2	<i>Research indicators of abuse</i>
		1.3	<i>Evaluate stages of child psychosocial development</i>
		1.4	<i>Respond appropriately to disclosure, indicators or signs</i>
2	<i>Identify reporting mechanisms to support the protection of children and young people</i>	2.1	<i>Determine appropriate reporting mechanisms for risk of harm or abuse indicators in accordance with legislative and organisational procedures</i>
		2.2	<i>Source relevant agencies to support the protection of children and young people at risk</i>
		2.3	<i>Gather and record information about the child or young person</i>
3	<i>Implement work practices which support the protection of children and young people</i>	3.1	<i>Apply child focused work practices to uphold the rights of children and young people</i>
		3.2	<i>Communicate with children and young people using current recognised good practice and confidentiality guidelines</i>

4	<i>Apply ethical and supporting work practices in work with children and young people</i>	4.1	<i>Determine the parameters of your own level of responsibility within legislative requirements and your work role to ensure that all decision and actions taken are within these parameters</i>
		4.2	<i>Identify appropriate responses to unethical behaviour of others</i>
		4.3	<i>Identify opportunities for supervision/debriefing support and self-care</i>
		4.4	<i>Determine indicators for potential ethical concerns</i>
		4.5	<i>Assess the limits of confidentiality</i>
		4.6	<i>Record relevant circumstances surrounding risk of harm in accordance with organisational procedures, ethics and legislative requirements</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		read complex text incorporating procedural and technical information relating to the support of children and young people at risk	
Writing skills to:		demonstrate understanding of a text describing complex interrelationships of issues relating to the support of children and young people at risk	
Oral communication skills to:		ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on the support of children and young people at risk	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23177 Identify and support children and young people at risk	VU21919 Identify and support children and young people at risk	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23177 Identify and support children and young people at risk
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • Identify and communicate risk issues of children and young people by applying key practice standards, relevant legislation and ethical requirements on two occasions • Write a report on responses taken to risk issues associated with children and young people.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, alcohol and other drug use/misuse, health issues • the different types of abuse including psychological, physical, sexual, neglect, family violence • relevant Federal and State legislative and policy requirements relating to: <ul style="list-style-type: none"> ○ working with children and young people ○ notifying and reporting suspected abuse • the child protection system including: <ul style="list-style-type: none"> ○ relevant child protection agencies and services ○ reporting protocols ○ responses to reporting ○ organisational guidelines and policies for responding to risks of harm to children and young people ○ recording procedures appropriate to job role ○ interagency policies • ethical obligations and the conventions on: <ul style="list-style-type: none"> ○ the rights of the child, and human rights ○ working with children and young people • principles of ethical decision-making

	<ul style="list-style-type: none"> • responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries • duty of care responsibilities.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23178 Apply Australian Border Force law enforcement processes within justice environments	
APPLICATION		<p><i>This unit describes the skills and knowledge required to apply the law enforcement requirements of the Australian Border Force, the Customs Act and related legislation, including the processes and procedures. It also includes an examination of the function of the Australian Border Force.</i></p> <p><i>The Australian Border Force is the key agency protecting Australia's borders, performing a vital role in supporting and protecting the safety, security and commercial interests of Australia. The Australian Border Force facilitates legitimate trade and travel, prevents the illegal movement of people and harmful goods across Australia's borders, and collects border revenue and trade statistics.</i></p> <p><i>The unit supports the work of justice officers working across a range of functions and responsibilities within the Australian Border Force within justice industry parameters and framework.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Analyse the role of the Australian Border Force</i>	1.1	<i>Determine the key features of the Australian Border Force community protection border control and the Border Watch program</i>
		1.2	<i>Investigate the key features of border controls over passengers, crew, goods, vessels aircraft and international postal items</i>
		1.3	<i>Examine the relationship of Australian Border Force to trade and other national and international law enforcement agencies</i>
		1.4	<i>Examine Australian Border Force links to United Nations protocols and conventions and World Trade Organisation functions</i>
2	<i>Review, analyse and apply the legislative authority and application of the</i>	2.1	<i>Examine the legislative authority of the Customs Act and legislative relationship with Federal Acts that support it</i>
		2.2	<i>Identify major offences in the Customs Act 1901 and Migration Act 1958</i>

	<i>Customs Act within a justice environment</i>	2.3	<i>Analyse the relationship between the Australian Border Force and the Department of Home Affairs</i>
		2.4	<i>Analyse the key features of the Customs Act 1901 and/or Migration Act 1958 offense case studies</i>
		2.5	<i>Examine Border Force operational methods, tools and technology and key links with Australian Federal Police</i>
		2.6	<i>Apply key Commonwealth legislation relating to Border Force to legal disputes and breaches</i>
3	<i>Determine and apply risk management in Australian Border Force contexts</i>	3.1	<i>Analyse risk management principles and practices relation to Australian Boarder Force operations</i>
		3.2	<i>Examine and apply risk assessment strategies in the movement of cargo and passengers</i>
		3.3	<i>Identify, apply and review steps in the Australian Border Force risk management operational cycle for continuous improvement</i>

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text relating to Australian Border Force law enforcement processes within justice
Writing skills to:	organise content and use clear and logical organisational structures for personal notes
Oral communication skills to:	ask the appropriate questions to elicit understanding and clarify meanings of Australian Border Force law enforcement processes within justice
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes
Technology skills to:	identify the Border Force tools and technology operational features

UNIT MAPPING INFORMATION	Code and Title	Code and Title	Comments
	Current Version	Previous Version	

	VU23178 Apply Australian Border Force law enforcement processes within justice environments	VU21920 Apply Australian Border Force law enforcement processes within justice environments	Equivalent
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Assessment Requirements

TITLE	Assessment Requirements for VU23178 Apply Australian Border Force law enforcement processes within justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • analyse the following roles of the Australian Border Force: <ul style="list-style-type: none"> ○ community protection ○ border control ○ law enforcement ○ links to United Nation protocols and conventions and World Trade Organisation functions • apply Commonwealth legislation relevant to Australian Border Force jurisdiction to legal disputes and breaches within Victorian court system on two occasions • analyse two risk management strategies in relation to border protection.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant Federal legislative and statutory requirements and provisions, such as: <ul style="list-style-type: none"> ○ Commonwealth Legislation relating to border protection, enforcement and control ○ Customs Act (1901) ○ Crimes Act (1914) ○ Migration Act (1958) • powers, functions and legal duties of the Australian Border Force

	<ul style="list-style-type: none"> • approaches to terrorism and counter-terrorism strategies and programs • prohibited imports and exports • role of the Australian Border Force, Australian Federal and Biosecurity Australia in relation to Border protection enforcement and control • risk management provisions for Australian Boarder Force operations at Australian airports and seaports and International postal gateways • categories of Border Force risk management • economic and financial focus of the Australian Border Force • multi-agency approaches to border protection, enforcement and control.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23179 Analyse and support policing processes within justice environment contexts	
APPLICATION		<p><i>This unit describes the knowledge and skills required to support the functions, structures and powers of police and other enforcement and supporting agencies for application to emergency responses within justice contexts.</i></p> <p><i>The unit supports the work of justice officers responsible for working with police, other enforcement and supporting agencies when responding to emergencies, including prescribed criminal activity, within justice environments. Typically, practitioners require a solid working knowledge of the functions, structures and powers of policing in Victoria in order to appropriately address issues related to emergencies.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Investigate the history and accountability of policing in Australia</i>	1.1	<i>Examine the evolution of theories and practices of policing over time, across jurisdictions and how they have informed current contemporary practices</i>
		1.2	<i>Research Sir Robert Peel's principles in relation to modern day policing</i>
		1.3	<i>Research and discuss ethical conduct and accountability of police and the impact of policing behaviour on community</i>
		1.4	<i>Investigate the role of State Government in current policing practices and procedures</i>
2	<i>Analyse the structural functions and powers of policing in Victoria</i>	2.1	<i>Assess the key features of the organisational structure of policing organisations</i>
		2.2	<i>Evaluate the current role and functions of police and policing in the enforcement of the law and within the criminal justice system</i>
		2.3	<i>Examine the role of police discretion when engaging with offenders</i>
		2.4	<i>Discuss functions and powers of public, community and private policing and effectiveness</i>

