



Charles Sturt
University

Charles Sturt Skills Centre

Professional Development Catalogue

**The delivery of quality, innovative and
research informed education and training that
builds government and industry capability.**

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About the Charles Sturt Skills Centre

Charles Sturt Skills Centre (CSSC) is a Registered Training Organisation (RTO No. 46494) delivering both accredited and non-accredited training courses. CSSC has designed, developed, and delivered training products for the Department of Agriculture, Fisheries and Forestry, the Department of Foreign Affairs and Trade, the Australian Antarctic Division, Dairy Australia, and Regional Development Australia.

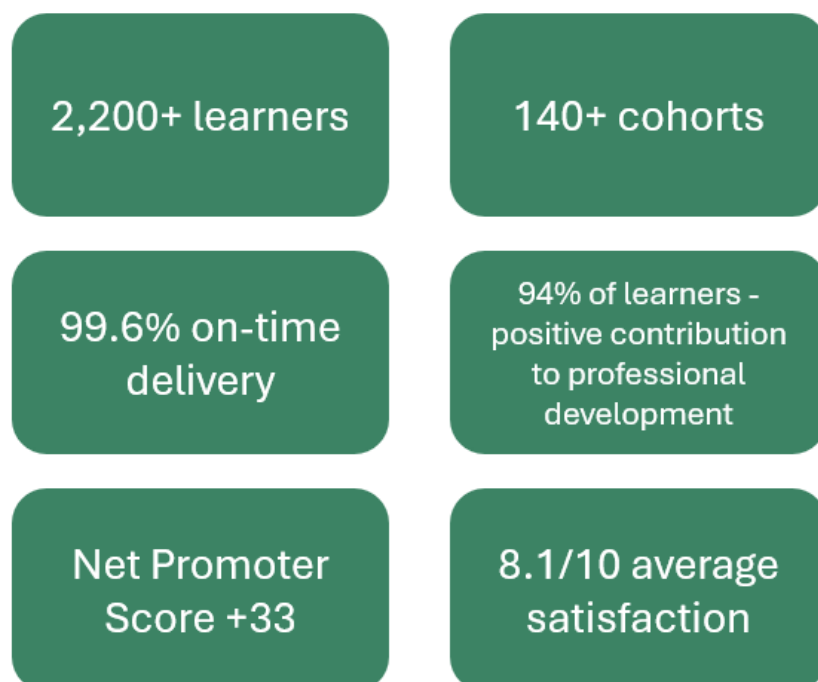
Through its flagship program, the Biosecurity Training Centre (BTC), CSSC has designed and delivered 22 courses ranging from half-day to five-day programs. These have been delivered across more than 260 cohorts to over 3,800 participants, including 180 from international organisations.

CSSC's delivery methods include:

- Synchronous learning: interactive, facilitator-led sessions (in-person and online)
- Asynchronous learning: self-paced eLearning, multimedia content, case-based learning, and learner guide study
- Integrated learner pathways: aligned to job roles, seniority levels, and specialist capability areas.

CSSC offers off-the-shelf courses, agency or industry contextualised courses, or bespoke design. Our course development is underpinned by structured learning needs analysis in collaboration with the client, with continuous improvement driven by learner feedback, performance data, and operational updates.

Performance metrics in 2025 included:



CSSC was awarded the 2025 Australian Biosecurity Award for Education and received an Honourable Mention in the 2025 National Regulator of the Year Awards.



Courses and Units

The Charles Sturt Skills Centre offers accredited vocational training at Certificate IV and Diploma levels, alongside tailored unaccredited courses and units designed to meet the specific needs of organisations. Our goal is to deliver a high-quality, flexible learning experience that supports each client and their staff to build practical capability and achieve meaningful and measurable outcomes. This is underpinned by a team of **highly experienced facilitators** with diverse industry, regulatory, and public sector expertise, ensuring training is both contextually relevant and grounded in real-world application.

Units of competency that contribute to full qualifications, such as Certificates or Diplomas, can be completed flexibly either as standalone units or grouped into skill-set pathways. Units may be undertaken in an accredited format, which requires them to be completed in line with accredited guidelines that require assessment of competency, or in an unaccredited format, where learning is completed without the need for assessment.

Accredited training units can be contextualised to the client's operating environment, ensuring learning and assessment reflect relevant policies, systems, and workplace practices while remaining fully compliant with national training package requirements.

If the course or unit you are looking for is not listed, we can develop it for you. One of Charles Sturt Skill Centre's advantages is that we are part of a university and have access to a broad network of specialist facilitators across learning domains.

