

Competency Standards for Caribbean Vocational Qualifications (CVQ)

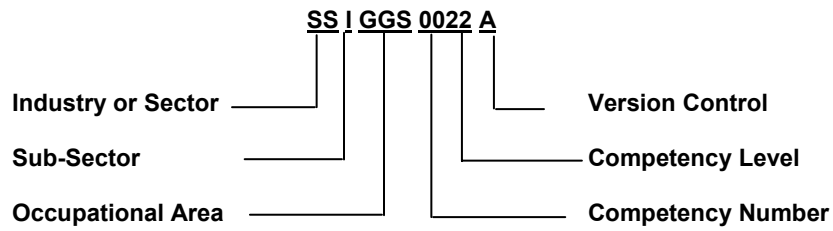
CCSSI10105 CVQ Level 1 Industrial Security Operations

Unit Number	Unit Title	Mandatory/ Elective	Hours
SSICOR0001A	Apply basic defensive techniques	Mandatory	10
SSICOR0011A	Apprehend and arrest offenders	Mandatory	5
SSICOR0021A	Communicate in the workplace	Mandatory	20
SSICOR0031A	Control access to and exit from premises	Mandatory	30
SSICOR0041A	Control and direct crowds	Mandatory	15
SSICOR0051A	Employ batons and handcuffs	Mandatory	16
BSBCOR0161A	Handle telephone calls	Mandatory	25
SSICOR0061A	Understand and apply legal and procedural requirements	Mandatory	30
SSICOR0071A	Follow occupational health and safety procedures	Mandatory	20
SSICOR0091A	Maintain the security of premises and property	Mandatory	20
SSICOR0101A	Manage conflict in the workplace	Mandatory	20
SSICOR0111A	Manage intoxicated persons	Mandatory	5
SSICOR0121A	Observe and monitor people	Mandatory	10
SSICOR0131A	Operate basic security equipment	Mandatory	15
SSICOR0141A	Maintain an effective relationship with clients/customers	Mandatory	5
THHGHS0172A	Provide first aid	Mandatory	24
SSICOR0171A	Work as part of a team	Mandatory	20
SSIJUS0001A	Give evidence	Mandatory	8
SSIGGS0011A	Maintain lost and found facility	Elective	5
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
BSBCOR0091A	Receive visitors	Elective	20
SSIGGS0012A	Handle canine for security patrol	Elective	40
SSIGGS0022A	Operate a security vehicle	Elective	8
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
BSBBAD0862A	Receive and distribute incoming mail	Elective	30

To obtain this qualification, all Mandatory competencies plus a minimum of one level one elective and one level two elective must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory competencies and Electives selected.

Example: SSIGGS0022A



KEY: Man – Mandatory; BSB – Business Services (Business); SBM – Small Business Management; ITI - Information & Communication (Information Technology); JUS - Justice
SSI – Security Services Industrial; THH – Tourism & Hospital – Hospital Sector
GGG – General Guarding Services; BAD – Business Administration

SSICOR0001A: Apply basic defensive techniques

Competency Descriptor:

This unit covers the process of applying basic defensive techniques in a security risk situation. It requires the ability to use basic lawful defensive techniques to protect safety of self and others within the requirements of applicable legislation.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify need to use defensive techniques	1.1 Factors which might impact on own or others safety are identified and appropriate response procedures evaluated against use of minimum force guidelines and legislative and organisational guidelines. 1.2 Causes of conflict and harmful behaviour are anticipated and appropriate responses to prevent escalation are reviewed. 1.3 Alternative response options are assessed for viability and withdrawal options are identified and incorporated into defensive options. 1.4 Personal safety needs are identified and if required, assistance is promptly sought in accordance with organisational guidelines.
2. Apply basic communication and conflict resolution techniques	2.1 Communication is continually maintained with subject and instructions are clear, justified and in accordance with legal and organisational guidelines. 2.2 Effective observation and active listening skills are used to elicit and interpret verbal and non-verbal information. 2.3 Basic conflict resolution techniques are used to maintain positive interaction and divert and minimise aggressive behaviour. 2.4 All communication is conducted in a courteous manner which reflects sensitivity to individual social and cultural differences in accordance with legal and organisational guidelines.

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|----|----------------------------------|-----|--|
| 3. | Apply basic defensive techniques | 3.1 | Appropriate basic defensive techniques are selected to ensure the protection of self and are applied within use of minimum force guidelines in accordance with legislative requirements. |
| | | 3.2 | The actions of subject are continually observed to anticipate potentially aggressive actions. |
| | | 3.3 | Situations requiring advice or assistance are promptly identified and support or guidance requested in accordance with legal and organisational guidelines. |
| | | 3.4 | Stance and distance from subject maximises ability to apply recognised hold techniques quickly. |
| | | 3.5 | The need to restrain, secure or escort subject is established and action taken in accordance with legal requirements and assignment instructions. |
| | | 3.6 | Operational records and reports are prepared in a timely manner presenting all relevant facts and information in accordance with legislative requirements and assignment instructions. |

RANGE STATEMENT

Organisational requirements may relate to:

- legal and organisational policy and procedures including personnel practices and guidelines
- organisational goals and objectives
- legislation relevant to the operation, incident and/or response
- procedures relating to own role, responsibility
- client service standards
- Occupational Health and Safety policies, procedures and programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics
- records and information systems and processes
- communication channels and reporting procedures

Factors which may affect safety could include but are not limited to:

- conflicts between members of public
- riots, demonstrations
- destruction of property
- ejection of persons
- security breaches
- persons suffering from emotional distress
- persons under the influence of alcohol or drugs
- situations affecting the security of self, others or property
- theft
- violence and physical threat

Response options may include but are not limited to:

- separation/isolation
- use of specialists/experts
- request for assistance
- use of conflict resolution techniques
- arrest or restraint of person
- use of empty hand techniques

Records and reports may include:

- incident reports
- vehicle/personnel activity reports
- security logs/journals
- task allocation sheets
- records of conversation
- written/computer-based information
- radio/telephone records

Personal safety needs may include:

- working in a team
- provision of back-up support
- appropriate vehicle
- personal protective equipment
- access to specific security equipment
- additional training
- clarification of own role and responsibilities

Basic conflict resolution techniques may include:

- two-way interaction
- active listening
- interpreting and assessing actions for risk
- observation techniques
- use of positive, confident and co-operative language
- control of tone of voice and body language
- use of language and concepts appropriate to cultural differences

Basic defensive techniques may include but are not limited to:

- body positioning
- body safety
- avoidance techniques
- take down techniques
- locking and holding techniques
- impact techniques
- blocking techniques

Potential for harmful behaviour may be indicated by:

- body language
- over talking
- intoxication
- frustration
- increasing aggression
- tiredness

Assistance may be sought from:

- medical personnel
- colleagues
- support agencies/emergency services
- supervisor
- management
- specialist teams

Social and cultural differences may be expressed in:

- language
- traditional practices and observations
- beliefs, values, practices
- dress
- religious and spiritual observances
- social conventions cultural stereotypes
- conventions of gender/sexuality

Legislation, codes and national standards must include:

- applicable security industry legislation and provisions including:
- use of minimum force guidelines
- licensing requirements
- applicable Crimes Acts/Codes
- relevant industry Codes of Practice

EVIDENCE GUIDE

Assessment must confirm sufficient ability to use appropriate skills and knowledge to protect self and others using basic defensive techniques. Assessment of performance should be over a period of time covering all categories within the Range Statement that are applicable in the learning environment.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- identify current and potential risk factors and their impact on the incident/situation
- select response options within specified legal and strategic limits
- react in a timely manner to the application and termination of force
- apply empty hand techniques that avoid vital areas of the body where applicable
- use communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver
- use basic conflict resolution techniques to defuse conflict

(2) Pre-requisite Relationship of Units

- SSICOR0101A Manage conflict in the workplace

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- legislative and/or other legal provisions (including provisions governing the use of force and the duty of care under criminal and civil law)
- organisational policies and procedures related to the use of empty hand techniques and incident management
- powers and procedures for effecting an arrest
- restraint methods and their associated effects (e.g. restraint related injury and/or death)
- approved communication terminology and call signs
- principles of effective communication including interpersonal techniques
- legislative and organisation procedures for the reporting and recording of information

Skill

The ability to:

- use communication techniques to reduce the level of risk or conflict
- apply first aid techniques
- effectively operate security and communication equipment
- apply problem solving strategies
- minimise threat to self and to others by use of appropriate force options
- observe and accurately record and report information
- interpret and comply with legislative requirements
- work effectively as part of a team
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- review response strategies and make adjustments according to changing circumstances

(4) Resource Implications

- access to a suitable venue and equipment
- access to relevant statutes and procedures relating to use of force
- access to personal protective equipment
- assessment instruments, training and assessment records and client records

(5) Method of Assessment

Assessment of competency should involve the use of simulated activities and case studies requiring written responses and questioning in relation to the sequence of required procedures to be followed when executing this unit.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0011A: Apprehend and arrest offenders

Competency Descriptor:

This unit deals with the apprehension of persons who have contravened established procedures and regulations at an assigned location.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Establish if lawful arrest should be effected	1.1	Behaviour of suspect clearly identified as constituting an offence according to relevant location instructions and applicable legislation.
		1.2	Relevant circumstances identified which clearly establish that an offence has been committed according to relevant location instructions and applicable legislation.
		1.3	Proof of offence established according to relevant location instructions and applicable legislation to justify an arrest.
		1.4	Assessment made to ensure that arrest can be effected with minimum danger to self and the public.
2	Prepare for apprehension	2.1	Course of action in effecting the arrest identified according to relevant location instructions and applicable legislation.
		2.2	Relevant personnel notified of imminent arrest if appropriate and back-up called for as required.
		2.3	Appropriate time, opportunity and location selected to effect the arrest in order to ensure safety and to comply with assignment instructions.
3	Perform the arrest	3.1	Need to restrain or secure offender established and action taken according to relevant applicable legislation and assignment instructions.
		3.2	Legal rights of person being arrested observed at all times.
		3.3	Offender approached; authority of arresting officer communicated to offender.