		2.5	<i>Discuss the powers of the Chief Health Officer in relation to policing and the differences between State jurisdictions</i>
3	<i>Analyse the role of police in an emergency</i>	3.1	<i>Identify the concept of emergency and aims of an emergency management plan</i>
		3.2	<i>Delineate the functions of, and relationships between, governmental and non-governmental emergency management agencies</i>
		3.3	<i>Review and evaluate the functions of the police and supporting agencies in addressing emergencies</i>
4	<i>Review and perform own support role in relation to policing practice</i>	4.1	<i>Determine police processes and procedures for dealing with emergency, including responding to people with complex issues in preparation for other agencies to take over</i>
		4.2	<i>Determine own role in emergency processes and procedures and apply in accordance with organisational and legislative requirements</i>
		4.3	<i>Perform support role in applying emergency processes and procedures to police</i>
5	<i>Implement self-care strategies</i>	5.1	<i>Identify organisational self-care policies and procedures and monitor own stress level during all policing processes</i>
		5.2	<i>Use self-care strategies and seek support if required in accordance with organisational policies and procedures</i>

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text relating to policing processes
Writing skills to:	organise content and use clear and logical organisational structures for personal notes
Oral communication skills to:	contribute to discussions by listening to others and providing a reflective response

Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	<i>VU23179 Analyse and support policing processes within justice environment contexts</i>	<i>VU21921 Support policing processes within justice environment contexts</i>	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23179 Analyse and support policing processes within justice environment contexts
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • research and participate in a group discussion about the history and accountability of policing in Australia • analyse and participate in a group discussion on the functions, powers and the role of police in an emergency • perform support role for policing practice while exercising self-care • apply processes and procedures for initial response to emergencies as a supporting role to police on one occasion.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant legislative requirements and provisions • general historical development of Victorian and Australian police and other law enforcement agencies • policing structures, operational deployment, policing policies and processes of law enforcement agencies • legislated policing powers and roles within investigative, adjudicative and public maintenance components of the criminal justice system • emergency management processes, policy and legislation applicable to policing in Victoria

	<ul style="list-style-type: none"> • risk management processes and procedures • Sir Robert Peel’s principles in relation to modern day policing • self-care principles and processes.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23180 Identify alleged breaches of legislation and propose appropriate action	
APPLICATION		<p>This unit describes the skills and knowledge required to identify alleged breaches in legislation and prepare documentation on appropriate action.</p> <p>This unit supports the work of justice workers responsible for developing and implementing strategies under protection within the Victorian legal system.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Identify and assess alleged breaches in legislation	1.1	Identify complaints or issues relating to justice system services
		1.2	Assess if the identified complaints or issues are legislative breaches
2	Gather information on alleged breaches and prepare documentation	2.1	Obtain information on possible breaches and the legislation that the breaches relate to
		2.2	Confirm and discuss alleged breach with relevant parties and seek assistance if required
3	Identify and report on appropriate action to achieve compliance	3.1	Evaluate what action needs to be taken to achieve compliance with legislation
		3.2	Prepare a report detailing findings and proposed action that specifies legislative requirements and is in accordance with organisational requirements
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		critically analyse legislative text and assess against alleged breach	

Writing skills to:	demonstrate understanding of a text describing complex compliance issues		
Oral communication skills to:	discuss complex legislative text to ascertain if breaches have occurred with relevant parties		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
UNIT MAPPING INFORMATION			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23180 Identify alleged breaches of legislation and propose appropriate action	N/A	New unit. No equivalent unit.

Assessment Requirements

TITLE	Assessment Requirements for VU23180 Identify alleged breaches of legislation and propose appropriate action
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> Identify and assess two alleged breaches in legislation obtain further information on the two alleged breaches and prepare a report detailing appropriate action for each of those breaches to achieve compliance.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> relevant Federal and State legislative and policy requirements relating to the justice system ethical obligations and the difference between ethical and legislative breaches options relating to compliance with legislation organisational documentation requirements.

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none">• access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements:</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23181 Apply research techniques within justice contexts	
APPLICATION		<p>This unit describes the skills and knowledge required to apply research methodologies appropriate to specific justice context/s.</p> <p>The unit supports the work of justice officers, across a range of justice environments, responsible for applying appropriate research methodologies to projects and/or issues in order to make recommendations, offer solutions or promote change.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Determine requirements and develop a proposal for research methodologies within justice contexts</i>	1.1	<i>Identify purpose and limitations of research within justice contexts</i>
		1.2	<i>Assess models and theoretical perspectives on research methodologies for suitability to justice contexts</i>
		1.3	<i>Identify and assess procedures for conducting research, collecting and maintaining data</i>
		1.4	<i>Identify and assess opportunities for research and formulate hypotheses</i>
		1.5	<i>Develop and scope research proposal</i>
2	Conduct research within justice contexts	2.1	<i>Attain resources using a methodology suitable to purpose guided by the research proposal</i>
		2.2	<i>Analyse relevant justice literature</i>
		2.3	<i>Develop or assess appropriate research instruments for usability</i>
		2.4	Utilise research instruments, resources and relevant literature to conduct research in accordance with ethical, legal and justice requirements
3	<i>Analyse and report findings</i>	3.1	<i>Review research findings and results against research proposal objectives</i>
		3.2	<i>Develop and document research outcomes recommendations and conclusions</i>

		3.3	<i>Document and present research outcomes and ensure referencing requirements are met</i>
		3.4	<i>Review efficacy of research methodology to inform future practice</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex text incorporating procedural and technical information relating to justice make connections between correlated themes and use to improve overall conceptual understanding		
Writing skills to:	demonstrate understanding of a text by describing complex interrelationships of issues		
Oral communication skills to:	ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on the justice research topic at hand		
Numeracy skills to:	numerically sequence document sections		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
Self-management skills to:	conduct research in a timely manner, sequencing and prioritising tasks so as to meet deadlines		
Technology skills to:	use computer equipment and research instruments for research and compilation of documents		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23181 Apply research techniques within justice contexts	VU21922 Apply research techniques within justice contexts	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23181 Apply research techniques within justice contexts
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>The candidate must conduct one research project in a justice context.</p> <p>In doing so the candidate must undertake the following:</p> <ul style="list-style-type: none"> • develop a research proposal • use search instruments • collect and maintain data • analyse literature • analyse report findings • address equity and justice requirements • review efficacy of research methodology.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • general models on research methodologies • role and functions of evidence-based research within justice contexts • American Psychological Association (APA) referencing system • ethical principles and codes of practice for conducting research within justice contexts • validity and reliability factors relevant Federal and State legislative and regulatory requirements and provisions • ethical and legal requirements for research conducted within justice environments.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements:</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23182 Apply investigative processes within justice environments	
APPLICATION		<p><i>This unit describes the skills and knowledge required to apply appropriate and relevant investigative skills and procedure to conduct investigations, gather, record, assess and present evidence in a court of competent jurisdiction.</i></p> <p><i>The unit supports the work of justice officers, authorised officers, in-house investigators, as well as those who, as part of their responsibilities, undertake initial investigation including collecting, assessing, processing evidence from crime/event scenes, evaluating all relevant and available evidence for pre-trial requirements and procedure.</i></p> <p><i>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Review and apply responsibilities and legal obligations of investigative role within justice contexts</i>	1.1	<i>Analyse role, principles and responsibilities of an investigator in a justice environment</i>
		1.2	<i>Apply legal boundaries and operational requirements of a criminal investigation</i>
		1.3	<i>Analyse and apply laws relating to obtaining information and the methods of gathering evidence in the Victorian criminal justice system</i>
2	<i>Identify and apply evidence procedures</i>	2.1	<i>Identify and apply legal requirements and procedures for crime events/ scenes</i>
		2.2	<i>Collect, record, assess and prepare physical and forensic evidence and their requirements for court</i>
		2.3	<i>Apply legal requirements of comprehensive statement taking, note taking and conducting and recording an interview</i>
		2.4	<i>Develop and present law relating to admissibility of evidence and apply to a brief of evidence that complies with current legal requirements</i>
3	<i>Investigate and apply the legal investigative</i>	3.1	<i>Apply methods used to bring a person before a court of competent jurisdiction</i>
		3.2	<i>Identify court procedure involved in a hearing</i>