Accredited Qualifications

[Certificate Level IV in Government \(PSP40122\)](#)

This qualification reflects the role of individuals who work in operational roles in the public sector, demonstrating autonomy, judgement, and limited responsibility within established parameters. A specialisation in regulation is available.

[Diploma of Government \(PSP50122\)](#)

This qualification reflects the role of individuals involved in independent and self-directed work in the public sector. There may be supervisory responsibilities. A specialisation in policy is available.

[Certificate IV in Leadership and Management \(BSB40520\)](#)

This qualification reflects the role of individuals working as developing and emerging leaders and managers in a range of enterprise and industry contexts.

[Diploma of Leadership and Management \(BSB50420\)](#)

This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Accredited Skill Sets and Short Courses

[Lead Auditor Skills Set \(BSBSS00128\)](#)

This skill set addresses the skills and knowledge to lead a quality audit in a broad range of industries.

[Public Sector Manager \(PSPSS00056\)](#)

This skill set provides the skills and knowledge to address requirements of those commencing in management roles within in the public sector.

[Support and Implement Policy \(PSPSS00060\)](#)

This skill set provides skills and knowledge required to support policy implementation and provide advice to internal and external stakeholders.

[Workplace Coaching \(PSPSS00058\)](#)

This skill set provides the skills and knowledge required to coach and mentor others to develop greater expertise and enhance performance in the public sector.

[Basic Biosecurity Skill Set \(ACHSS00110\)](#)

This skill set provides the basic knowledge, and skills required to support biosecurity activity and compliance for a property, farm or land management situation for animal husbandry, plant production or land and aquatic environment management, including businesses, volunteer groups and government and non-government agencies and organisations.

Leading AI Transformation

This short course equips participants with the knowledge, tools, and practical experience to lead responsible AI adoption, design innovative work environments, and develop organisational AI policy and implementation strategies within an APS-style context. A Statement of Attainment for [BSBSTR501](#) Establish innovative work environments, and [BSBSTR503](#) Develop organisational policy is awarded for successful completion of this course.

Professional Development (unaccredited)

The following courses and units may be combined and contextualised to meet specific agency training needs. The APS levels are indicative, with courses and units able to be modified for higher or lower levels. Course lengths can range from half day to 5-days and can be delivered as a single delivery or split over a period of time, depending on your requirements. Units are generally structured to be self-contained half day activities but can be stacked and integrated to create bespoke courses.

Leadership

Team leadership (EL)

This unit supports Executive Level leaders to build the skills and insights needed to lead high-performing teams. It examines team development, individual roles, and leadership approaches that enable effective collaboration and sustained performance. Participants explore Tuckman's Team Development Model and introduces tools such as Belbin Team Roles, DISC, MBTI, and the Team Management Wheel to better understand team dynamics, personality differences, and working styles. Through interactive activities, the unit focuses on balancing task and people leadership, applying situational leadership, and fostering trust, engagement, accountability, and wellbeing.

Personal leadership (EL)

This unit is designed for Executive Level staff and focuses on the foundations of effective leadership through self-awareness, integrity, and purpose. The unit explores personal values and ethics, emotional intelligence, trust, and psychological safety as essential elements of leading self and others, while also addressing resilience and self-care strategies to sustain wellbeing and performance in complex leadership environments.

Strategic thinking (EL)

This unit supports Executive Level 1 leaders to develop the mindsets and tools needed to navigate complexity, uncertainty, and change. The unit distinguishes strategic and operational thinking, introduces practical frameworks such as vision and goal alignment, PESTEL and SWOT analysis, and explores future-focused leadership approaches, crisis decision-making, and scenario planning to build adaptable, high-performing teams and guide strategic impact.

Coaching (EL)

This unit equips Executive Level leaders with the mindset, models, and practical skills to use coaching as a strategic leadership capability. The unit explores the role of coaching in building performance and capability, distinguishes coaching from managing and mentoring, introduces established coaching frameworks, and develops core skills such as active listening, feedback, and navigating difficult conversations to support sustained leadership impact.

Shaping culture (EL)

This unit supports Executive Level leaders to understand and influence organisational culture to enhance performance, engagement, and innovation. The unit explores cultural models, assessment tools, and the leadership behaviours that shape values, psychological safety, and inclusion, equipping leaders with practical strategies to interpret cultural data and lead meaningful, aligned cultural change.