	3.4	Reasons for arrest conveyed to offender in a clear and concise manner.
	3.5	Offender and/or property searched to obtain evidence to support arrest and to obtain articles that may be used to harm self or others.
	3.6	OH&S procedures are observed.
4	4.1	Restrain arrested person Arrested person restrained in accordance with legal requirements and assignment instructions.
	4.2	Police notified and supplied with all relevant details and evidence associated with the arrest.
	4.3	Client informed of arrest according to assignment instructions.
	4.4	Account of arrest recorded according to assignment instructions and legal requirements.
	4.5	Due legal cause clearly established in report to police, client or employer.

RANGE STATEMENT

Monitoring may take place by means of visual, camera, electronic, other communications

Apprehension procedures may be those detailed in the assignment instructions

Time, opportunity and location of arrest may be selected based on:

- safety; discretion; assignment instructions

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively apprehend and arrest offenders in accordance with the performance criteria and range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- understand and adhere to agreed and lawful observation procedures
- detect suspicious or unusual behaviour under a variety of security observation conditions and circumstances

Critical Aspects of Evidence (Cont'd)

- accurately identify offences justifying apprehensions
- formulate and apply a plan to apprehend offender in a safe, discreet and timely manner
- provide clear evidence to justify apprehension of offenders

(2) Pre-requisite Relationship of Units

- SSICOR0051A Employ batons and handcuffs
- SSICOR0061A Understand and apply legal and procedural requirements

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- effective methods of restraint and control
- assignment policies and instructions
- employer policy and procedures regarding surveillance and apprehension
- relevant legislation covering the legal limitations of a security officer
- relevant OH&S policies
- requirements for proof of offence
- legal rights of person being apprehended
- court process

Skills

The ability to:

- identify suspicious actions
- conduct observation and monitoring of activities
- apply communication skills
- give instructions
- conduct a search
- establish proof of offence
- operate communications equipment
- effectively restrain offenders

(4) Resource Implications

- access to a relevant venue and equipment
- access to relevant record-keeping systems
- assignment policies and instructions
- training manuals
- assessment instruments, training and assessment records, client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places. Case studies may also be used to gather evidence of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0021A: Communicate in the workplace

Competency Descriptor:

This unit deals with maintaining effective standards of communication with clients and customers in the workplace.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Act on instructions from supervising staff	1.1 Response to directions/instructions dealt with so as to ensure the task is carried out and the requirements met. 1.2 Instructions clarified to ensure complete understanding of the tasks and the requirements. 1.3 Instructions carried out to ensure that specified time frames are met. 1.4 Disagreements over instructions resolved using appropriate conflict resolution procedures.
2. Manage workplace information	2.1 Information organised in a clear, concise and logical manner to allow efficient reference and retrieval. 2.2 Workplace documents completed according to legal and employer requirements. 2.3 Security of documents and information ensured by adherence to assignment instructions.
3. Document incidents	3.1 All information relevant to and surrounding the incident recorded according to employer requirements. 3.2 Document set out, presented and maintained in an appropriate format and according to legal requirements. 3.3 Document written using language that is clear and to the point.
4. Communicate verbally	4.1 Language used in all verbal communication is clear, concise and appropriate to client and assignment requirements. 4.2 Communication effectively maintained by use of approved terminology and call signs in all radio communications.

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| 5. | Interact with the customer | 5.1 | Customer/client greeted appropriately using the recognised company greeting on all occasions. |
| | | 5.2 | Customer/client needs established through use of effective questioning, listening and summarising skills. |
| | | 5.3 | Customer/client needs satisfied and recorded where necessary according to assignment instructions. |
| 6. | Provide advice to clients, customers and the public | 6.1 | Information provided based on accurate assessment of customer/client needs and is presented in a clear and concise manner. |
| | | 6.2 | Range of options identified and clearly presented, when available. |
| | | 6.3 | Details of advice given recorded and filed for reference as appropriate. |

RANGE STATEMENT

Officer's responsibilities are as defined in assignment instructions

Persons making requests may be:

- supervisors
- managers
- colleagues
- members of the public
- clients

Instructions may include but not limited to:

- directions
- requests
- written or verbal

Customers may include:

- external customers
- internal customers
- representatives of related services
- contractors

Customer/client needs may include:

- information
- advice
- direction

Modes of communication may include:

- telephone
- face to face
- electronic media
- documents

Advice includes:

- site
- client
- employer information

Format of documents may be as specified by employer or client

Documents may include:

- employer policy and procedures
- security plans
- incident reports
- daily/weekly reports
- shift reference file
- assignment instructions
- key register
- message book
- security notebook
- site plans

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

Evidence should include ability to:

- act on a variety of work-related instructions
- communicate effectively in a variety of situations and with a diverse client/customer base

Evidence should include:

- correctly completed and maintained workplace documents including logs, journals or records that confirm instructions are carried out

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- assignment instructions and approved company greeting
- own and supervisor's areas of responsibility and authority
- required documentation procedures
- approved communication terminology and call signs

Skill

The ability to:

- operate communications equipment and systems
- apply verbal and non - verbal communication effectively
- follow instructions
- file documents
- record information and perform report writing

(4) Resource Implications

- Access to a relevant venue
- Assignment instructions
- Logbooks, journals, filing systems, communications equipment
- Operational manuals and makers'/customers instructions (if relevant)
- Assessment instruments, including training and assessment records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- Continuous assessment in an institutional setting
- Continuous assessment in the workplace,
- Simulated assessment or critical incident assessment.

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment may be conducted on or off-the job and should be done over time to establish consistency in performance.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0031A: Control access to and exit from premises

Competency Descriptor:

This unit deals with monitoring and managing the access/exit of persons and vehicles to and from premises including key control and site lock-up.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Control persons entering and leaving the site	1.1 Bona fides of persons entering premises or restricted areas verified by checking relevant details on identification documents. 1.2 Issue and return of entry passes controlled according to assignment instructions. 1.3 Incidents which infringe employer/client instructions reported and recorded. 1.4 Persons attempting to gain entry without authorisation reported and information recorded as appropriate. 1.5 Visitors received in an appropriate manner, appropriate person(s) notified and escort provided if necessary according to assignment instructions.
2. Inspect baggage and/or vehicles	2.1 Request to search person's property made according to assignment instructions, and having regard to legal requirements. 2.2 Search carried out according to assignment instructions and legal requirements. 2.3 Dangerous goods and prohibited items found during search are dealt with according to assignment and legal requirements. 2.4 Client notified of items found during search, further instructions sought and acted upon where necessary. 2.5 Persons refusing search request reported and dealt with according to assignment instructions, including denial of entry.
3. Manage vehicular traffic	3.1 Vehicle access and issue of vehicle passes controlled according to assignment instructions.

	3.2	Vehicle parking permitted according to assignment instructions and relevant laws.
	3.3	Vehicle incidents or accidents reported to appropriate person and recorded.
4. Check loads and manifests entering and leaving site	4.1	Vehicle access and issue of vehicle passes controlled according to assignment instructions.
	4.2	Items being transported from the premises or site checked against relevant documentation according to assignment instructions.
	4.3	Vehicles entering/leaving the site checked and/or monitored according to assignment instructions.
5. Manage access control systems	5.1	Keys and key cards controlled, recorded and monitored according to assignment instructions.
	5.2	Controllable physical barriers operated according to assignment instructions.
6. Lock/unlock buildings	6.1	Keys used to secure premises according to maker/client instructions.
	6.2	Premises patrolled according to assignment requirements during opening/lock up procedures.
	6.3	Mechanical services and office equipment turned off according to instructions.
	6.4	Client/assignment site logbook accurately maintained.