	<i>process of presenting a case for prosecution</i>	3.3	<i>Identify function and responsibilities, including ethical duties, of persons and parties involved in criminal hearing</i>
		3.4	<i>Prepare for investigative process by conducting moot court to apply skills, knowledge and functions required for presenting prepared case for prosecution</i>
4	<i>Apply sentencing principles to presenting a plea</i>	4.1	<i>Analyse sentencing principles applicable to the Victorian criminal justice system</i>
		4.2	<i>Examine matters in mitigation to a plea</i>
		4.3	<i>Develop plea, based on relevant sentencing principles and matters in mitigation in the Victorian criminal justice system</i>

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	<p>read complex text incorporating procedural and technical information relating to justice</p> <p>make connections between correlated themes and use to improve overall conceptual understanding</p> <p>critically analyse text to ensure legal processes are followed and that points relevant to the investigative process are encapsulated</p>
Writing skills to:	<p>demonstrate understanding of a text describing complex interrelationships of issues relating to justice</p> <p>use precise language to describe steps taken in the investigative process</p>
Oral communication skills to:	<p>ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately</p> <p>use clear and calming language to aid the investigative process</p>
Numeracy skills to:	<p>understand basic accounting when the investigation entails these issues</p>
Learning skills to:	<p>assess the nature and scope of new concepts and identify priorities and procedures within timeframes</p>

Problem-solving skills to:	diffuse potentially sensitive discussion by being objective and factual in the investigative process		
Teamwork skills to:	work in a timely and collaborative manner with court personnel and relevant agencies		
Technology skills to:	use computer equipment, search engines and websites effectively to aid the investigative process		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23182 Apply investigative processes within justice environments	VU21923 Apply investigative processes within justice environments	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23182 Apply investigative processes within justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>The candidate must conduct two investigations within the justice environment.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • apply legal, ethical and operational requirements to investigate, gather evidence and prepare a case for prosecution within the Victorian criminal justice system • apply legal, ethical and operational requirements to prepare a plea within the Victorian criminal justice system.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant international, Federal and State government legislative requirements and provisions for criminal investigation, and evidence gathering and administration • Australian Government Investigation Standards (AGIS) • key practice standards and procedures in crime scene investigation, management and gathering of evidence • processes and procedures for gathering, assessing, interpreting and presenting evidence • pre-trial and trial procedures, including principles of disclosure

	<ul style="list-style-type: none"> • current investigative methodology, framing of charges and legal requirements of a brief of evidence • processes and procedures for planning, preparing and submitting a compliant brief of evidence • points of proof/facts in issue of relevant offences to substantiate legal charges • sentencing principles and matters in mitigation and their application to plea formulation • hearing and trial processes and procedures for the conduct of summary and indictable cases • court etiquette and roles of parties involved • Victorian judicial, ethical and legal requirements of evidence gathering, recording, assessment of physical evidence and interviewing, including taking of notes and statements • Victorian judicial, ethical and legal requirements of sentencing in Victoria
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23183 Apply sociology concepts and principles to justice contexts	
APPLICATION		<p><i>This unit describes the skills and knowledge required to apply sociological concepts to addressing needs of clients in justice environments who experience social inequalities or marginalization. Thereby the unit includes applying knowledge of Australian social and cultural contexts in planning and implementing processes in justice workplaces.</i></p> <p>The unit supports the justice officers responsible for providing appropriate and effective responses and services for clients who have experiences of social marginalisation in justice environments. Typically, practitioners will be applying strategies informed by a strong sociological base.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Review key social theories and perspectives to apply theoretical perspectives to the causes of social inequalities	1.1	Research key aspects of sociological theories to explain the development of powerful social agents and institutions in Australia
		1.2	Identify and discuss individual, cultural and structural influences that affect social experiences of justice services clients
		1.3	Identify examples of marginalisation of specific client groups within the contemporary Australian justice environment utilising key aspects of sociological theories
		1.4	Apply major theoretical perspectives to explain social inequalities affecting justice services clients in Australia
2	<i>Apply sociological theories to examine effects of social inequality on justice services clients</i>	2.1	<i>Identify the impacts of social inequalities and marginalisation on a range of specific client groups within justice environments</i>
		2.2	<i>Identify barriers experienced by specific client groups in accessing equitable treatment in the justice environments</i>

		2.3	<i>Apply sociological theory to critique current strategies for addressing the specific needs of marginalised client groups in justice environments</i>
3	<i>Review impact of social and cultural factors on justice clients and service provision within justice environments</i>	3.1	<i>Investigate and address the impact of social and cultural factors on work undertaken to improve client outcomes</i>
		3.2	<i>Research and report on the effectiveness of service provision in relation to identified social and cultural factors impacting on clients in justice environments</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex text incorporating sociological conceptual information relating to justice make connections between correlated themes and use to improve overall understanding		
Writing skills to:	demonstrate understanding of a conceptual text by describing complex interrelationships of issues relating to sociological concepts and principles in a justice context		
Oral communication skills to:	contribute to discussions by listening to others and providing a reflective response that incorporates principles and sociological conceptual information where relevant		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
Problem-solving skills to:	apply complex sociological principles and concepts to contribute to social and cultural factors impacting on clients in justice environments		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23183 Apply sociology concepts and principles to justice contexts	VU21924 Apply sociology concepts and principles to justice contexts	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23183 Apply sociology concepts and principles to justice contexts
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • apply sociological theories or concepts to determine work undertaken, and/or service provision, that addresses specific needs of marginalised clients in justice environments in two case studies/projects.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant International, Federal and State legislative requirements and provisions • relevant sociological theory and its application to justice services • current research and critical analyses of social agents and institutions in Australian society • current theories on concepts of inequality and marginalisation in Australian society • current theories on approaches and strategies to address inequality and marginalisation experienced by special needs groups and others within justice environments and the broader society • social characteristics and issues of identified client population • range of services and resources available to specific client groups • major sociological theories and perspectives that explain causes and effects of social inequalities affecting clients in justice environments • sociological theory in developing approaches and strategies to address inequality and marginalisation experienced by specific client groups and others within justice environments and the broader society.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation

	<ul style="list-style-type: none">• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23184 Research criminology and crime prevention for application to practice within justice environments	
APPLICATION		<p>This unit describes the skills and knowledge required to research crime prevention principles and strategies across a range of justice environments. The unit requires research and evaluation of criminology theory and body of knowledge for appropriate application to practice across a range of justice contexts.</p> <p>The unit supports the work of justice officers responsible for implementing effective crime prevention strategies within justice environments. Typically, practitioners will have a working knowledge of criminology theory and practice, as well as current debate on causes of crime, victimology and crime prevention either to inform policy and support strategic development and practice.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	<i>Investigate and review historical and current approaches to criminology</i>	1.1	Research, analyse and discuss key vocabulary and theoretical framework of criminology
		1.2	Research, analyse and discuss theories of criminality, including patterns and social correlates of major forms of criminal behaviour
		1.3	Research, analyse and discuss theories of victimology
		1.4	Analyse links between criminology, policy making and relevant international, Federal and State legislative requirements and provisions
2	<i>Analyse crime in Victoria</i>	2.1	Research and evaluate the nature, extent and patterns of crime internationally, in Australia and in Victoria
		2.2	Research and evaluate the validity of crime statistics in reporting of crime
		2.3	Investigate and evaluate the role of criminal profiling and its relevance to criminal investigation
		2.4	Investigate and evaluate offender rehabilitation programs