Constructive conversations (EL)

This unit equips Executive Level leaders with the communication skills needed to build trust, clarity, and collaboration in government workplaces. The unit explores communication styles, effective feedback using structured models, and strategies for navigating difficult conversations, strengthening emotional intelligence, and fostering a culture of psychological safety and continuous improvement.

Personal action plan (EL)

This unit enables Executive Level leaders to consolidate their learning into a practical Personal Action Plan (PAP) that guides ongoing leadership development. Drawing on insights from both training and experience, participants reflect on strengths and gaps, align goals with organisational priorities, and develop clear, actionable objectives to support continuous improvement and sustained leadership impact.

Women in leadership (APS 6-EL)

This course (2-days) is designed to empower female staff who are in, or aspiring to, leadership roles. Recommended for new and existing staff from APS6 to EL2, the course builds self-awareness, confidence, communication, and networking capability to support progression into executive leadership. Through applied learning, case studies, and goal setting, participants strengthen their leadership identity, influence, and decision-making skills.

Supporting team performance (APS 5-6)

This unit supports supervisors and team leaders to build a culture of continuous learning and development within their teams. It explores growth mindset, the 70:20:10 development model, effective feedback approaches, and practical coaching tools to embed learning, performance improvement, and capability development into everyday operational practice.

Psychological safety and trust (APS 5-6)

This unit builds essential workforce capability for fostering effective, collaborative teams. It explores key psychological foundations of working well with others, including self-care, resilience, emotional intelligence, and the conditions that support psychological safety in team environments. Participants develop practical skills to build trust, communicate openly, respond to individual and team needs, and reflect on how their behaviours influence others. Emphasis is placed on shared responsibility for workplace culture, wellbeing, collaboration, and sustained team performance.

Building trust in operational teams (APS 5-6)

This unit develops supervisors and team leaders' capability to build trust, resilience, and effective team dynamics in operational settings. The unit explores the role of emotional intelligence, self-awareness, and wellbeing in creating psychologically safe workplaces, and how leadership behaviours influence communication, collaboration, and performance. Participants apply evidence-based strategies and practical tools to strengthen trust and team culture, concluding with focused reflection and action planning to support application in their own teams.

Creating a learning culture (APS 5-6)

This unit supports supervisors and team leaders to build a strong learning culture that promotes continuous development and performance improvement within operational teams. It explores the role of mindset in learning, including the application of the Growth Mindset framework to develop resilient, reflective, and high-performing teams. Participants are introduced to the 70:20:10 development model to embed learning into everyday work and introduces the GROW coaching model, enable participants to conduct structured, goal-focused coaching discussions and confidently support ongoing capability development through applied activities and scenario-based practice.

Leading self and others (APS 5-6)

This unit supports regulatory professionals to build self-awareness, emotional intelligence, resilience, and effective work habits for high-pressure environments. The unit explores personal values, evidence-based emotional intelligence, stress and resilience responses, motivation, and practical strategies for sustaining performance, wellbeing, and professional effectiveness in complex operational contexts.

Leading self (APS 5-6)

This unit supports early-career supervisors and team leaders to build self-awareness, motivation, resilience, and wellbeing as foundations for effective professional practice. The unit combines practical tools and reflective activities to help participants understand their personal values, drivers, and behavioural patterns, and how these influence decision-making and performance. Participants explore self-awareness, purpose, motivation, and locus of control, before focusing on resilience, psychological safety, and sustainable self-care strategies for managing pressure in work environments. Through applied discussion and government-relevant scenarios, the unit strengthens the personal capabilities that underpin professionalism, collaboration, and future leadership.

Business Management

Introduction to systems thinking (APS 6-EL)

This course (1-day) provides a foundational introduction to systems thinking as a practical capability for Australian Government officials working in complex policy, regulatory, service delivery and operational environments. The course introduces participants to core systems concepts such as interconnections, feedback loops, leverage points, unintended consequences, and system boundaries, using public sector–relevant examples. Participants develop an understanding of how government challenges, such as operational risks, regulatory systems, program delivery and cross-jurisdictional coordination, operate as complex adaptive systems rather than linear problems. The course emphasises building a shared language for systems thinking and strengthening participants' ability to recognise complexity, anticipate downstream impacts and make more informed decisions within the APS context.