RANGE STATEMENT

Identification documents may include:

- ID card
- temporary passes
- work permits
- load manifests
- goods receipts

Persons may include:

- visitors
- sales representatives
- contractors
- all persons with valid reason for entering premises
- emergency services
- demonstrators

Incidents may include:

- refusal to show pass; lost pass; using a pass belonging to another party; accidents resulting in injury; vehicles incorrectly parked; stolen vehicles; forced entry of persons and/or vehicles; unauthorised items found during search

Types of barrier may include:

- security turnstiles
- airlock systems
- traffic barriers
- remotely operated doors, shutters and gates
- keypads and card entry systems
- computerised entry systems

Assignment instructions may include reference to relevant Security Regulations

- times are all times specified by assignment instructions
- key control systems may be various

Legal regulations which apply to the specific security function, including:

- types of warrants and orders,
- rules for the seizure of goods and
- detaining or apprehension of individuals

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- properly operate a variety of access control systems and associated equipment relevant to the assignment

Evidence may be derived from properly maintained log books, visitor's book, vehicle book, incident reports, computer entries and manifests, key register; and confiscation certificates.

(2) Pre-requisite Relationship of Units

- SSICOR0061A Understand and apply legal and procedural requirements

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legal regulations
- assignment instructions
- alarm systems and locations
- communication codes
- operation of communication equipment
- client's instructions
- surveillance techniques
- risk factors
- site layout
- building security procedures
- dangerous goods
- confiscation procedures (where relevant)

Skills

The ability to:

- communicate clearly with clients /customers
- give instructions
- conduct a search (baggage, vehicles, loads)
- direct traffic
- lock and unlock buildings
- record keeping
- conduct observation and monitoring
- recording information and report writing
- manage an incident scene prior to the arrival of relevant authorities

(4) Resource Implications

- access to a relevant venue, security equipment and materials
- assignment instructions, logbooks
- operational manuals and makers'/customers' instructions (if relevant)
- assessment instruments, including training records and assessment records, client records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- Continuous assessment in an institutional setting
- Continuous assessment in the workplace,
- Simulated assessment or critical incident assessment.

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

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Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0041A: Control and direct crowds

Competency Descriptor:

This unit deals with the control of crowd size, behaviour and direction of crowds.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Check venue	1.1	Precautionary crowd exit procedures identified on arrival according to assignment instructions.
		1.2	Communication equipment is checked and working order confirmed.
2.	Provide security presence	2.1	Guard position assumed which provides maximum exposure and minimum risk.
		2.2	Current security status of the venue and crowd communicated regularly and as required to the supervisor or duty manager.
3.	Monitor crowd size	3.1	Maximum crowd size ascertained from assignment instructions and use of specialized equipment.
		3.2	Crowd size is monitored in accordance with established venue capacity.
4.	Respond to potential crowd problems	4.1	Unusual crowd patterns, behaviours and mood changes identified and reported.
		4.2	Potential problems identified and action taken according to assignment instructions and minimum force continuum guidelines.
		4.3	Persons behaving in a potentially disruptive manner are approached and advised of required behaviour in an appropriate manner according to assignment instructions.
		4.4	Need for back-up support recognised and acted upon immediately and in accordance with assignment instructions.

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| 5. | Monitor crowd behaviour and safety | 5.1 | Site/venue access controlled in accordance with assignment instructions. |
| | | 5.2 | Distress alarms responded in accordance with assignment instructions. |
| 6. | Direct crowds | 6.1 | People directed to correct location(s) as specified and according to previously identified crowd control measures. |
| | | 6.2 | People directed in a manner appropriate to the situation and according to assignment, client and legal requirements. |
| | | 6.3 | People directed in a manner which minimises risk of injury to crowd and self. |

RANGE STATEMENT

Venues may include:

- outdoor and indoor venues
- private functions
- public events
- licensed premises
- sporting
- events
- protests

Potential hazards may include:

- conflict between members of the crowd
- conflict between security staff and members of the crowd
- demonstrations
- use of alcohol/drugs
- failure to comply with direction/request from authorised person; noise, light, heat, limited space, fatigue, glass, furniture and fittings, stairways, smoke, weapons, clothing, equipment, lack of facilities (e.g. toilets) decorations and utilities

Persons posing a potential threat to client's safe operation of venue may include:

- intoxicated persons
- under-age persons
- persons under the influence of prohibited substances
- persons causing a public nuisance

Indications of disruptive or potentially disruptive behaviour may include:

- noise build up;
- greater concentration of crowds;
- crowds or individuals under the influence of alcohol/drugs;
- individuals in an unsuitable location

Use of force continuum guidelines include those set down by the government authorities

Specialized equipment may include:

- batons
- cuffs
- barriers

Communication equipment may include:

- 2-way radio
- telephone
- mobile telephone
- public address system
- megaphone; hand signals

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively control and direct crowds in accordance with the performance criteria and range statement.

(1) Critical Aspects and Evidence

Evidence should include ability to:

- accurately check site/venue layout
- assess and communicate security status of the venue to nominated personnel
- detect and deal with disruptive and potentially disruptive behaviour in an appropriate manner
- maintain a professional presence as a deterrent to potentially disruptive individuals and groups
- accurately identify crowd size problems and respond appropriately
- apply use of force continuum guidelines

(2) Pre-requisite Relationship of Units

- SSICOR0101A Manage conflict in the workplace
- SSICOR0051A Employ batons and handcuffs

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant regulations and local laws
- assignment requirements
- use of communications equipment and systems
- distress alarm and action to be taken
- crowd exit procedures
- client licensing requirements
- identify need for back-up support
- potential safety or security problems
- use of force continuum guidelines

Skill

The ability to:

- use conflict resolution skills
- follow instructions
- apply interpersonal communication
- problem solving
- assess and monitor crowd behaviour, size, safety and direction
- operate communications equipment and systems
- conduct observation and monitoring
- identify crowd mood changes
- respond to alarms

(4) Resource Implications

- access to a relevant venue, transport and communications equipment
- assignment instructions
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- firearms (if relevant)
- assessment instruments, training and assessment records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0051A: **Employ batons and handcuffs**

Competency Descriptor:

This unit covers all aspects of selecting, carrying, using and maintaining a variety of batons and handcuffs.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Carry batons and handcuffs	1.1	Batons/handcuffs selected according to appropriate need and legal requirements.	
	1.2	Need for use of batons and handcuffs identified according to assignment and legal requirements.	
	1.3	Batons and handcuffs carried according to assignment and legal requirements.	
	1.4	Batons and handcuffs checked on receipt and return to ensure they meet employer safety requirements.	
2. Use batons and handcuffs	2.1	Batons and handcuffs used safely according to standard procedures outlined in accredited training and legal minimum force guidelines.	

RANGE STATEMENT

Minimum force guidelines include those set down by:

- Statutory legislation

Faults may include:

- rust on equipment; damaged batons; jagged edges; cracks; dents

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively employ batons and handcuffs in accordance with the performance criteria and range statement.

(1) Critical Aspects and Evidence

Evidence should demonstrate the ability to:

- efficiently carry and use batons/handcuffs in various security situations
- assess situations and options available before selecting appropriate batons and handcuffs
- select and employ batons/handcuffs appropriate to a variety of situations and conditions
- apply the use of force continuum guidelines
- identify and deal with basic first aid emergency that may arise during restraint and detention

(2) Pre-requisite Relationship of Units

- THHGHS0172A Provide first aid
- SSICOR0001A Apply basic defensive techniques
- SSICOR0011A Apprehend and arrest offenders

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legal, licensing and employer requirements
- use of force continuum guidelines
- a variety of batons and handcuffs
- guidelines for the carrying and use of batons and handcuffs
- safe use and handling of batons and handcuffs
- restraint methods

Skill

The ability to:

- demonstrate effective interpersonal communication
- follow instructions
- use handcuffs
- use a baton

(4) Resource Implications

- access to suitable venue
- access to a range of batons and handcuffs
- assignment instructions, including legal requirements and relevant codes of practice
- applicable first aid procedures
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- assessment instruments, training records, assessment records and relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0161A: Handle telephone calls

Competency Descriptor:

This unit deals with telephone techniques in answering and receiving calls to disseminate and receive information for smooth flowing of communication in an organization.

Competency Field:

Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive telephone calls	1.1	Telephone calls are answered courteously and promptly using approved organization style.
		1.2	Callers are correctly identified and requirements accurately established.
		1.3	Call is correctly referred to the appropriate individual.
2.	Analyse calls and route appropriately	2.1	Non-specific requirements are analysed and appropriate person or department to receive call is correctly determined.
		2.2	Where specific requests cannot be met, options and alternatives are identified and offered.
		2.3	Callers are given accurate information.
		2.4	Callers are kept informed of the reasons for any delay in connection.
		2.5	Callers are transferred correctly between extensions.
3.	Answering, recording, & transcribing messages	3.1	Messages are recorded accurately, uncertainties clarified and messages passed to correct location promptly.
		3.2	Answering machines are correctly set to receive calls automatically.
		3.3	Recorded messages are accurately transcribed, urgent messages identified and all messages passed to the correct individual promptly.
		3.4	Records are up-to-date, legible and accurate.
4.	Making telephone calls	4.1	Name and number of person to be called and purpose of the call are accurately determined.
		4.2	Call is placed in accordance with organizational procedures.

	4.3	Conversation is brought to a suitable conclusion, restating relevant points.
	4.4	Information is transmitted correctly and efficiently.
	4.5	Customers are satisfied with telephone exchange.
5. Adhere to confidentiality, security & equipment care procedures	5.1	Confidentiality and security procedures are maintained.
	5.2	Equipment faults are identified and promptly reported to an appropriate person.