3	<i>Review and evaluate crime prevention strategies for application to practice</i>	3.1	Analyse and discuss the application of victimology theory to crime prevention strategies
		3.2	Analyse and discuss the application of key criminological theories to crime prevention strategies
		3.3	Review the application of strategies to inform future practice

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text about criminology and crime prevention make connections between correlated themes and use to improve overall conceptual understanding
Writing skills to:	demonstrate understanding of a text describing complex interrelationships of issues relating to justice
Oral communication skills to:	listen to an oral text such as feedback in an oral presentation and provide a reflective response in discussion ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on crime prevention in a justice environment
Numeracy skills to:	calculate crime statistics and understand their significance
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes
Problem-solving skills to:	critically analyse theoretical criminology frameworks, theories of criminality, victimology, the role of criminal profiling, crime prevention strategies and the application of key criminological theories to address crime prevention

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23184 Research criminology and crime prevention for	VU21925 Research criminology and crime prevention for	

	application to practice within justice environments	application to practice within justice environments	
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Assessment Requirements

TITLE	Assessment Requirements for VU23184 Research criminology and crime prevention for application to practice within justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>The candidate must conduct two criminology/crime prevention research projects in a justice environment.</p> <p>In doing so the candidate must address:</p> <ul style="list-style-type: none"> • historical and current approaches to criminology • crime in Victoria • the application of the range of crime prevention strategies • criminology and crime prevention from a justice environment point of view.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant international, Federal and State legislative requirements and provisions • research methodologies • historical perspectives on criminology, causes of crime and crime prevention • current theories and debates on criminology and crime prevention • current theories on victimology and their application to crime prevention • the use of crime statistics • the role of criminal profiling and its relevance to criminal investigation • offender rehabilitation programs.
ASSESSMENT CONDITIONS	Skills must be demonstrated in an environment that accurately represents justice workplace conditions.

	<p>Resources:</p> <ul style="list-style-type: none">• access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23185 Research human rights principles within justice environments	
APPLICATION		<p>This unit describes the skills and knowledge required to research legal advocacy and enforcement of human rights within justice contexts.</p> <p>The unit supports the work of justice officers responsible for applying human rights principles and advocacy strategies for clients across a range of justice environments. Typically, practitioners work with individuals or groups who are disadvantaged, marginalised or in a minority in relation to access to representation.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine, identify and critique human rights protection in Australia	1.1	Research the development of national and international human rights, including perspectives, legislation, treaties, conventions and protocols
		1.2	Research the impact of Australian dualist traditions of law in implementing and upholding human rights protections and instruments
		1.3	Identify and critique Federal and State legislation and system of courts and tribunals designed to deal with human rights issues
2	Research justice enforcement issues in relation to human rights violations	2.1	<i>Review and analyse legislation and inter-jurisdictional processes regarding human rights violations</i>
		2.2	<i>Identify issues for justice workers in responding to human rights violations and apply appropriate responses</i>
		2.3	<i>Identify differences between people smuggling and people trafficking and critically evaluate relevant government policy</i>
		2.4	<i>Review and analyse factors affecting asylum seekers and refugees</i>
3	<i>Research and analyse advocacy strategies for</i>	3.1	<i>Identify groups who experience human rights issues of inequality or marginalisation in Australian society</i>

	<i>groups and individuals experiencing inequality</i>	3.2	<i>Investigate models that inform human rights advocacy strategies within justice contexts</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	read complex text about human rights principles in a justice context make connections between correlated themes and use to improve overall conceptual understanding		
Writing skills to:	demonstrate understanding of a text describing complex interrelationships of issues relating to justice		
Oral communication skills to:	listen to an oral text such as feedback in an oral presentation and provide a reflective response in discussion ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on human rights principles in a justice environment		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
Problem-solving skills to:	critically analyse human rights principles to address inequality or marginalisation in Australian society		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23185 Research human rights principles within justice environments	VU21926 Research human rights principles within justice environments	Equivalent

Assessment Requirements

<p>TITLE</p>	<p>Assessment Requirements for VU23185 Research human rights principles within justice environments</p>
<p>PERFORMANCE EVIDENCE</p>	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>The candidate must conduct two human rights research projects in a justice environment.</p> <p>In doing so the candidate must address:</p> <ul style="list-style-type: none"> • principles and processes of human rights instruments • development of national and international human rights, • groups who experience human rights issues of inequality or marginalisation in Australian society • Australian dualist traditions of law • inter-jurisdictional processes regarding human rights violations • issues for justice workers • advocacy strategies to promote human rights for people experiencing inequality and/or marginalisation.
<p>KNOWLEDGE EVIDENCE</p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant International, Federal and State government legislative requirements and provisions • relevant research on policies for implementing effective human rights responses within justice contexts • issues relating to people smuggling and people trafficking • factors affecting asylum seekers and refugees • Australian approaches to human rights • research models that inform human rights advocacy strategies within justice contexts.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p>

	<ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23186 Apply psychological concepts and principles within justice environments	
APPLICATION		<p>This unit describes the skills and knowledge required to identify and address psychological issues related to offenders within the criminal justice contexts, through recognition and immediate response of counselling and support, to long-term response through referral and management of treatment programs.</p> <p>The unit supports the work of justice officers required to identify and respond via referral to immediate client needs across a wide range of justice contexts and environments. Typically, practitioners are called upon to recognise and respond to immediate and daily psychological needs of offenders through appropriate referral, in conjunction with managing referral and longer-term treatment options.</p> <p>Students are required to use the American Psychological Association (APA) referencing system.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate and analyse major psychological theories that explain offending behaviour	1.1	Examine and analyse core concepts of personality theories
		1.2	Research and analyse core concepts of human development theories
		1.3	Analyse current psychological theories that explain offending behaviour for application to working with clients in justice contexts
2	Apply counselling strategies to manage offenders in justice contexts	2.1	Identify key stages in counselling process
		2.2	Determine core concepts of counselling theories and methodologies and develop referral strategies to address offending behaviour
		2.3	Identify strategies for working with involuntary clients
		2.4	Apply relevant counselling strategies informed by psychological theory
		2.5	Determine and apply counselling strategies for responding to immediate needs of offenders in

			consultation with relevant people and according to organisational and legislative requirements
3	Develop, monitor and review treatment plan and access treatment programs	3.1	Develop a treatment plan that incorporates key criminogenic and non-criminogenic factors and behaviours prevalent in the offender population, and the needs of specialised groups
		3.2	Access safe available treatment programs and referral options for both custodial and non-custodial offenders for inclusion in treatment plan
		3.3	Monitor treatment plan and review outcomes to inform future practice, assist with rehabilitation, and reduce probability of recidivism

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	read complex text incorporating psychological conceptual information relating to justice make connections between correlated themes and use to improve overall understanding
Writing skills to:	demonstrate understanding of a conceptual text by describing complex interrelationships of issues relating to psychological concepts and principles in a justice context
Oral communication skills to:	address offending behaviour by listening and providing a reflective response that incorporates psychological concepts and principles
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes
Problem-solving skills to:	apply complex psychological concepts and principles to address factors impacting clients in justice environments critically analyse psychological concepts and principles as they apply to human development theories to address factors impacting clients in justice environments critically examine key criminogenic and non-criminogenic factors and behaviours prevalent in the offender population to inform the development of treatment plan

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23186 Apply psychological concepts and principles within justice environments	VU21927 Apply psychological concepts and principles within justice environments	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23186 Apply psychological concepts and principles within justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • conduct one research project to analyse major psychological theories that explain offending behaviour • determine counselling strategies, theories and concepts and conduct a counselling session in a justice context • determine and apply an offender treatment referral plan designed to address offender issues, assist with rehabilitation, and reduce probability of recidivism.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • major psychological approaches to understanding human behaviour and life-stage development • psychological theories on factors that influence, shape and/or determine personality development • psychological concepts and principles in justice contexts • current concepts on causality of offending • characteristics and issues of identified client population • current debates and discourse on categorisation of specialised groups in the justice environment • current debates and discourse on counselling theories and practices to assist with rehabilitation and reduce the probability of recidivism • current debates and discourse on trends in treatment options • range of offender treatment options, programs, services and resources available to clients • American Psychological Association (APA) referencing system • safe work practices applicable to treatment planning