Applied systems thinking (APS 6-EL)

This course (1-day) builds on foundational systems thinking knowledge and focuses on applying systems tools and approaches to real-world Australian Government challenges. Participants actively work with system mapping, causal loop diagrams, and leverage analysis to explore complex policy, regulatory or operational issues relevant to their roles. The course emphasises practical application in areas such as program design, regulatory reform, risk management, and cross-agency collaboration, enabling participants to test assumptions, identify intervention points and assess trade-offs. Through facilitated scenarios and applied exercises, participants strengthen their capability to use systems thinking to inform decision-making, improve policy and program outcomes, and support more adaptive and resilient public sector responses to complex problems.

Fore sighting (APS 6-EL)

This introductory fore sighting unit builds foundational capability for understanding and responding to emerging change. The unit introduces participants to the purpose and value of foresight in public policy, regulation, and service delivery, with a focus on anticipating future risks, opportunities, and uncertainties rather than reacting to them. Participants explore core fore sighting concepts and tools, including drivers of change, horizon scanning, trends and weak signals, and basic scenario thinking, using government-relevant examples. The unit emphasises how foresight supports better decision-making, strategic planning, and risk management in complex and uncertain environments.

Managing teams in operational contexts (APS 5-6)

This unit equips participants with practical tools to lead and manage teams effectively in operational contexts. It covers team development, goal setting, performance management, KPIs, and constructive feedback, enabling participants to improve performance, compliance, and accountability in busy operational environments.

Planning, prioritisation, and delegation (APS 5-6)

This unit equips operational supervisors and team leaders with practical tools to manage operational complexity through effective planning, prioritisation, delegation, and situational leadership. Using applied frameworks and scenario-based activities, participants build the

capability to allocate resources, make informed decisions under pressure, and strengthen accountability and trust in operational environments.

Data

Data mining and analysis (APS 6 to EL)

This unit introduces participants to the principles and practical applications of data mining and analysis. Participants explore how large and complex datasets can be systematically examined to identify patterns, anomalies and relationships that support policy development, risk identification, compliance monitoring, and decision-making. The unit covers core concepts such as data preparation, classification, clustering, and pattern recognition, using government-relevant examples to illustrate how insights can be extracted from data while maintaining data quality, governance, and ethical considerations.

Machine learning (APS 6 to EL)

This unit provides a foundational introduction to machine learning concepts and their application in government environments. Participants explore how machine learning systems learn from data to support tasks such as risk profiling, detection of non-compliance and prioritisation of regulatory effort. The unit explains key concepts including supervised and unsupervised learning, training data, model performance, and limitations, with emphasis on transparency, bias, and accountability in public sector use. Participants develop an informed understanding of how machine learning can augment, rather than replace, professional judgement in regulatory decision-making.

Statistical modelling (APS 6 to EL)

This unit introduces participants to statistical modelling as a tool for understanding relationships within data and informing evidence-based decisions in government contexts. Participants explore common modelling approaches, including regression and hypothesis testing, and learn how models are used to explain variation, assess risk, and evaluate policy or operational interventions. The unit emphasises interpreting results, understanding assumptions and limitations, and communicating findings clearly to support sound judgement and accountable decision-making.

Time series analysis (APS 6 to EL)

This unit focuses on analysing data collected over time to identify trends, seasonal patterns, and emerging risks relevant to government operations and planning. Participants learn the fundamentals of time series analysis, including trend analysis, seasonality, variability and forecasting concepts, using examples such as import volumes, inspection activity, or detection rates. The unit supports participants to interpret time-based data to inform planning, resource allocation, and early identification of changing risk profiles.

Predictive modelling (APS 6 to EL)

This unit introduces predictive modelling as a method for using historical data to anticipate future outcomes in regulatory environments. Participants explore how predictive models support risk assessment, prioritisation, and proactive intervention, including concepts such as predictors, model validation, and performance measures. The unit emphasises responsible use of predictive insights, including understanding uncertainty, avoiding over-reliance on models, and ensuring alignment with governance, ethics, and public sector accountability requirements.

Art of data driven storytelling (APS 5 to EL)

This unit introduces participants to the principles and practice of data-driven storytelling, focusing on how to transform data into clear, compelling narratives that inform decisions and drive action. Participants explore the psychology of storytelling and established frameworks such as the Hero's Journey, Pixar Formula, Problem–Agitate–Solution and data storytelling models, examining how stories enhance understanding, recall and engagement. Through applied case studies, visual design principles and interactive exercises, participants practise integrating data, context and insight using effective visualisation techniques, with an emphasis on clarity, empathy, and audience impact, culminating in the development and presentation of a data-driven story grounded in real operational scenarios.