RANGE STATEMENT

Competent performance of the criteria must be demonstrated in the context of this unit allowing the differences between enterprises. In addition the following variables may be present for this particular unit.

Legislation, codes and National Standards relevant to the workplace which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health & Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes and practice

Purpose of call – Caller may wish to:

- speak to particular person
- seek information
- access company services
- purchase merchandise
- schedule appointment

Callers to include:

- expected callers
- unexpected callers
- VIP's
- general public
- customers/clients
- salespersons
- business associates
- personal acquaintances
- family members

Telephone calls to include:

- long distance calls
- local calls
- international calls
- emergency calls

Confidentiality may refer to:

- private, personal and confidential business information received by telephone

Non-routine/emergency demands to include:

- difficult and irate callers

Records:

- callers' log book
- message pad

Information:

- specific
- technical (e.g. e-mail)

Options and alternatives:

- internal referrals
- referrals to other companies
- make information available at a later date

Security:

- In respect of telephone equipment including answering machine and voice mail

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- Assesses learning opportunities to extend own personal work competencies on the use and operation of switchboard.
- Seeks feedback from clients and colleagues.
- Uses business technology to monitor calls and communication.
- Receives feedback constructively.
- Demonstrates good communication techniques in ending calls.

(2) Pre-requisite Relationship of Units

- BSBCOR0171A Deliver quality customer service

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to occupational Health and Safety
- telephone techniques relevant to switchboard operation and features
- use of the telephone as a business opportunity
- do's and don'ts of telephone use as it applies to the organization

Skills

The ability to:

- take written messages including detail
- follow-up on calls as promises
- answer politely and pleasantly under extreme internal pressure
- listen keenly
- speak clearly
- display proper attitude
- summarize messages

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These include:

- suitable work area with appropriate telephone equipment
- relevant furniture and equipment to execute job
- atmospheric condition appropriate to work environment

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment may be intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skills and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0061A: Understand and apply legal and procedural requirements

Competency Descriptor:

This unit addresses the knowledge of legal constraints that are applicable to the performance of security duties. The knowledge of procedures described in this unit has direct application to the way work is performed and does not require skills in the interpretation of statutes, contract or common law Duty of Care.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Understand and apply standing orders to the requirements of the security function	1.1	Relevant standing orders for each job site/venue are obtained, discussed and confirmed with supervisors.
2.	Confirm assignment procedures	2.1	Assignment procedures are clarified and confirmed through discussions with supervisors.
		2.2	Further information and clarification of legal issues associated with job specifications and procedures is sought, if required.
		2.3	Procedures for reporting potentially unlawful and unlawful activities are known and applied when relevant.
3.	Complete relevant documentation	3.1	Documented information is accurately recorded and made available for use in a legally appropriate manner.

RANGE STATEMENT

The unit has application in all aspects of security services. The application of the legal regulations and procedures that devolve from these are likely to be limited by the level of responsibility delegated to the individual in the course of performing his/her work as a security officer.

Job specifications and related employer procedures, including those which apply to:

- routine security monitoring of premises
- crowd control
- screening of property and people
- escort of people and property
- control of exit from and access to premises
- the operation and storage of security equipment

Assignment procedures, including appropriate action to be taken in cases of:

- distress alarm
- bomb threats
- handling of valuables
- search and detention
- use of electronic surveillance equipment
- use of firearms and batons
- minimum force
- emergency evacuation
- seizure of prohibited substances

Variables which are likely to affect the performance include legal requirements related to :

- powers of arrest
- crowd control
- control of intoxicated persons
- types of warrants issued and the purpose of these
- types of orders governing specific security functions
- rules for the seizure of goods
- trespassers
- removal of persons

Limits on personal responsibility and liability:

- These limits may be described in job specifications and/or enterprise policy and procedures. They may also be defined through common law, contract law or statutes which apply to the nature of the work being performed.

Use of security equipment may be affected by requirements for additional training in the use and storage of such equipment.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to understand and apply legal and procedural requirements in accordance with the performance criteria and the range statement.

(1) Critical Aspects and Evidence

Evidence should include an understanding of:

- the responsibilities arising from legal relationships in the workplace
- the limits on behaviour imposed on the officer by enterprise procedures, job specifications and related orders and statutes

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- legal regulations which apply to the specific security function, including types of warrants, types of orders, rules for the seizure of goods and detaining or apprehension of individuals
- client requirements and job specifications
- procedures for dealing with security issues
- procedures for dealing with exposure to hazardous situations and/or materials or objects
- limits on the use of force
- types of security situations which may be encountered and ways of legally dealing with them

Skill

The ability to:

- communicate effectively
- use and store protective security equipment
- apply legal requirements to job tasks

(4) Resource Implications

- access to a relevant venue, equipment and relevant laws
- assignment instructions
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- assessment instruments, including training and assessment records and client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

A written test should be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment of competency may be made through practical demonstration in the work environment (or work-related), discussions about the application of legal considerations to specific security activities undertaken by the officer in the course of his/her duties or simulated activities.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0071A: Follow occupational health and safety procedures

Competency Descriptor:

This unit deals with recognising potential health and safety risks and the procedures and actions needed to eliminate or minimise those risks.

Competency Field:

Security Services (Industrial)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Identify OH&S risks	<p>1.1 Potential hazards and identified hazards are recognised.</p> <p>1.2 Hazards and potential hazards are immediately rectified where possible and/or temporary action instigated to minimise risk until a permanent fix is in place.</p> <p>1.3 Identified and potential hazards to health and safety are recorded and reported according to organisation's procedures and assignment instructions.</p> <p>1.4 Duties undertaken and procedures used comply with employer/client health and safety codes of practice, and relevant Occupational Health and Safety regulations.</p>
2 Contribute to the ongoing development of the organisation's OH&S procedures	<p>2.1 Issues which may improve or enhance organisation's and/or site OH&S noted and communicated to appropriate client/employer representative.</p> <p>2.2 Client/employer request for contribution to OH&S matters clarified when necessary and actioned.</p> <p>2.3 Contributions made within scope of responsibilities, competence and employer procedures.</p>

RANGE STATEMENT

Risks include all risks internal and external to premises under officer's responsibilities and/or risk to officer's own health and safety

Occupational Health and Safety (OH&S) acts and regulations are those set out in industry guidelines.

A hazard is a dangerous condition, either potential or inherent, and may result in injury to property or persons and can interrupt or interfere with the progress of a work activity.

Hazards and potential hazards may include but is not limited to :

- exposure to toxic substances
- risk of infectious diseases
- bodily fluids and wounds
- non-compliance with safety requirements
- biological contagion
- equipment failure
- firearms

Equipment may include but is not limited to ;

- gloves
- protective clothing/shoes
- hard hats
- safety glasses
- hearing protection
- respirator

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include:

- knowledge of the hierarchy of eliminating or controlling risks
- knowledge of role and responsibilities of workplace health and safety delegate
- demonstrated ability to detect and respond to a variety of hazards and potential hazards
- demonstrated ability to adhere to assignment instructions regarding specific hazards
- correctly completed and maintained:
 - site log or notification sheet
 - housekeeping log (equipment)
 - verbal or written submissions/proposals outlining potential hazards

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- employer/client OH & S policies and procedures
- the use of personal safety equipment and special clothing
- availability and contact numbers of emergency services
- employee responsibilities and obligations

Skills

The ability to:

- use personal safety equipment and special clothing
- communicate effectively

(4) Resource Implications

- access to a relevant venue; a selection of personal protective equipment and first aid box
- assignment instructions, log books or notification sheet, emergency services information and contact numbers
- enterprise OH&S policy and relevant codes of practice
- assessment instruments, training records, assessment records and relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace,
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0091A: Maintain the security of premises and property

Competency Descriptor:

This unit covers the competencies required for both mobile and static guarding and includes responding to alarm calls.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Patrol premises	1.1	Frequency and duration of visits to access points and control points, and routine telephone/radio calls to control room conducted according to assignment instructions.
		1.2	Equipment checked for serviceability according to standard operating procedures.
		1.3	Faults and damage to security equipment identified, reported and recorded according to assignment instructions.
		1.4	Faults and damage to security equipment rectified or replaced within area of responsibility.
		1.5	Factors which increase the risk to security identified during patrol, reported, regularly monitored and recorded according to assignment instructions.
		1.6	Previously reported risk factors monitored and reported until rectified.
2	Monitor installed system on premises	2.1	System malfunctions reported and recorded.
		2.2	Electronic security and protection systems monitored according to assignment instructions.
		2.3	Sterile area searched and secured.
		2.4	Building management/energy management systems set and verified according to assignment instructions.
		2.5	Source of any signal received identified, documented and appropriate action taken.
		2.6	Content of activity log maintained in an appropriate and legible manner and according to assignment instructions.