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none">• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23187 Identify and respond to client complex issues within a criminal justice environment	
APPLICATION		<p>This unit describes the skills and knowledge required to recognise, respond and refer clients presenting with a range of complex issues within justice contexts, develop self-care and collaborative relationships and review justice response strategies.</p> <p>The unit supports the work of justice officers responsible for making decisions on immediate, and long-term service requirements for special needs offenders and victims of crime.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine complex issues faced by clients presenting for justice services	1.1	Identify complex psychological issues and associated behaviours that impact on youth and adult offenders and other clients presenting for justice services
		1.2	Assess current theories on the causes and treatment of psychological issues for application to practice
		1.3	Analyse key complexities of alcohol and other drugs use by offenders and other clients presenting for justice services for application to practice
		1.4	Identify and analyse indicators of complex issues in individuals and strategies to assist them to recognise complex issues in themselves
2	Provide assistance to clients with complex issues within justice environments	2.1	Respond to complex client issues by implementing strategies that address values, attitudes, beliefs and stigmas
		2.2	Respond to client complex issues in accordance with ethical requirements and justice system policies and processes
3	Review response strategies, and develop collaborative relationships	3.1	Practice self-reflection relevant to the role of the justice worker when responding to a range of complex issues
		3.2	Develop, practise and monitor self-care strategies and frameworks for working with client complex issues

		3.3	<i>Develop and maintain collaborative relationships with a range of relevant professionals</i>
4	<i>Evaluate and document criminal justice response strategies</i>	4.1	Monitor services, support and resources against planned goals and objectives in accordance with organisational and legislative requirements
		4.2	<i>Review outcomes and document findings in accordance with American Psychological Association (APA) referencing system, organisational and legislative requirements and use findings to inform future practice</i>
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		read text about complex client issues within a criminal justice environment make connections between correlated themes and use to improve overall conceptual understanding	
Writing skills to:		demonstrate understanding of a text describing complex interrelationships of issues relating to justice	
Oral communication skills to:		listen to clients' and colleagues' oral text and provide a reflective response in discussion ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a justice focus	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
Problem-solving skills to:		critically review specific instances relating to criminal justice to address conflicting issues	
Teamwork skills to:		work collaboratively with colleagues and a range of professionals to achieve common goals	
UNIT MAPPING INFORMATION			
	Code and Title Current Version	Code and Title Previous Version	Comments

	VU23187 Identify and respond to client complex issues within a criminal justice environment	VU21928 Identify and respond to client complex issues within a criminal justice environment	Equivalent
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Assessment Requirements

TITLE	Assessment Requirements for VU23187 Identify and respond to client complex issues within a criminal justice environment
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • identify, analyse and respond to two client complex issues in a criminal justice environment • document practice of self-reflection and self-care • discuss the beneficial outcomes of two collaborative relationships • monitor, review and document two criminal justice response strategies.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • psychological theories on factors that influence, shape and/or determine mental illness • psychological theories on key indicators of mental illness and substance abuse and addiction • relevant treatment orders in the criminal justice system • counselling theories and referral practices • trends in treatment options • on models of crisis intervention • range of treatment options, programs, services and resources available to clients • APA referencing system • current theories, approaches, and practices about effective responses to client complex issues in justice contexts • relevant legislative and statutory requirements.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p>

	<ul style="list-style-type: none">• access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23188 Undertake case-management in a justice environment	
APPLICATION		<p>This unit describes the skills and knowledge required to conduct client assessment, plan, implement and monitor suitable case-management for clients within justice contexts.</p> <p>The unit supports the work of justice officers/case managers responsible for conducting client assessment and subsequently developing, implementing and monitoring and reviewing case-management plans within justice environment contexts.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Review case-management process in justice environments	1.1	Research current approaches to case-management processes
		1.2	Identify complex client issues and research appropriate responses in justice contexts
		1.3	Address complex legal, ethical issues pertaining to aspects of case-management process
		1.4	Establish processes for monitoring and changing case-management plan in accordance with organisational requirements
2	Conduct client assessment and determine requirements	2.1	Review assessment processes and protocols to inform preparation for assessment
		2.2	Identify appropriate interview and communication strategies to assist client engagement and collaboration
		2.3	Provide appropriate referrals, information and advocacy in accordance with ethical, organisational and legislative requirements
		2.4	Record client assessment information in accordance with ethical, organisational and legislative requirements
3		3.1	Access and use relevant client assessment information to inform case-management plan

	<i>Develop and implement case-management plan</i>	3.2	Develop client management plan and set goals, in conjunction with client
		3.3	Implement the level of case-management support required to implement case-management plan in consultation with relevant people
		3.4	Seek the support of appropriate collaborative relationships with other support/treatment services to ensure high-quality client outcomes
4	<i>Monitor and review case-management</i>	4.1	Monitor services, support and resources against planned goals and objectives
		4.2	Implement periodic adjustments to services, supports and resources, as required to best meet client-identified goals
		4.3	Review client outcomes, where possible in conjunction with client and use findings to inform future practice
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		critically analyse text to ensure case management plans incorporate appropriate goals and support mechanisms	
Writing skills to:		demonstrate understanding of a text describing complex interrelationships of issues relating to case management in a justice environment	
Oral communication skills to:		ask clients appropriate questions to elicit understanding and clarify meanings, respond appropriately	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
Problem-solving skills to:		diffuse potentially sensitive discussion by being objective and factual in the case management processes	
Teamwork skills to:		work in a timely and collaborative manner with clients, colleagues and relevant agencies	
Technology skills to		utilise appropriate case management information systems and utilise appropriate search engines	

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23188 Undertake case-management in a justice environment	VU21929 Undertake case-management in a justice environment	

Assessment Requirements

TITLE	Assessment Requirements for VU23188 Undertake case-management in a justice environment
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>The candidate must undertake case management activity with a client within a justice environment.</p> <p>In doing so the learner must:</p> <ul style="list-style-type: none"> • access assessment information • seek the support of two appropriate collaborative agencies • monitor the case-management client by using evaluation of outcomes to inform future practice.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant international, Federal and State government legislative requirements and provisions • relevant theory and its application to case-management in justice environments • analysis of case-management models and practices • characteristics and issues of identified client population • range of services and resources available to clients • knowledge of case-management processes and approaches • knowledge of relevant legislative and statutory requirements.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation

	<ul style="list-style-type: none">• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23189 Apply law and advocacy to support justice clients experiencing justiciable events	
APPLICATION		<p>This unit describes the skills and knowledge required to determine needs of clients experiencing justiciable events and advocate on their behalf in arranging legal representations and support services. This includes analysis of legal and support services and applying the main areas of law and justiciable issues encountered by justice clients when working in a paralegal environment.</p> <p>The unit supports the work of justice officers within a range of justice environments who are responsible for managing and advocating on behalf of justice clients with justiciable issues through legal and support services available to socially, economically and culturally marginalised indigent/ impecunious justice clients.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Identify and document client requirements for justiciable events and apply relevant law	1.1	Determine and document clients' situations to meet paralegal requirements
		1.2	Determine justiciable events relevant to the clients' situation
		1.3	Identify, source and apply legislation applicable to justiciable events
2	Advocate for clients experiencing justiciable events to determine support arrangements	2.1	Examine models and approaches of advocacy for clients experiencing justiciable events
		2.2	Identify and apply appropriate advocacy and support strategies for clients experiencing justiciable events
		2.3	Evaluate relevant legal and support services available to clients experiencing justiciable events
		2.4	Apply guidelines of legal service providers in relation to clients experiencing justiciable events in accordance with paralegal requirements
3		3.1	Monitor and review legal advocacy and support services