Data insights for non-data minds (APS 4-6)

This unit builds foundational data literacy for staff who work with data but do not have a technical background. It introduces participants to the data lifecycle, from collection to actionable insight, and covers key concepts including the DIKW model, data types, data quality, governance, and bias. Using practical scenarios, participants develop skills in exploratory data analysis, basic interpretation, and visualisation, and learn how to communicate insights through clear, compelling data stories. The unit also introduces the PPDAC enquiry cycle and the APS Data Capability Framework, providing a structured, government-relevant approach to data-informed decision-making supported by collaborative activities and case studies.

Regulatory

Regulatory models and approaches (APS 6 to EL)

This unit delves into regulatory models, approaches, and tools. It starts by posing the big questions like "What is Regulation?" and "Why Regulate?" before exploring various regulatory models and approaches, using examples from the Australian Government. Participants will examine different models, including Command-and-Control, Self-regulation, Co-regulation, and Market Regulation. Special emphasis is placed on government use of risk-based regulation, providing a deeper understanding of its application. Finally, the unit highlights how different regulatory strategies and tools can be paired to achieve regulatory outcomes, ensuring participants gain practical insights and knowledge.

Regulatory delivery (APS 6 to EL)

In this unit, participants are introduced to the principles of good regulatory practice and their application in operational delivery and regulatory activities. This encompasses the development of compliance plans, the formulation of compliance strategies, regulatory problem-solving, and the utilisation of regulatory tools to effect behavioural change.

Behaviours and motivations (APS 6 to EL)

This unit explores how behaviours and motivations influence compliance with regulatory requirements. Participants will delve into motivational postures within the framework of Responsive Regulation and examine various biases and heuristics. From the perspective of regulated entities, the session discusses how regulators can harness behavioural insights to influence actions, utilising strategies like 'Nudges.' The unit highlights the work of The Behavioural Economics Team of the Australian Government, providing real-Australian Government examples. Finally, participants will have the opportunity to apply these concepts in a practical exercise, ensuring a dynamic and interactive learning experience.

Regulatory stewardship (APS 6 to EL)

In this unit, participants are introduced to the concept of regulatory stewardship. As an area of growing importance for governments and regulators, it emphasises that a 'regulatory system' is an asset, similar to a building or an IT system, requiring ongoing maintenance and management. The course concludes with an insightful examination of learning from regulatory failures. By analysing Black's six contributory causes to regulatory disasters, participants will apply these concepts to a significant failure in Australia, ensuring a dynamic and engaging learning experience.

Conflict resolution (APS 4-EL)

This course (1-day) builds capability in managing conflict constructively in operational and workplace settings. It explores the underlying causes and early indicators of conflict, as well as individual response styles and the impact of behaviour on escalating or resolving situations. Participants develop practical skills in communication, including active listening, questioning techniques, and de-escalation strategies, supported by structured frameworks and applied scenarios. Emphasis is placed on maintaining professionalism under pressure, understanding interpersonal dynamics, and responding with empathy and emotional regulation to achieve safe, effective, and values-aligned outcomes.

Biosecurity

Introduction to plant pests and diseases

This unit covers biosecurity risks associated with exotic plant diseases and pests, including regulated and non-regulated pathways. It discusses pest risk assessment frameworks identified by the IPPC and provides examples from the Australian Biosecurity System. The unit also contains information about collecting and submitting specimens to OSS. The information provided in this unit will help participants to develop the knowledge required for early detection and prevention as frontline biosecurity officers.

Exotic plant pests and diseases identification

This unit builds on the Introduction to Plant Pests and Diseases and focuses on the practical identification of specific exotic plant pests and diseases of biosecurity concern. The unit develops participants' ability to recognise key visual symptoms, damage patterns and life-stage indicators associated with priority exotic pests and diseases across regulated and non-regulated pathways. Using applied examples, participants practise distinguishing exotic threats from endemic or non-regulated organisms. The unit also provides hands-on guidance in specimen collection, handling, and submission to the Office of the Chief Scientist (OSS), strengthening frontline officers' capability to support early detection, accurate reporting and effective prevention of exotic plant pest and disease incursions.

Introduction to animal diseases

This unit covers priority transboundary animal diseases (FMD, LSD, PPR, and ASF) and their association with animal commodities and non-commodities. It also provides an overview of the animal disease risk assessment frameworks recognised by the World Organisation of Animal Health (WOAH) and includes practical activities. The information will support early detection and prevention of exotic animal diseases.