- | | | | |
|---|-------------------------------------|-----|---|
| | | 2.7 | After hours contacts made where appropriate to the situation and correctly documented according to assignment instructions. |
| 3 | Respond to security alarm calls | 3.1 | Alarm signals interpreted correctly and appropriate action taken. |
| | | 3.2 | Codes/call signs used appropriately in all radio/telephone communication. |
| | | 3.3 | Incidents reported in incidents log. |
| | | 3.4 | Alarm site attended as assigned. |
| 4 | Undertake specific site observation | 4.1 | Observation of site undertaken according to assignment instructions. |
| | | 4.2 | Observation position selected appropriate to the situation and the nature of the assignment. |
| | | 4.3 | Identified incidents acted upon according to assignment instructions and client requirements. |
| 5 | Preserve incident site | 5.1 | Access is restricted to authorised persons only. |
| | | 5.2 | Relevant authorities are contacted and made aware of the nature of the incident. |
| | | 5.3 | Scene is undisturbed and evidence intact. |
| | | 5.4 | Scene is guarded until relevant authorities arrive. |

RANGE STATEMENT

Types of assignment may include:

- occupied premises
- unoccupied premises
- static guarding
- mobile patrol
- control room
- aircraft
- port vessels

Types of patrol may include:

- foot and vehicle patrol
- boat patrol

Types of access may include:

- doors
- gates
- shutters
- fire and emergency doors
- windows
- skylights
- hatches

Security equipment may include:

- door fastenings
- window fastenings
- security cabinets
- safes
- computers
- sirens
- electronic equipment

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively maintain the security of premises and property in accordance with the performance criteria and range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- correctly interpret and act upon client requirements
- correctly carry out site procedures and instructions
- identify and respond to faults, damage and factors which increase the security risk
- accurately respond to signals and information being received and respond to alarm signals
- undertake specific site monitoring assignments
- follow appropriate site monitoring procedures given the assignment requirements

(2) Pre-requisite Relationship of Units

- SSICOR0131A Operate basic security equipment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the steps necessary to arrange alarm deactivation
- communication codes
- operation of communication equipment
- control system operation
- customer's instructions
- surveillance techniques
- type of security equipment installed
- risk factors
- site layout
- building security procedures
- three reasons for entering an incident scene: preserving life and property; preventing further damage to persons and property; apprehending offenders

Skills

The ability to:

- conduct observation and surveillance
- patrol and monitor premises
- interpret alarm signals
- record information and report writing
- apply search techniques
- manage incident scene until authorities arrive

(4) Resource Implications

- access to a relevant venue, security equipment and materials
- assignment instructions
- logbooks
- assessment instruments, including training and assessment records, relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0101A: Manage conflict in the workplace

Competency Descriptor:

This unit deals with handling, defusing and resolving difficult situations occurring in the workplace with minimum use of force if required.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify conflict situations	1.1 Conflict situation is identified.
	1.2 Person(s) involved dealt with in a manner appropriate to the situation and according to assignment instructions and employer policy.
	1.3 Assistance sought as appropriate.
	1.4 Conflict situations and/or persons reported to the appropriate personnel according to assignment instructions.
2. Manage conflict situation	2.1 Conflict assessment and resolution techniques used to establish possible solutions.
	2.2 Assistance sought to deal with unresolved conflicts as required and according to assignment instructions.
	2.3 Interaction terminated tactfully when appropriate.

RANGE STATEMENT

Conflict situations are those occurring between persons at the service location.

Conflicts are those:

- occurring between persons, and affecting the security or safety of persons, premises or property within the officer's responsibilities

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively manage conflict in accordance with the performance criteria and the range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- assess conflict situations and propose solutions
- deal with person(s) in an appropriate manner and according to assignment instructions and company policy
- seek assistance where appropriate
- understand company policy and legal guidelines
- terminate interaction tactfully where appropriate
- report incidents

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- assignment instructions and/or client brief
- company policy and procedures
- relevant legal requirements
- use of force continuum guidelines

Skills

The ability to:

- apply conflict resolution skills
- demonstrate tact and discretion when handling conflict situations
- assess situations requiring back-up assistance
- apply communication and problem solving
- demonstrate effective listening
- carry out incident reporting

(4) Resource Implications

- access to a relevant venue and audiovisual equipment (if relevant), communications equipment likely to be used in crowd control (if relevant)
- assessment instruments, including training records, assessment records and relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

Simulations and case studies may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment may be conducted in a simulated or real work environment and should include observation of performance which identifies conflict situations.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0111A: Manage intoxicated persons

Competency Descriptor:

This unit deals with security requirements to effectively handle intoxicated persons at the assigned site.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Deal with underage drinkers	1.1	The situation is assessed and identification is checked.
		1.2	Non-serving of alcohol to underage drinkers is enforced and all parties are courteously advised of reason.
		1.3	Where underage persons are in a restricted area, they are tactfully asked to leave.
2.	Determine the level of intoxication	2.1	The level of intoxication is established according to standard criteria for assessing intoxication.
3.	Apply appropriate procedures to deal with intoxicated person	3.1	Appropriate procedures are applied according to the situation and organisational policy, including verbal warning or asking them to leave the premises.
		3.2	Customer service skills are used at all times.
		3.3	Assistance is offered and/or given according to established procedures.
		3.4	A quiet and respectful tone of voice is used at all times.
		3.5	Back up assistance requested if necessary.

RANGE STATEMENT

Situations are those:

- occurring between members of the public and security personnel, and affecting the security or safety of persons
- premises or property within the officer's responsibilities
- occurring between security officers and agent/staff of the customer

Persons may include:

- staff
- customers
- visitors
- contractors
- suppliers

Situations may include:

- dealing with persons under the influence of drugs and/or alcohol
- ejection of people from the premises (where authority exists)
- breaches of legal requirements; persons attempting to bring prohibited items onto the premises e.g. alcohol, drugs
- abusive language or noise disturbance to staff or other guests
- abusive or violent behaviour to staff or other guests

This unit applies to the security operation in the following premises:

- hotels/motels
- pubs/bars
- commercial catering establishments
- commercial business
- hospitals
- casinos
- clubs
- restaurants
- resorts
- theme parks
- tourist attractions

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively manage intoxicated persons in accordance with the performance criteria and range statement.

(1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- Assess situations and propose solutions
- Use conflict resolution skills

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant liquor laws
- relevant statutory laws regarding driving under the influence of alcohol
- symptoms of intoxication

Skill

The ability to:

- identify intoxicated person
- use conflict resolution skills
- use human relations skills

(4) Resource Implications

- access to a relevant venue
- assignment instructions, including legal requirements and relevant codes of practice
- security procedures and manuals and relevant codes of practice, including lists of prohibited items

(5) Method of Assessment

Evidence should include observation in the work environment. Where workplace observation is not practicable, simulated situations, tests or case studies may be used.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0121A: Observe and monitor people

Competency Descriptor:

This unit deals with the observation and monitoring of people to maintain security, and taking appropriate action to prevent loss or damage to property and/or personnel.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare to monitor/observe	1.1	Assignment instructions are confirmed with client.
		1.2	Appropriate equipment to undertake assignment is selected and tested.
		1.3	Location is established to maximise visual observation of site target.
2.	Observe persons behaving suspiciously	2.1	Individuals or groups behaving in a suspicious and/or unusual manner identified and monitored according to agreed assignment instructions.
		2.2	Suspicious incidents recorded using video surveillance tapes and/or photographic evidence of persons, or other means as determined in assignment instructions.
3.	Respond to unlawful or suspicious incidents	3.1	The commitment of an offence or behaviour which constitutes an offence is identified.
		3.2	Proof of commitment of offence is obtained.
		3.3	Level of appropriate response is identified in accordance with the standing orders to the surveillance operation.
		3.4	Help of colleagues is enlisted as required.
		3.5	Relevant authorities notified if required.

RANGE STATEMENTS

Monitoring may take place by means of visual, camera, electronic, other communications

Relevant authorities may include police or emergency services

Surveillance equipment and systems

Guidelines for the use of photographs of suspects

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

Evidence should include demonstrated ability to:

- detect suspicious behaviour under a variety of security observation conditions and circumstances
- accurately identify offences justifying action or apprehension

(2) Pre-requisite Relationship of Units

- SSICOR0091A Maintain the security of premises and property
- SSICOR0031A Control access to and exit from premises

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant local laws and regulations
- assignment instructions

Skill

The ability to:

- observation and monitoring
- follow instructions
- interpersonal communication
- problem solving

(4) Resource Implications

- access to a relevant venue, transport and communications equipment
- assignment instructions
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- firearms (if relevant)
- assessment instruments, training records, assessment records and relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace,
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Evidence should include observation in the work environment. Where workplace observation is insufficient, simulations or case studies may be used.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0131A: Operate basic security equipment

Competency Descriptor:

This unit deals with operating basic security equipment including, but not limited to computers and communication equipment.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Operate communication equipment	1.1	All equipment regularly checked to ensure it is operational.
		1.2	All equipment is operated according to standard operating procedures.
2	Operate computer equipment	2.1	Information entered according to software instructions and sequences and standard operating procedures.
3	Check basic monitoring equipment	3.1	Records legibly maintained according to assignment instructions.
		3.2	Alarm sectors tested according to assignment instructions.
		3.3	Faulty equipment identified and steps taken to rectify the situation according to assignment instructions.