	Monitor and review advocacy and support approach	3.2	Review outcomes and effectiveness of advocacy and support approach in relation to clients experiencing justiciable events
		3.3	Use findings to document and inform future paralegal practice
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill		Description	
Reading skills to:		critically analyse text to ensure justiciable events relevant to clients' situation are differentiated from non- judicable events.	
Writing skills to:		demonstrate understanding of a text describing complex legal issues relating to justiciable events	
Oral communication skills to:		ask clients appropriate questions to elicit understanding, clarify meanings so as to develop appropriate advocacy models	
Learning skills to:		assess the nature and scope of new concepts and identify priorities and procedures within timeframes	
Problem-solving skills to:		diffuse potentially sensitive discussion by being objective and factual when discussing judicable events and advocacy models with clients	
Teamwork skills to:		work in a timely and collaborative manner with clients, colleagues and relevant agencies	
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23189 Apply law and advocacy to support justice clients experiencing justiciable events	VU21930 Apply law and advocacy to support justice clients experiencing justiciable event/s	Equivalent

Assessment Requirements

<p>TITLE</p>	<p>Assessment Requirements for VU23189 Apply law and advocacy to support justice clients experiencing justiciable events</p>
<p>PERFORMANCE EVIDENCE</p>	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so, from a paralegal perspective, the candidate must:</p> <ul style="list-style-type: none"> • identify and document two different client situations that may result in judiciable events • apply relevant legislation and/or common law to two justiciable events • apply two advocacy models that respond to two different justice client justiciable event cases • monitor and review the outcomes of two legal advocacy models, including the use of support services that the models incorporated • document the review of these two findings to support future advocacy.
<p>KNOWLEDGE EVIDENCE</p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • justiciable events in order to apply relevant legislation and/or common law • advocacy and support models that respond to justice clients experiencing justiciable events • the role of/ and limitations of a paralegal in applying law and advocacy to support justice clients experiencing justiciable events • advocacy and support approach methodologies applicable to justice environments • relevant legislation and/or common law.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements:</p> <ul style="list-style-type: none"> • Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

UNIT CODE AND TITLE		VU23190 Work with young offenders in justice environments	
APPLICATION		<p>This unit describes the skills and knowledge required to determine, implement and review ethical strategies for working with young offenders in the justice system.</p> <p>This unit supports the work of justice workers responsible for developing and implementing strategies to support and care for young offenders and/or children under protection within the Victorian legal system. Practitioners typically focus on ethical approaches to protecting the rights of children and young people through protocols, reporting, and review of the provision of services.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine youth justice systems and provisions	1.1	Research and discuss historical and current developments in youth justice work
		1.2	Research current theories on the causes and treatment of youth offending
		1.3	Identify the current legislative framework for youth justice
		1.4	Investigate home care and detention options for children and young people
2	Determine and apply programs to young offenders and children at risk within justice contexts	2.1	Evaluate key standards and legislation, for young offenders and children at risk within a youth justice context
		2.2	Evaluate treatment programs and support services for young offenders and children at risk
		2.3	Identify and apply supervision practices and strategies that are children-and young people-focused
		2.4	Identify and apply prevention strategies for re-offending behaviours
3	Apply ethical practices that protect the rights	3.1	Identify and apply protocols and duty of care compliance requirements for working with children and young people and maintain confidentiality

	of children and young people	3.2	Identify and apply strategies for addressing and/or reporting ethical concerns about work practices around children and young people
RANGE OF CONDITIONS			
No range of conditions apply.			
FOUNDATION SKILLS			
This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.			
Skill	Description		
Reading skills to:	critically analyse text to ensure work with young offenders incorporate appropriate goals and support mechanisms		
Writing skills to:	demonstrate understanding of a text describing complex interrelationships of issues relating to the reasons young people become in breach of the law		
Oral communication skills to:	ask appropriate questions to elicit understanding and clarify meanings and respond appropriately		
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes		
Problem-solving skills to:	diffuse potentially sensitive discussion by being objective and factual in the application of practices to support young offenders		
Teamwork skills to:	work in a timely and collaborative manner with clients, colleagues and relevant agencies		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23190 Work with young offenders in justice environments	VU21931 Work with young offenders in justice environments	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23190 Work with young offenders in justice environments
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • conduct discussion based on a research document that encompasses: <ul style="list-style-type: none"> ○ current theories on the causes and treatment of youth offending ○ historical and current developments in youth justice work ○ current legislative framework for youth justice ○ home care and detention options for children and young people • identify and analyse one treatment program and support service for young offenders and children at risk • identify and apply one program available to young offenders and children at risk within justice contexts that incorporate: <ul style="list-style-type: none"> ○ key standards and relevant legislation ○ supervision and prevention practices and strategies ○ protocols and duty of care compliance requirements ○ confidentiality ○ reporting processes for ethical concerns.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • relevant Federal and State legislative requirements and provisions • key practice standards for youth justice • youth justice system of Victoria • range of services and resources available to children and young people • theories on development and causes of criminality and youth offending • ethical approaches that incorporate the conventions on the rights of the child, and human rights • principles of ethical decision-making • responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries • duty of care responsibilities • relevant requirements and processes for notifying and reporting.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p>

	<p>Resources:</p> <ul style="list-style-type: none">• access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises. <p>Assessor requirements:</p> <ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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UNIT CODE AND TITLE		VU23191 Analyse the child protection environment in a justice context	
APPLICATION		<p>This unit describes the skills and knowledge required to analyse the child protection environment within the justice system.</p> <p>This unit supports the work of justice workers responsible for developing and implementing strategies to support and care for children and young people under protection within the Victorian legal system. Practitioners are typically focus on ethical approaches to protecting the rights of children and young people through protocols, reporting, and review of the provision of services.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Demonstrate an understanding of key issues of work in the child protection environment	1.1	Identify and discuss the relationships between the legal, political, historical and social framework of child protection work
		1.2	Research and discuss the system structure and the various roles and responsibilities, lines of accountability, code of ethics that operate in the child protection system
		1.3	Identify and discuss the challenges of child protection work and the strategies that address these challenges
		1.4	Investigate and discuss how to address emergency situations and other contingencies based on ethical standards and organisational requirements
		1.5	Research and discuss effective professional worker safety/wellbeing and self-management practices
		1.6	Discuss personal values and attitudes regarding children or young people and acknowledge their potential impact on service delivery
2	Implement child protection procedures	2.1	Apply duty of care in accordance with organisational policies and procedures
		2.2	Apply a professional understanding of children's court procedures

		2.3	Investigate and apply options relating to the placement of children away from family in all forms of out of home care and examine issues associated with such placements
		2.4	Apply risk-assessment procedures to child protection work
3	Apply quality care to children and young people identified at risk of harm	3.1	Identify key issues facing children and young people who may be at risk of harm
		3.2	Apply child focused work practices
		3.3	Identify developmental and other needs as required to explain decisions and actions taken to children, young people and their families/carers
		3.4	Apply principles of trauma informed practice

RANGE OF CONDITIONS

No range of conditions apply.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and are not explicitly expressed in the performance criteria of this unit of competency.