Exotic animal disease identification

This unit builds on the Introduction to Animal Diseases and focuses on the practical identification of priority exotic and transboundary animal diseases of biosecurity concern. The unit develops participants' ability to recognise key clinical signs, transmission pathways and risk indicators associated with diseases such as Foot-and-Mouth Disease (FMD), Lumpy Skin Disease (LSD), Peste des Petits Ruminants (PPR), and African Swine Fever (ASF), across both animal commodities and non-commodity pathways. Using applied examples aligned with World Organisation of Animal Health (WOAH) risk assessment frameworks, participants practise distinguishing exotic disease indicators from endemic conditions.

Phytosanitary certification and verification

This unit supports officers to understand the purpose and practical application of phytosanitary certification in facilitating safe trade. Participants explore key certification and verification concepts, common documentation, and assurance requirements, and how verification activities contribute to consistent, defensible decisions and strong regulatory outcomes.

Pest risk analysis and frameworks

This unit builds participants' capability to identify, assess and communicate plant pest risks using internationally recognised pest risk analysis principles and structured frameworks. Participants explore how risks move through pathways, how evidence is gathered and interpreted, and how risk-based decisions support appropriate and proportionate controls in operational environments.

Introduction to biosecurity surveillance

This unit introduces participants to the foundational concepts of biosecurity surveillance and its role in early detection and prevention. Participants examine surveillance objectives, types of surveillance, pathway and area-based considerations, and the practical realities of implementing surveillance in frontline operational settings.

Risk assessment in animal biosecurity

This unit develops participants' understanding of animal biosecurity risk assessment, including key hazards, pathways, and exposure considerations relevant to transboundary animal diseases. Participants explore structured approaches to assessing likelihood and consequences, applying evidence appropriately, and supporting risk-based, proportionate regulatory responses.

Epidemiological Surveillance, Monitoring and Data analysis

This unit strengthens participants' ability to understand and apply epidemiological surveillance concepts to support operational and strategic biosecurity outcomes. Participants explore monitoring approaches, basic analytical concepts for identifying patterns and trends, and how to interpret and communicate data-driven insights that support prioritisation and decision-making.

Emergency response planning in animal biosecurity

This unit introduces the principles and practical requirements of preparing for animal biosecurity emergencies. Participants explore roles and responsibilities, planning assumptions, operational coordination, and how structured planning supports timely, consistent, and effective responses in complex and evolving environments.

Introduction to laboratory skills

This unit develops foundational laboratory-related skills required in frontline biosecurity contexts, with a focus on safe and reliable specimen collection, handling, and transport. Participants explore chain-of-custody principles, contamination risk, packaging, and documentation requirements, and how quality practices support accurate testing and defensible outcomes.

Post-mortem investigations

This unit provides an overview of post-mortem investigation processes relevant to animal biosecurity surveillance and response. Participants explore safe and systematic approaches to examination, common findings linked to priority conditions, sampling for laboratory confirmation, and the role of post-mortem information in informing escalation and response actions.

OneHealth and biosecurity

This unit builds participants' understanding of One Health as a systems-based approach to managing interconnected risks across human, animal, and environmental domains. Participants explore how biosecurity policies are shaped, implemented, and maintained over time, and how policy intent connects to operational practice and real-world decision-making.

Regulatory Frameworks in Animal Health

This unit supports participants to understand how animal health regulatory frameworks establish authority, control, and assurance across operational environments. Participants explore the purpose and structure of regulatory frameworks, how they are applied in practice, and how consistent, risk-based application supports defensible decision-making and regulatory integrity.

Introduction to microscopy

This unit develops practical capability in the use of magnification and microscopy tools to support accurate identification and diagnostics in biosecurity and inspection contexts. Participants are introduced to key microscopy concepts, including magnification, field of view, resolution, working distance and depth of field, and apply these concepts using common inspection tools such as hand lenses, magnifying lamps and stereo microscopes. The unit builds hands-on skills in setting up and operating stereo microscopes, focusing specimens, adjusting optics, and capturing high-quality digital images suitable for remote diagnostics. Emphasis is placed on recognising diagnostically significant morphological features, understanding the limitations of colour-based identification, and applying good practice in specimen handling, imaging, and equipment care, strengthening participants' ability to support effective biosecurity decision-making.

Biosecurity surveillance and diagnostics (Molecular and morphological screening)

This unit builds capability in surveillance-supported diagnostics by introducing how molecular and morphological screening approaches are applied to support detection and response. Participants explore sampling considerations, diagnostic workflows, interpretation of results and limitations, and how diagnostic outcomes inform operational decision-making and escalation pathways.