RANGE STATEMENT

Computerised systems may include:

- Alarm systems - fire
- mechanical services
- lifts
- emergency
- energy management programs - various manufacturers

Records may include:

- alarm generations

Communication equipment may include:

- portable and mounted 2-way radio
- mobile phones
- fax
- pagers

Basic monitoring equipment may include:

- CCTV

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively operate basic security equipment in accordance with the performance criteria and range statement.

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- correctly select and search computer menus as appropriate
- accurately enter relevant data
- check and test security equipment and record and report faults

(2) Pre-requisite Relationship of Units

- ITICOR0011A Carry out data entry and retrieval procedures

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- site and required monitoring equipment
- assignment instructions
- operating procedures for fire equipment
- types of communication systems as appropriate
- employer requirements regarding collection and input of data

Skills

The ability to:

- apply basic keyboard skills
- identify faulty equipment
- operate communication systems
- operate basic security equipment

(4) Resource Implications

- access to a relevant venue and equipment
- assignment instructions and duty statements
- equipment instructions and manuals
- assessment instruments, training and assessment records and client records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace,
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0141A: **Maintain an effective relationship with clients/customers**

Competency Descriptor:

This unit deals with building and maintaining an effective relationship with clients, customers and the public.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain a professional image	1.1	Uniform and personal grooming maintained to assignment requirements.
		1.2	Personal presence maintained according to employer standards.
		1.3	Visible work area kept tidy and uncluttered.
		1.4	Equipment stored according to assignment requirements.
2.	Meet client/customer requirements	2.1	Client requirements identified and understood by referral to the assignment instructions.
		2.2	Client requirements met according to the assignment instructions.
		2.3	Changes to client's needs and requirements monitored, and appropriate action taken.
		2.4	All communication with the client or customer is clear and complies with assignment requirements.
3.	Build credibility with customers/clients	3.1	Client expectations for reliability, punctuality and appearance adhered to.
		3.2	Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy.
		3.3	Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.
		3.4	Client/customer confidentiality maintained according to assignment instructions.

RANGE STATEMENT

Client brief may include:

- assignment instructions
- standing orders
- scope to modify instructions/orders in light of changed situations

Customers may include all members of the public.

Employer standards may include standing orders

Personal presence may include:

- stance; posture; body language; demeanor; grooming

Changes to client needs and requirements may be detected by:

- review of the client brief and/or assignment instructions
- discussion with the client/customer

Assignment instructions may be conveyed in writing, verbally or electronically.

Appropriate action may include:

- implementing required changes; referral to appropriate employer personnel; clarification of client needs and instructions

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- interpret client/customer requirements from information contained in the client brief and/or assignment instructions
- successfully deal with a variety of client/customer interactions
- maintain a professional image
- monitor and act on changing client or customer needs

(2) Pre-requisite Relationship of Units

This unit may be assessed with any other unit(s) in this standard.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- uniform and personal grooming requirements of the employer and the client
- Occupational Health and Safety requirement for the assignment
- legal requirements and guidelines for the storage of firearms and equipment (as appropriate and where required)
- assignment instructions

Skills

The ability to:

- pay attention to detail when completing client/employer documentation
- use interpersonal and communication skills required in client contact assignments
- apply customer service skills required to meet client/customer needs
- observe punctuality
- telephone technique
- apply problem solving and basic negotiation techniques
- maintain records

(4) Resource Implications

- access to a relevant venue, transport and communications equipment
- assignment instructions
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- firearms (if relevant)
- assessment instruments, training and assessment record, relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace,
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment may be conducted on or off-the job and should be done over time to establish consistency in performance.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

THHGHS0172A: Provide first aid

Competency Descriptor:

This unit deals with the skills and knowledge required to provide first aid. It complies with standards, practices and procedures of St John Ambulance Association and equivalent first aid bodies.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Assess and respond to emergency first aid situations	1.1	Emergency situations are quickly and correctly recognised.
		1.2	The situation is assessed and a decision promptly made regarding action required.
		1.3	Assistance from emergency services/colleagues/customers is organised where appropriate.
2.	Provide appropriate treatment	2.1	Patient's physical condition is assessed from visible vital signs.
		2.2	First Aid is provided to stabilise the patient's physical and mental condition in accordance with organisation policy on provision of first aid and recognised first aid procedures.
3.	Monitor the situation	3.1	Back up services appropriate to the situation are identified and notified.
		3.2	Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
4.	Prepare an incident report	4.1	Emergency situations are documented according to company procedures.
		4.2	Reports provided are clear, accurate and timely.

RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

First aid treatment is that defined in Common

Law as emergency assistance provided to a second party in the absence of medical or paramedical care.

Factors which affect the provision of first aid are:

legal issues that affect the provision of first aid in different industry sectors:

- the type of site where the injury occurs
- the nature of the injury and its cause
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical assistance
- the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
- chemical contamination

Injuries may include:

- cardio-vascular failure
- wounds and infections
- bone and joint injuries
- eye injuries
- burns
- external bleeding
- unconsciousness
- effects of heat or cold temperatures
- pre-existing illness
- bites

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide first aid in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

Look for:

- ability to correctly apply a range of first aid techniques for all situations described in the Range of Variables

(2) Pre-requisite Relationship of Units

This unit should be assessed alone

(3) Underpinning Knowledge and Skills

To demonstrate competence, attendance at and successful completion of an accredited First Aid course is required.

(4) Resource Implications

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit will generally be assessed off-the-job.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSICOR0171A: Work as part of a team

Competency Descriptor:

This unit deals with the individual's contribution to the effective functioning of the team and the achievement of team goals.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish role within the team	1.1	Employer's operating procedures known and adhered to.
		1.2	Assignment instructions known and followed.
		1.3	Personal work standards maintained in a manner that supports the team effort and the employer's aims and objectives.
2.	Build credibility with other team members	2.1	Team leader and colleagues supported in order to achieve team and employer goals and objectives.
		2.2	Work-related information and knowledge shared in order to increase the overall skills and knowledge base of the team.
		2.3	Work instructions implemented.
3.	Contribute to team effectiveness	3.1	Team members kept informed of changing conditions or situations which might impact team effectiveness.
		3.2	Team members advised of potential hazards or changing OH&S requirements to maintain safety and security of other team members.
4.	Maintain an effective team reporting procedure	4.1	Information required to meet ongoing client/employer requirements conveyed to other members of the team in a timely manner.
		4.2	Information relating to shift operations noted and recorded according to employer requirements.
		4.3	Incident reports completed when required.
		4.4	Details of incidents conveyed to incoming shift officer(s) where necessary, and recorded and reported according to assignment requirements.

- | | | |
|----|-------------------------|--|
| | 4.5 | Incident reports followed up with appropriate personnel where necessary. |
| | 4.6 | Information which might affect shift requirements actively sought from outgoing shift. |
| 5. | Provide back-up support | 5.1 Nature of problem is identified and assessed. |
| | 5.2 | Emergency transmission identified and acted upon. |
| | 5.3 | Support request acknowledged as necessary, and prioritised against degree of urgency and other work commitments. |

RANGE STATEMENTS

Information required by team members may include:

- incidents
- deviations from routine guarding procedures

Information may be conveyed:

- verbally
- in writing

Changing conditions or situations may include:

- changing client/customer requirements
- site/assignment instructions

Problems identified may include:

- workload
- emergency situations

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

Evidence should include a demonstrated ability to:

- build and maintain effective working relationships
- identify and communicate information which will allow self and other officers to meet client/customer needs
- identify, assess and appropriately respond to requests for back-up support

(2) Pre-requisite Relationship of Units

- SSICOR0021A Communicate in the workplace

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- assignment instructions
- employer/client reporting procedures
- emergency codes, transmissions, communications and procedures
- situations requiring back-up support
- team aims and objectives

Skill

The ability to:

- prioritise work tasks
- communicate effectively within a team
- apply interpersonal skills required to develop effective team relationships
- manage time

(4) Resource Implications

- access to a relevant venue, transport and communications equipment
- assignment instructions
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- firearms (if relevant)
- assessment instruments, training and assessment records, client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

Evidence of underpinning knowledge and understanding of processes and principles can be gained through questioning and by observation of previous work.