Skill	Description
Reading skills to:	critically analyse text to ensure child protection processes incorporate appropriate goals and support mechanisms
Writing skills to:	demonstrate understanding of a text describing complex interrelationships of issues relating to child protection in a justice context
Oral communication skills to:	tailor communication to suit children so as to elicit understanding and clarify meanings and respond, ethically and appropriately
Learning skills to:	assess the nature and scope of new concepts and identify priorities and procedures within timeframes
Problem-solving skills to:	diffuse trauma by facilitating disclosure without overwhelming children and other parties involved
Teamwork skills to:	work in a timely and collaborative manner with clients, colleagues and relevant agencies

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23191 Analyse the child protection environment in a justice context	VU21932 Analyse the child protection environment in a justice context	

Assessment Requirements

TITLE	Assessment Requirements for VU23191 Analyse the child protection environment in a justice context
PERFORMANCE EVIDENCE	<p>The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit.</p> <p>In doing so the candidate must:</p> <ul style="list-style-type: none"> • apply child protection procedures and quality care to two cases, incorporating: <ul style="list-style-type: none"> ○ key issues facing children and young people who may be at risk of harm ○ duty of care ○ appropriate and sensitive communication techniques for children ○ children's court procedures ○ options relating to the placement of children away from family ○ risk-assessment procedures ○ children's developmental and other needs ○ child focused work practices and options related to the placement of children ○ trauma informed practice ○ Identify and analyse processes and apply ethical and supportive work practices.
KNOWLEDGE EVIDENCE	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, alcohol and other drug use/misuse, health issues

	<ul style="list-style-type: none"> • the different types of abuse including: <ul style="list-style-type: none"> ○ psychological ○ physical ○ sexual ○ neglect ○ family violence • relevant Federal and State legislative and policy requirements relating to: <ul style="list-style-type: none"> ○ working with children and young people ○ notifying and reporting suspected abuse • the child protection system including: <ul style="list-style-type: none"> ○ relevant child protection agencies and services ○ reporting protocols ○ responses to reporting ○ organisational guidelines and policies for responding to risks of harm to children and young people • ethical obligations and the conventions on: <ul style="list-style-type: none"> ○ the rights of the child, and human rights ○ working with children and young people • principles of ethical decision-making • responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries • duty of care responsibilities • trauma informed practice • children’s court procedures • options relating to the placement of children away from family • risk assessment procedures.
<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in an environment that accurately represents justice workplace conditions.</p> <p>Resources:</p> <ul style="list-style-type: none"> • access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation • access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises <p>Assessor requirements:</p>

	<ul style="list-style-type: none">• Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
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Appendix A: Foundation Skills Summary

Qualification code:	22594VIC
Qualification title:	Diploma of Justice

The following table contains a summary of the foundation skills as identified by industry for this qualification. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

Foundation skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> read complex text incorporating procedural and technical information relating to justice.
Writing skills to:	<ul style="list-style-type: none"> demonstrate understanding of a text describing complex issues relating to justice.
Oral communication skills to:	<ul style="list-style-type: none"> listen to an oral text such as feedback in an oral presentation and provide a reflective response ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on justice.
Numeracy skills to:	<ul style="list-style-type: none"> calculate statistics and understand their significance.
Learning skills to:	<ul style="list-style-type: none"> assess the nature and scope of new concepts and identify priorities and procedures within timeframes.
Problem solving skills to:	<ul style="list-style-type: none"> address conflicting justice theories diffuse potentially sensitive discussion by being objective and factual in the investigative process.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> identify networking opportunities and develop operational strategies.
Teamwork skills to:	<ul style="list-style-type: none"> work in a timely and collaborative manner.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently and logically sequence stages of data analysis.
Self-management skills to:	<ul style="list-style-type: none"> prioritise tasks to meet deliverables.
Technology skills to:	<ul style="list-style-type: none"> use computer equipment, search engines and websites effectively to aid the investigative process.

This table is a summary of foundation skills that are typical of this qualification and should not be interpreted as definitive

Qualification code:	22595VIC
Qualification title:	Advanced Diploma of Justice

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

Foundation skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> read complex text incorporating procedural and technical information relating to justice make connections between correlated themes and use to improve overall conceptual understanding.
Writing skills to:	<ul style="list-style-type: none"> demonstrate understanding of a text describing complex interrelationships of issues relating to justice.
Oral communication skills to:	<ul style="list-style-type: none"> ask the appropriate questions to elicit understanding and clarify meanings, respond appropriately, and keep a focus on the principles that underscore our justice system. use a range of techniques to communicate complex concepts.
Numeracy skills to:	<ul style="list-style-type: none"> analyse and synthesise embedded mathematical information while analysing results.
Learning skills to:	<ul style="list-style-type: none"> assess the nature and scope of new concepts and identify priorities and procedures within timeframes.
Problem solving skills to:	<ul style="list-style-type: none"> critically analyse theoretical frameworks, theories, strategies and the application of key theories in the justice system.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> identify networking opportunities and develop operational strategies instigate work practices to improve productivity or service delivery.
Teamwork skills to:	<ul style="list-style-type: none"> work collaboratively with colleagues and a range of professionals to achieve common goals.
Planning and organising skills to:	<ul style="list-style-type: none"> efficiently and logically sequence stages of data analysis identify themes and coordinate strategy.
Self-management skills to:	<ul style="list-style-type: none"> prioritise and sequence tasks appropriately to meet deliverables.

Foundation skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Technology skills to:	<ul style="list-style-type: none"> • use the main features and functions of digital technologies and tools to research and analyse information.

This table is a summary of foundation skills that are typical of this qualification and should not be interpreted as definitive

Appendix B: Qualification Skills and Knowledge Summary

Each course is a stand-alone qualification	Diploma of Justice	Advanced Diploma of Justice
Course structure	10 Core units 2 Elective unit	8 Core units 4 Elective units
Skills and knowledge overview:	The essential role of graduates is to recognise, respond, report and refer within the responsibility of their job role and qualification level. Graduates are not qualified to conduct therapeutic counselling. Rather they are qualified to communicate and/or counsel by advice and facilitation which may involve research; organising and managing; implementation and monitoring of response plans and strategies.	
Legal and justice environment [Functional systems and application of Law]	<p>SKILLS</p> <p>Research</p> <p>Crime prevention strategies</p> <p>Application of law enforcement strategies within legal environment/s:</p> <ul style="list-style-type: none"> - Australian Border Force - Local Government - Sheriff's office - Police and policing - Community Corrections - Office of Corrections - Industrial Relations <p>Investigative processes</p> <p>Compiling briefs of evidence</p> <p>Arranging legal representation</p> <p>Arranging referral to appropriate agency</p> <p>Working with adult offenders</p> <p>Working with young people</p> <p>Working with people involved in family/domestic violence</p> <p>Working in culturally diverse contexts</p>	<p>SKILLS</p> <p>Research</p> <p>Crime prevention strategies</p> <p>Application of law enforcement strategies within legal environment/s:</p> <ul style="list-style-type: none"> - Australian Border Force - Local Government - Sheriff's office - Police and policing - Community Corrections - Office of Corrections - Industrial Relations <p>Adult and youth offender supervision strategies</p> <p>Investigative processes</p> <p>Arranging legal representation</p> <p>Arranging referral to appropriate agency</p> <p>Working with adult offenders</p> <p>Working with young people</p> <p>Working with people involved in family/domestic violence</p> <p>Working in culturally diverse contexts</p> <p>Management of Human rights issues</p>

	<p>Risk management when dealing with clients</p> <p>Application of emergency processes and procedures</p>	<p>Case management Conflict resolution/Mediation facilitation</p>
	<p>KNOWLEDGE</p> <p>Key Justice terminology</p> <p>Basics of Australian Law and relevance to Victorian legal system</p> <p>Structure and jurisdiction of the Victorian courts and tribunals</p> <p>Natural justice</p> <p>Types of laws - their salient features and applications</p> <ul style="list-style-type: none"> - Criminal law - Civil Law - Family Law <p>Justice system-components - Theory and practice</p> <p>Legal environment/s:</p> <ul style="list-style-type: none"> - Australian Border Force - Local Government - Sheriff's office - Police and policing - Community Corrections - Office of Corrections <p>Law making</p> <p>Components of the criminal justice system</p> <p>Law and Law enforcement</p> <p>Investigative processes</p> <p>Crime prevention debates and strategies</p> <p>Concepts and elements of crime</p> <p>Prosecutions, defences and liabilities</p> <p>Family violence work</p> <p>History of corrections, punishment, incarceration</p>	<p>KNOWLEDGE</p> <p>Key Justice terminology</p> <p>Australian Law and relationship with Victorian legal and justice systems</p> <p>Types of laws - their salient features and applications</p> <ul style="list-style-type: none"> - Criminal law - Civil Law - Family Law <p>Justice system-components - Theory and practice</p> <p>Legal environment/s:</p> <ul style="list-style-type: none"> - Australian Border Force - Local Government - Sheriff's office - Police and policing - Community Corrections - Office of Corrections <p>Law and Law enforcement</p> <p>Criminology-types and concept of crime</p> <p>Victimology</p> <p>Types of defences</p> <p>Nature and complexity of arresting, investigating, evidence, proof and sentencing</p> <p>Investigative processes</p> <p>Crime prevention debates and strategies</p> <p>History of corrections, punishment, incarceration</p> <p>History and machinery of law making</p> <p>Current debates on law enforcement, prison governance</p> <p>Ethics, codes of practice</p> <p>Legal ethics</p>