Biosecurity communication

This unit strengthens participants' ability to communicate with purpose in regulatory environments, including when interactions are challenging or high stakes. Participants explore practical communication techniques, questioning for clarity, managing barriers to communication, and strategies to support cooperation, compliance, and professional regulatory practice.

Microcredentials (Charles Sturt University)

Intersectionality and inclusion

Explore diversity and inclusion through the profound lens of human rights. You will analyse the powerful narratives of real-life experience and traverse the intricate landscape of social justice. This inclusion training course isn't just a journey; it's a passionate call to action. It empowers you to effectively wield inclusion practice and tools to challenge the very roots of discrimination interwoven into our societal fabric and organisational structures.

Intersectionality and social identity

Challenge established ideas of identity and delve into the intricate web of its social construction – where society, systems, and structures impact upon who we are both as individuals and as part of social groups. In this engaging short course, you will also explore the distinct and powerful forces that define the unique identity of First Nations communities. You will not only question conventions but also help foster resilience in those navigating their own identity's complexity.

The intersectionality walk

Discover the world of inclusion and diversity, through an intersectional lens. In this practical online short course, you won't just study theories; you will live them. You will step into others' shoes, engage in thought-provoking role plays, and learn how seemingly minor barriers can accumulate and compound disadvantage. Learn how to identify small changes that can remove many structural and system barriers. Incorporate co-design strategies and intersectionality key concepts into the workplace. And help empower your community to confidently contribute and experience true inclusion and belonging.

Adaptive leadership for intersectionality

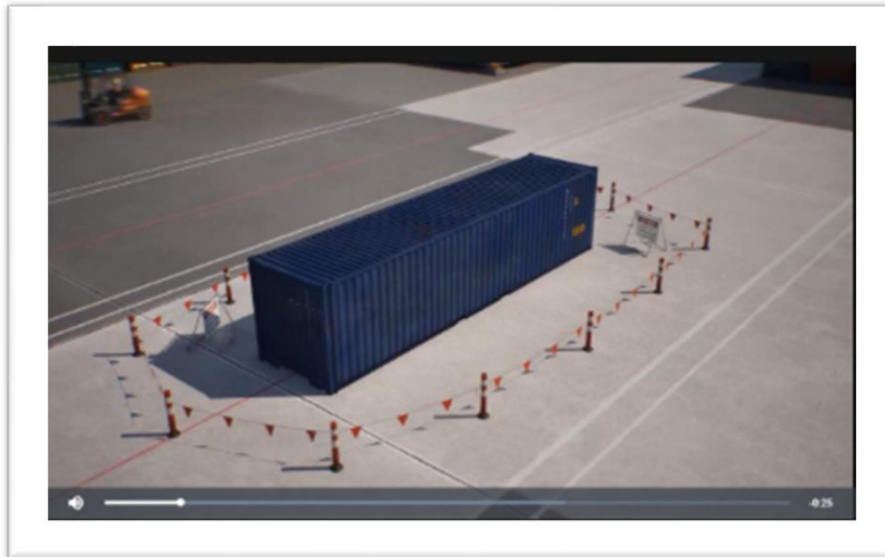
Uncover the secrets of how effective leadership can fuel transformative change in organisational dynamics. In this short online adaptive leadership course, you will delve into the art of leadership and its profound impact on individual and collective well-being. You will also focus on blending the powerful theories of adaptive leadership with the rich insights of an intersectional approach. Unlock a world where leadership is more than just a skill – it's a catalyst for change, growth, and innovation.

First Nations Cultural Awareness Journey

In this transformative cultural awareness course, you will explore the cultural practices, government policies and real-world issues affecting First Nations peoples in Australia. You will also gain the skills and nuanced critical thinking to enhance your personal and professional engagement with First Nations people.

eLearning

CSSC delivers high-quality eLearning design, development, and delivery services that support organisations to build practical capability through flexible, accessible, and engaging digital learning experiences. Our approach is focused on achieving meaningful and measurable outcomes by translating complex technical, regulatory, and policy content into clear, structured learning that can be readily applied in the workplace.