(6) Context of Assessment

- For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor. The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSIJUS0001A: Give evidence

Competency Descriptor:

This unit covers the skills and knowledge required to give evidence in a judicial or quasi-judicial environment. It requires the ability to prepare for legal proceedings, give evidence and report on outcomes of proceedings. This work would be carried out under routine supervision and within organisational guidelines.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for court proceedings	<p>1.1 Court arrangements, role and involvement in proceedings are verified with appropriate person(s).</p> <p>1.2 Personal presentation, manner and language are consistent with protocols and organisational requirements.</p>
2. Give evidence	<p>2.1 Rules of evidence, procedures and protocols relevant to the jurisdiction involved are observed and adhered to throughout the proceedings.</p> <p>2.2 Evidence is based on fact and is presented in a clear, concise and unambiguous manner and complies with the rules of evidence.</p> <p>2.3 Opinion is provided on request within own level of qualification and expertise and in accordance with organisational policy.</p>
3. Report on outcomes of proceedings	<p>3.1 The outcomes of the proceedings are obtained, noted and reports completed where required according to organisational requirements.</p>

RANGE STATEMENT

The following variables may be present for this particular unit:

Courts may include:

- district, local
- supreme
- court of appeal
- tribunals
- magistrates
- criminal and civil

Arrangements, role and involvement may include:

- confirmation of time
- date and location of proceedings
- confirmation of evidence required to be presented

Documentation and exhibits may include:

- reports
- photographs
- items of evidence
- media footage
- reports of incidents
- radio/telephone records or logs

Appropriate persons may include:

- supervisors, management
- colleagues
- legal representatives
- clients
- witnesses

Applicable legislation, codes and standards must relate to:

- relevant Statutory and Common law legislation which affect organisational operation:
- Occupational Health and Safety
- environmental issues
- industrial relations
- licensing arrangements
- Quality assurance and certification requirements
- applicable Crimes Acts/Codes
- relevant industry Codes of Practice
- trade practices
- privacy requirements

Court protocols may include:

- punctuality
- voice clarity and language
- impartiality
- forms of address
- respect for people and offices held
- standards of dress, physical appearance
- readiness of self and evidence
- general demeanour

Evidence may include:

- testimony
- documents
- physical exhibits

Rules of evidence may involve:

- admissibility
- contemporaneousness

Organisational requirements may relate to:

- legal and organisational policy and procedures including personnel practices and guidelines
- organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and/or response
- employer and employee rights and responsibilities
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- Occupational Health and Safety policies, procedures and programs
- duty of care, code of conduct, code of ethics
- records and information systems and processes
- communication channels and reporting procedures

Feedback may be from:

- formal/informal performance appraisals
- comments from supervisors, colleagues or clients
- workplace assessment

EVIDENCE GUIDE

Assessment of performance should be over a period of time covering all categories within the Range Statement.

(1) Critical Aspects and Evidence

Evidence should include the ability to:

- understand and comply with protocols and procedures required for attendance in a judicial or quasi-judicial environment
- present evidence in a clear and concise manner and, as required
- provide opinion within own level of qualification and expertise
- report on outcomes of proceedings

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation including 'rules of evidence'
- procedures and protocols of judicial proceedings and contexts
- briefing and documentation requirements
- general principles regarding admissibility of evidence in courts

Skill

The ability to:

- collate and organise information
- write routine reports
- communicate in a clear and concise manner
- seek clarification and feedback as required
- comply with legislative requirements and judicial protocols
- communicate effectively

(4) Resource Implications

- access to a suitable venue and equipment (real or simulated court)
- access to relevant statutes and procedures
- assignment instructions, work plans and schedules, policy documents and duty statements
- assessment instruments, training and assessment records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and should involve the following techniques:

- Simulated assessment or critical incident assessment.
- A written test of underpinning knowledge.

6) Context of Assessment

Assessment of this competency may be conducted on or off-the-job. For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor. The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSIGGS0011A: Maintain lost and found facility

Competency Descriptor:

This unit deals with the knowledge and skills required to operate a lost and found facility.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Follow lost and found procedures	1.1	The location, date and time where the item is found or lost is established.
2.	Complete lost and found documentation	2.1	A description of the item and details is recorded in Lost and Found Book or Register.
		2.2	The item is tagged and filed in date order in a designated location.
3.	Follow procedures for items claimed	3.1	Claimant ID is checked and item is signed for and dated in Lost and Found Book or Register.

RANGE STATEMENT

This unit applies to the security operation in the assigned location where lost and found facilities are provided.

Items may be stored in:

- lost and found cupboard
- safe
- designated lost and found area

Lost articles/items may include:

- any personal property

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively provide lost and found services in accordance with the performance criteria and range statement.

(1) Critical Aspects and Evidence

Evidence should include:

- correctly completed workplace documents including log/lost and found book, lost and found files

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- establishment's lost and found procedures
- locations/areas within the establishment

Skill

The ability to:

- maintain lost and found records
- store items securely
- carry out lost and found procedures

(4) Resource Implications

- access to a relevant venue
- assignment procedures and manuals
- assessment instruments, training and assessment records and client records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Evidence should include observation in the work environment. Where workplace observation is not possible or impractical, simulations may be used.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

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| | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported. |
| | 6.5 | Output devices and materials are monitored for quality. |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures. |
| | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
| | 7.3 | E-Mail is sent and retrieved competently. |
| 8. Close down computer system | 8.1 | The correct shut down sequence is followed. |
| | 8.2 | Problem with shutting down computer is reported promptly. |
| | 8.3 | All safety and protective procedures are observed. |
| | 8.4 | The system integrity and security are preserved. |
| 9. Maintain computer equipment | 9.1 | Cleaning materials and/or solutions used meet specified recommendation. |
| | 9.2 | The equipment is cleaned as directed. |
| | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel. |

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0091A: Receive visitors

Competency Descriptor:

This unit deals with the skills and knowledge required to receive visitors to an organization, while keeping set rules and procedures.

Competency Field: Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive and assist visitors	1.1	Visitor is greeted courteously.
		1.2	Purpose of visit is correctly ascertained.
		1.3	Visit is appropriately recorded and security clearance facilitated.
		1.4	Visitors are directed or escorted and introduced in accordance with company policy.
2.	Relevant hospitality and emergency situation is addressed	2.1	Visitors are provided with appropriate hospitality facilities.
		2.2	Judgement and initiative are used to deal with non-routine and emergency demands promptly and effectively.
		2.3	Visitors are given only disclosable information.
		2.4	The availability of the person to be visited is correctly ascertained.
		2.5	Reasons for delay/non -availability of assistance are explained politely.
3.	Identity is cleared, applying tact and necessary security measures	3.1	Visitors are correctly identified and requirements established accurately.
		3.2	Visitors with queries within scope of one's own responsibility are dealt with to their satisfaction.
		3.3	Visitors are handled with tact and diplomacy.
		3.4	Security and confidentiality procedures are maintained.

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| 4. | Appropriate communication process is followed | 4.1 | Appropriate tone/manner is used in communication. |
| | | 4.2 | Information is conveyed accurately, observing rules of confidentiality. |
| | | 4.3 | Information, which is communicated, is clear and understood. |

RANGE STATEMENT

Competent performance of the criteria provides advice to interpret the scope and context and must allow for differences between organizations.

Purpose of visit includes the need to:

- see a particular person
- seek information
- access company services
- purchase merchandise
- fulfil appointment

Records:

- visitors' log book
- message pad
- appointment book
- despatch book
- incoming correspondence book

VISITORS TO INCLUDE:

- expected and/or unexpected callers
- general public
- customers/clients
- salespersons
- business associates
- personal acquaintances
- family members

Communication may be with:

- supervisors /managers
- peers
- clients/customers
- general public

Non-routine/emergency demands to include:

- difficult and irate persons
- persons who pose a security risk

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit.

(1) Critical Aspects of Evidence

- seeking and acting on feedback from internal and external visitors
- prioritising and scheduling human traffic
- treating visitors in a courteous and professional manner
- accurate identification of visitors through the use of appropriate interpersonal skills
- identifies visitors accurately

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the organization's business structure, products and services
- the relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles of effective communication in relation to listening, questioning and non-verbal communication
- organization's policies and procedures including dress code guide
- importance of demonstrating respect and empathy in dealing with colleagues and customers

Skills

The ability to:

- request advice, receive feedback and work with a team (communication skills)
- understand basic workplace documentation (reading skills)
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities (interpersonal skills)
- select and use technology appropriate to a task

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace, which will include:

- suitable work area with appropriate communication equipment
- stationery
- relevant furniture and equipment to execute job
- ventilation appropriate to environment

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSIGGS0012A: Handle canine for security patrol

Competency Descriptor:

This unit deals with the competencies required to use canine for security assignments. It includes both the skills required to manage security canines as well as the knowledge of where, when and how they are used. This unit does not include the competencies required to train a canine.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Receive canine for assignment	1.1	Suitability of canine confirmed against assignment requirements using established criteria.
		1.2	Compatibility of canine handler with canine established.
		1.3	Canine's operating efficiency maintained according to employer policy and standard operating procedures.
2.	Maintain the health and hygiene of the canine	2.1	Health, hygiene and stability of the canine assessed and maintained according to animal health and welfare requirements, employer policy and statutory laws.
3.	Conduct canine patrol	3.1	Patrol planned and conducted according to employer policy and client requirements.
		3.2	Canine managed in a manner which provides minimal risk of injury to the public, canine and the handler.
		3.3	Injuries to persons or canine attended to in a timely manner and reported and recorded according to operating procedures and assignment instructions.
4.	Respond to situations requiring the use of a canine	4.1	Need to use the canine as a security measure in response to a request or situation is identified.
		4.2	Results of assignment reported and recorded in a timely manner.

RANGE STATEMENT

Canine handling team includes:

- security officer and canine kennel manager

Animal health and welfare may include:

- JSPCA and other animal welfare organisations

Situations requiring the use of a canine may include:

- assisting with an arrest
- search of property
- search of baggage
- foot/motor patrols
- bomb detection
- drug detection

Established criteria may include:

- employer policy
- client requirements

Legal requirements may include compliance with :

- Prevention of Cruelty Act

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively handle canines for security patrols in accordance with the performance criteria and range statement.