	<p>History and machinery of law making</p> <p>Current debates on law enforcement, prison governance</p> <p>Local government environment</p> <p>Road and traffic law</p> <p>Australian Border Force services, related legislation and major offences under the Customs Act</p> <p>Ethics, codes of practice</p> <p>Legal ethics</p> <p>Equity and access to systems</p> <p>Vicissitudes of cultural diversity</p> <p>Safe work practices</p>	<p>Equity and access to systems</p> <p>Vicissitudes of cultural diversity</p> <p>Safe work practices</p>
<p>Communication and Management</p> <p>(Professional Practice - functional and operational role in:</p> <ul style="list-style-type: none"> - Interpersonal communication - Written communication - Presentation of information - Leadership and management) 	<p>SKILLS</p> <p>Interpersonal communication</p> <p>Conducting interviews</p> <p>Presenting evidence</p> <p>Written communication</p> <p>Record and document keeping</p> <p>Presentation of information to courts, clients, colleagues</p> <p>Report writing</p> <p>Assertiveness</p> <p>Negotiation</p> <p>Privacy and confidentiality</p> <p>Working effectively with culturally diverse clients/programs/situations</p> <p>Client facilitation and management within parameters of own role</p> <p>Dealing with conflict</p> <p>Conflict resolution/Mediation co-ordination</p>	<p>SKILLS</p> <p>Interpersonal communication</p> <p>Emotional intelligence</p> <p>Conducting interviews</p> <p>Questioning/interrogating</p> <p>Presenting evidence</p> <p>Written communication</p> <p>Record and document keeping</p> <p>Presentation of information to courts, clients, colleagues</p> <p>Report writing</p> <p>Assertiveness</p> <p>Negotiation</p> <p>Privacy and confidentiality</p> <p>Working effectively with culturally diverse clients/programs/situations</p> <p>Client facilitation and management within parameters of own role</p> <p>Dealing with conflict</p>

	<p>Careful reading of and assessing situations</p> <p>Responding and reporting to appropriate others</p> <p>Referring: planning, arranging referrals to appropriate agencies</p> <p>Supervisory skills for clients and/or offenders</p> <p>Accessing support/help/legal agencies</p> <p>Working under pressure</p> <p>Organisational and leadership</p> <p>Team development</p> <p>Maintaining professional well-being</p> <p>Reviewing professional goals</p> <p>Organisational skills for task completion – Project management</p> <p>Research and analysis</p> <p>Australian Psychological Association (APA) referencing method</p> <p>Analytical and interpretative skills to exercise a range of ethical approaches to justice work</p>	<p>Conflict resolution/Mediation facilitation</p> <p>Case management facilitation</p> <p>Careful reading of and assessing situations</p> <p>Responding and reporting to appropriate others</p> <p>Referring: planning, arranging referrals to appropriate agencies</p> <p>Arranging legal representation</p> <p>Advocacy and third-party representation in courts</p> <p>Supervisory skills for clients and/or offenders</p> <p>Risk assessment</p> <p>Accessing support/help/legal agencies</p> <p>Working under pressure</p> <p>Organisational and leadership</p> <p>Team management</p> <p>Maintaining professional well-being</p> <p>Reviewing professional goals</p> <p>Organisational skills for task completion – Project management</p> <p>Research and analysis</p> <p>Empiricism</p> <p>Australian Psychological Association (APA) referencing method</p> <p>Analytical and interpretative skills to exercise a range of ethical approaches to justice work</p>
	<p>KNOWLEDGE</p> <p>Legal system</p> <p>Local government environment</p> <p>Road and traffic law</p>	<p>KNOWLEDGE</p> <p>Legal system</p> <p>Local government environment</p> <p>Road and traffic law</p>

	Privacy and confidentiality Ethics and legal ethics Client management Arranging legal representation Risk assessment Conflict resolution strategies/mediation processes Cultural diversity Management and leadership Organisational culture and structures Change management Project management Report writing Australian Psychological Association (APA) referencing method OHS	Privacy and confidentiality Ethics and legal ethics Client management Advocacy strategies Risk assessment Conflict resolution strategies/mediation processes Case management methodologies Cultural diversity Management and leadership Change management Quality assurance Project management Report writing Australian Psychological Association (APA) referencing method OHS
<p>Functional and operational role within justice work informed by analyses and perspectives on:</p> <ul style="list-style-type: none"> - criminology - sociology and culture - psychology <p>Application to practice - functional and operational role in:</p> <ul style="list-style-type: none"> - crime prevention - investigative processes - law enforcement - management of offenders – young/adult - human rights issues - advocacy - ethics and privacy - treatment and/or response programs for adult, youth and child clients, offenders and victims) 	<p>SKILLS</p> <p>Application of sociological and psychological perspectives to develop strategies to:</p> <ul style="list-style-type: none"> - enforce law and manage emergencies - crime prevention/reduction - respond to family violence contexts - respond to other justice clients - resolve conflict - communicate with clients and colleagues - work with children at risks or under protection - mediation - ethics and codes of conduct - apply criminal law 	<p>SKILLS</p> <p>Application of criminology, sociological thinking and psychological perspectives to develop strategies for:</p> <ul style="list-style-type: none"> - law enforcement and prosecution - conducting investigative processes - responding to criminality - responding to victims of crime - prevention/reduction - resolving conflict - counselling - treatment planning - client-focused planning and case management - responding to complex client needs - responding to clients experiencing escalation of problems to legal

	<ul style="list-style-type: none"> - management and leadership of self and others - change management <p>Application of knowledge of socio/economic perspectives to:</p> <ul style="list-style-type: none"> - own role within organisational structures and functions - dealing with culturally diverse colleagues and clients 	<p>intervention (justiciable events)</p> <ul style="list-style-type: none"> - advocating and supporting special needs clients - recognising and responding to psychotic and non-psychotic disorders/mental illness - applying emotional intelligence to working within justice contexts - communicating with clients and colleagues - working with children at risks or under protection - working with young offenders - mediation - ethics and codes of conduct - apply criminal law - management and leadership of self and others - change management <p>Application of knowledge of socio/economic perspectives to:</p> <ul style="list-style-type: none"> - own role within organisational structures and functions - dealing with culturally diverse colleagues and clients - upholding / advocating for clients experiencing human rights violations - Strategic planning, such as: organisational planning; resourcing; organisational culture; change management
	<p>KNOWLEDGE</p> <p>Current debate on issues on causes of, and definitions of crime and offenders</p>	<p>KNOWLEDGE</p> <p>Current debate and initiatives on issues of:</p> <ul style="list-style-type: none"> - incarceration rates of people with mental

	<p>Current debates and initiatives on:</p> <ul style="list-style-type: none"> - Family violence - Child protection - Mental health - alcohol and other drugs - Crime prevention/reduction strategies <p>Current debates and initiatives on cultural inclusion strategies for justice clients and organisations</p> <p>Available services/ referral agencies</p> <p>Support, management strategies</p> <p>Safe communication strategies</p> <p>Conflict resolution</p> <p>Mediation processes and practices</p>	<p>health disorders and other complex issues</p> <ul style="list-style-type: none"> - Family violence - Child protection - Mental health - Alcohol and other drugs - Crime prevention strategies/reduction strategies - Human rights within justice contexts - Cultural <p>Theories and discourses on:</p> <ul style="list-style-type: none"> - Psychology - Criminology - Sociology <p>Mediation and case management strategies</p> <p>Available services / referral agencies</p> <p>Advocacy strategies</p> <p>Treatment planning</p> <p>Mental health issues</p> <p>Support, management strategies</p> <p>Justiciable events – cause and effect</p> <p>Safe communication strategies</p> <p>Safe work practices</p>
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