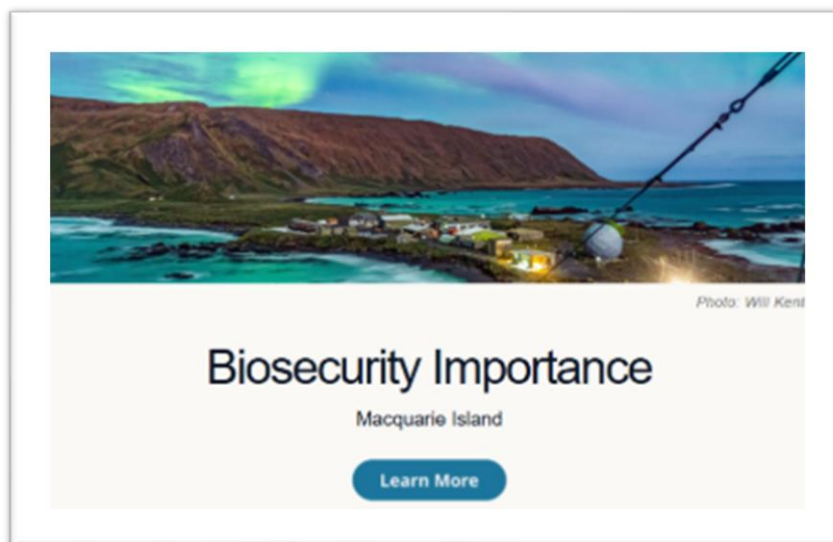
Our eLearning design is grounded in learner-centred principles, ensuring that content is relevant, practical, and aligned to real-world contexts. Courses are developed using scenario-based and interactive approaches that support active learning and decision-making, rather than passive content consumption. This enables participants to build not only knowledge, but also the judgement and confidence required to apply that knowledge in their professional roles.



CSSC has strong capability in converting complex material into accessible digital learning. Technical information is carefully structured into logical learning pathways, supported by practical examples, guided decision tools, and applied activities. This ensures that learners can understand both the requirements of their role and the reasoning behind key decisions, particularly in regulatory and operational environments.



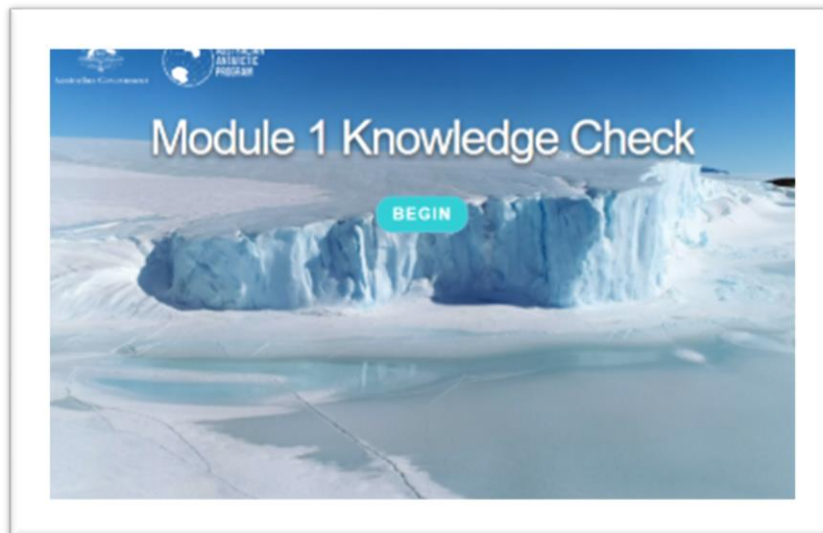
Digital content is developed using a range of high-quality multimedia formats, including animation, video, voiceover, and interactive modules. These elements are used to enhance understanding and engagement and are designed to support a range of learning preferences. All courses are optimised for delivery across devices, including desktop, tablet, and mobile, providing flexibility for participants to access learning in a way that suits their work environment.



Accessibility and inclusivity are embedded in all CSSC eLearning products. Courses are designed to meet accessibility standards and include features such as captioning, clear navigation, and structured content to support diverse learners. This ensures that training can be effectively delivered to geographically dispersed and operational workforces.

Our approach also includes close collaboration with clients and subject matter experts to ensure that all content is accurate, relevant, and aligned to organisational requirements. eLearning solutions can be contextualised to reflect specific policies, systems, and workplace practices, ensuring strong alignment between learning and application.

CSSC provides end-to-end eLearning capability, from initial concept and instructional design through to development, delivery, and evaluation. Our delivery model supports scalable implementation across organisations, with a focus on reliability, consistency, and learner support. Ongoing evaluation and feedback mechanisms are used to continuously improve learning products and ensure they remain current and effective.



If your organisation requires a tailored eLearning solution, CSSC can work with you to design and deliver a program that meets your specific capability needs, drawing on the expertise of Charles Sturt's broader academic and industry networks.