(1) Critical Aspects and Evidence

Evidence should include demonstrated ability to:

- respond to rapidly changing circumstances while handling a canine
- apply the correct challenge, release and arrest procedures for apprehending offenders
- manage the health and hygiene of a canine including the ability to detect signs of ill health
- handle a canine both leashed and unleashed
- apply general safety procedures when handling and maintaining a canine in a working environment
- comply with relevant animal health and welfare regulations

(2) Pre-requisite Relationship of Units

- SSICOR0091A Maintain the security of premises and property

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- appropriate canine assignment criteria
- employer's canine policy and procedures
- animal health and welfare requirements
- legal requirements in relation to the handling and use of canines
- assignment requirements
- insurance liability
- maintenance of canine handling equipment
- capabilities and limitations of a trained canine
- principles of scent, sight and sound

Skill

The ability to:

- use standard commands
- observe and monitor people
- apply interpersonal communication
- use decision making skills
- perform record keeping

(4) Resource Implications

- access to a relevant venue, transport and communications equipment
- trained canines
- assignment instructions
- security procedures and manuals
- firearms (if relevant)
- assessment instruments, including training records, assessment records and relevant client reports

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace,
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

SSIGGS0022A: Operate a security vehicle

Competency Descriptor:

This unit deals with maintaining and operating assigned security vehicles under routine as well as response conditions.

Competency Field: Security Services (Industrial)

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Operate vehicle	1.1	Condition of vehicle checked regularly according to employer policy and procedures.
		1.2	Faults and malfunctions identified and reported according to employer procedures.
		1.3	Routine vehicle requirements attended to in a timely manner and according to employer procedures.
		1.4	Vehicle operated in a manner which minimises damage to vehicle.
		1.5	Vehicle operated according to manufacturer's instructions, Road Traffic Act and location requirements at all times.
2.	Drive to/from assignment	2.1	Most direct route to assignment chosen having regard to traffic and road conditions.
		2.2	Vehicle parked and secured according to manufacturer's instructions and employer requirements.
3.	Drive in response to an alarm signal or back-up request	3.1	Quickest route chosen to scene of emergency or alarm based on traffic and road conditions.
		3.2	Vehicle driven in a manner which minimises risk of injury to self, other personnel and the public at all times.
4.	Apply basic defensive driving skills	4.1	Consideration and preparation made for possible eventualities by anticipating events and/or actions of other road users.
		4.2	Vehicle driven in (adverse) road and weather conditions cautiously, paying strict attention to safety measures and maintaining control of the vehicle.

- 4.3 Skid control and vehicle recovery techniques are precisely and effectively executed.
- 4.4 Evasive driving techniques are effectively executed in response to threatening situations.

RANGE STATEMENT

Skid prevention recovery techniques may include:

- speed control
- corrective steering
- counter-steering
- braking to stop vehicle

Vehicles may include:

- motor cars and vans
- motorcycles
- 4-wheel drive vehicles
- armoured vehicles

Driving conditions may include:

- traffic
- adverse road surfaces
- varying weather conditions

Compliance with:

- Road Traffic Act/regulations
- Assignment instructions
- Employer policies

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to effectively operate security vehicle in accordance with the performance criteria and the range statement. Persons to be assessed on this unit are required to hold a valid driver's licence for the assigned vehicle.

(1) Critical Aspects and Evidence

Evidence should include demonstrated ability to:

- drive, park and secure vehicle under a variety of routine conditions
- comply with government and traffic regulations and employer vehicle procedures
- apply basic defensive driving techniques

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- employer's vehicle policy and procedures
- basic vehicle components and operation
- relevant road and traffic laws
- client requirements and instructions

Skill

The ability to:

- operate prescribed vehicle
- follow instructions
- read and apply local street directory
- interpersonal communication
- conduct vehicle minor maintenance
- apply basic defensive driving techniques

(4) Resource Implications

- access to a relevant venue, transport and communications equipment
- assignment instructions
- security procedures and manuals
- equipment manufacturers' operating specifications and guidelines
- firearms (if relevant)
- assessment instruments, training and assessment records and client records

(5) Method of Assessment

Assessment of competency should cover the range statement and performance criteria and may involve any of the following techniques:

- continuous assessment in an institutional setting
- continuous assessment in the workplace,
- simulated assessment or critical incident assessment

A variety of methods may be used to assess underpinning knowledge.

(6) Context of Assessment

Assessment should be conducted in a simulated environment where work functions are undertaken and assessed under specially prepared, controlled conditions: e.g. Confined spaces or public places.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

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| 3. | Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |
| | | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |
| | | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed. |
| | | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
| | | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews. |
| | | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed. |
| | | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable. |
| | | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established. |
| | | 4.7 | Potential problems, obstacles and risks in meeting goals are identified. |
| | | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified. |
| | | 4.9 | The method by which results will be measured is indicated. |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBBAD0862A: Receive and distribute incoming mail**

Competency Descriptor:

The unit deals with the skills and knowledge required to receive and distribute incoming mail.

Competency Field: Business Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive incoming mail	<ul style="list-style-type: none">1.1 Individuals delivering mails are greeted courteously and assistance is rendered in accordance with organisation's customer service policies.1.2 Mail is verified and signed for in accordance with organisation's customer service policies1.3 Incoming mail is checked and recorded in accordance with organisational policies and procedures.1.4 Incoming mail are handled according to the firm's procedures.1.5 Urgent mail is identified and relevant party is notified promptly in accordance with organisational requirements.1.6 Damaged, suspicious or missing items are recorded and/or reported promptly.1.7 Appropriate actions are taken to maintain safety and security of self and others when highly suspicious mail is encountered.1.8 Persons who are delivering confidential mail are directed to the appropriate personnel where required.
2. Distribute incoming mail	<ul style="list-style-type: none">2.1 Addressees and their locations are correctly identified.2.2 Mail is accurately sorted in accordance with organisational policies and procedures.2.3 Mail is distributed to the correct locations and individuals in accordance with organisational policies and procedures.2.4 All relevant records are accurately completed and maintained in accordance with organisational policies and procedures.



RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Sorting mail may include:

- separating urgent mail to be distributed first
- sorting by departments
- sorting by location
- sorting by seniority of personnel
- separating internal (organisational) mail and external mail
- separating by order of importance for each individual
- separating junk mail

Delivery of urgent and confidential mail may include:

- separating and prioritising urgent mail immediate, hand delivery, express post, and registered mail
- urgent and same day deliveries

The firm's policies and procedures may include:

- security procedures
- mail register
- confidential mail procedures
- delivery/despatch of urgent mail

Addressee/location may include:

- department
- individual addressee
- administrative support person
- sorting invoices, cheques and accounts
- adding a circulation slip

Damaged or missing items may include:

- mail exposed to the weather (water damage from rain)
- mail roughly handled (broken contents, torn address labels)
- pilfered mail (contents may be missing)
- parcels slit open
- mail that looks like it has been tampered with (re-sealed mail)

Suspicious mail may include:

- mail that looks unusual
- mail that makes noises
- mail with a strange smell
- mail with volatile contents
- mail that triggers adverse reactions when handled
- mail with harmful contents such as corrosive liquids and powdery substances

Actions to maintain safety and security of self and others may include:

- isolation of particular item of mail
- alerting everyone
- initiating authorised evacuations
- keeping members of staff and the public away out of harms way

Mail records may include:

- electronic systems (specialist software, database, spreadsheet)
- paper based (mail book, form, file)



EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- demonstrate knowledge of mail handling procedures, potential threats to safety and security associated with mails and appropriate ways to handle those threats
- verify, receive and check incoming mail
- sort and handle mail in accordance with established procedures
- accurately identify addressees and distribute mail
- provide excellent customer service relating to handling mail
- identify and take appropriate actions relating to damaged, missing or suspicious mail
- maintain safety and security during mail handling operations
- accurately complete and maintain records
- compliance with legislative, organisational and industry standards, requirements, policies and procedures

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisational structure
- titles, roles and locations of the organisation's personnel
- range of mail services available
- procedural requirements for receiving/distributing and prioritising correspondence
- potential threats associated with mail
- actions to be taken when potentially harmful mail is received
- organisational policies and procedures that are specific to handling mail

Skills

The ability to:

- keep records
- check accuracy of written material
- follow policies and procedures
- check for damages to mail
- receive instructions of several steps to complete task
- give information to others
- consult with or question supervisor and peers to clarify information
- sort mail
- deal with damaged, suspicious or missing items
- solve problems e.g. choose appropriate delivery method for urgent documents
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:

- appropriate legislation and regulations relevant to assisting clients and handling mail
- workplace manuals and reference materials such as company policy, procedural manuals and checklists
- relevant resources for mail documentation
- appropriate technology such as computers with relevant software and connections

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.



CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
Carries out established processes Makes judgement of quality using given criteria	Manages process Selects the criteria for the evaluation process	Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1
Communicate ideas and information	Level 2
Plan and organise activities	Level 1
Work with others and in team	Level 1
Use mathematical ideas and techniques	Level 2
Solve problems	Level 2
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.