



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CPPSEC2001A Communicate effectively in the security industry**

**Release: 1**

## **CPPSEC2001A Communicate effectively in the security industry**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to apply verbal, non-verbal and written communication skills for effective interaction with people in the security industry. It requires the ability to accurately receive and relay information, and to complete routine correspondence and documentation. The unit also requires the ability to adapt interpersonal styles and techniques to varying social and cultural environments.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

### **Application of the Unit**

**Application of the unit** This unit of competency has wide application in a range of work roles in the security industry. Work is performed under supervision and competency requires some judgement and decision-making. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<b>1 Receive and understand information.</b>	<p>1.1 <i>Information</i> is received and checked against <i>assignment instructions</i>.</p> <p>1.2 Observation and active listening skills are used to obtain verbal and non-verbal information.</p> <p>1.3 Information is checked with <i>relevant persons</i> to confirm and summarise understanding.</p> <p>1.4 Areas of uncertainty or misunderstanding are identified and explained.</p>
<b>2 Communicate with others.</b>	<p>2.1 Communication with others is courteous and reflects understanding and respect for individual <i>social and cultural differences</i>.</p> <p>2.2 Verbal communication is clear and concise using language appropriate to the audience and assignment instructions.</p> <p>2.3 Appropriate <i>communication techniques</i> are used to develop and maintain confidence with others.</p> <p>2.4 Organisational <i>communication channels and equipment</i> are identified and used to accurately exchange information.</p>
<b>3 Record security information.</b>	<p>3.1 Information is recorded using <i>appropriate procedures and materials</i>.</p> <p>3.2 Written information meets organisational standards for language, accuracy and relevance and can be used for legal purposes.</p> <p>3.3 <i>Business equipment and technology</i> is used to present concise information in suitable format within designated timeframes.</p> <p>3.4 Information is maintained in accordance with <i>relevant legislative and organisational requirements</i>.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- basic information technology
- communicate effectively using language concepts familiar to young people taking into account age, cognitive (intellectual) ability and English language skills

## **REQUIRED SKILLS AND KNOWLEDGE**

- communication skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- complete basic workplace documentation
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate time to complete work tasks
- observation
- questioning to check understanding
- solve routine problems
- summarise information received
- verbally and electronically receive, interpret and transmit information
- work effectively on an individual basis and as part of a team.

### **Required knowledge**

- approved communication terminology and call signs
- difference between negative and positive language
- differences between written and spoken English
- how to read and use body language to gain confidence of others
- how to record information which may be used for legal purposes.
- how to safeguard confidential information
- how to use business equipment to present information
- organisational communication channels and procedures
- organisational standards for the presentation and maintenance of written information
- own conception and pre-conceptions of diverse cultures
- phonetic alphabet
- procedures for reporting information
- procedures in the event of communications loss
- types and uses of communications equipment
- understanding of culture and social practices
- youth culture and social frameworks.

## **Evidence Guide**

### **EVIDENCE GUIDE**

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

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

A person who demonstrates competency in this unit must be able to provide evidence of:

- using speaking, reading, observation and listening skills to gather verbal and non-verbal information and summarising understanding with others
- communicating in a clear and accurate manner which reflects sensitivity to individual social and cultural differences
- using a range of communication channels and equipment to receive, interpret and transmit clear and accurate verbal information in a form which is preferred and understood by the receiver
- using a range of communications equipment and technologies to communicate written information in a suitable format, language and structure.

**Context of and specific resources for assessment**

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

This unit of competency should be assessed using questioning of underpinning knowledge and skills.

**Guidance information for assessment**

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate, while ensuring the LLN skill levels required by the competency being assessed are met. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Both oral questioning and written assessment should be used to assess underpinning knowledge.

Supplementary evidence may be obtained from relevant

authenticated correspondence from existing supervisors, team leaders or specialist training staff.

## Range Statement

### RANGE STATEMENT

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

*Information may be from sources which are:*

- diagrammatic
- electronic
- numerical or statistical
- observed
- spoken
- visual or graphic
- written.

*Information may relate to:*

- assignment instructions or work tasks
- clients
- colleagues
- members of the public
- messages
- reports
- risks, hazards or incidents
- signage
- situations or occurrences
- unusual events.

*Assignment instructions may relate to:*

- assignment objectives and timeframes
- back-up support or assistance
- communication equipment and procedures
- instructions from client, supervisor or colleagues
- legislative requirements relating to work tasks
- Occupational Health and Safety (OHS) including use of personal protective clothing and equipment
- procedures in the event of communication loss
- resource and equipment needs
- use of force

***Relevant persons may include:***

- use of workplace documentation
- verbal and non-verbal reporting
- work tasks and procedures.
- clients including young people
- colleagues
- members of the public
- specialist personnel
- supervisor
- suppliers of equipment or products
- technical experts.

***Social and cultural differences may be expressed in:***

- age
- beliefs, values or practices
- cognitive (intellectual) ability
- conventions of gender/sexuality
- cultural stereotypes
- dress
- ethnicity
- food or diet
- kinship, family structure and relationships
- language skills
- personal history and experiences which may be traumatic
- physical, emotional and intellectual differences
- race
- religious and spiritual observances
- social conventions
- traditional practices and observations.

***Communication techniques may include:***

- active listening
- being non-judgemental
- being respectful and non-discriminatory to others
- control of tone of voice, facial expression and body language
- demonstrating flexibility and willingness to negotiate
- interpreting non-verbal and verbal messages
- maintaining professionalism
- phone technique
- providing and receiving constructive feedback
- questioning and paraphrasing to clarify and confirm understanding
- use of appropriate body language
- use of communication appropriate to cultural differences
- use of language concepts familiar to young people
- use of positive, confident and cooperative language



- Communication channels may relate to:***
- use of two-way communication.
  - communication with team members
  - direct supervision
  - formal reporting requirements
  - organisational networks
  - procedures for communication (including coded messages and use of abbreviations)
  - written signage.
- Communication equipment may include:***
- computer
  - facsimile machine
  - megaphone
  - mobile telephone
  - public address system
  - telephone
  - two-way radio.
- Appropriate procedures and materials may relate to:***
- completion of incident report forms
  - completion of shift logs
  - electronic or paper-based reporting and information management systems
  - hazard or risk notification
  - monitoring software
  - patrol authorities
  - use of databases
  - use of notebooks
  - use of report sheets.
- Business equipment and technology may include:***
- computers and software applications
  - databases
  - email
  - facsimile machines
  - internet, extranet or intranet
  - modems
  - personal schedulers
  - photocopiers
  - printers
  - scanners.
- Relevant legislation may relate to:***
- applicable commonwealth, state or territory legislation which affects work such as Acts covering:
    - anti-discrimination
    - aviation transport security
    - children and young persons
    - liquor

- maritime transport security
- OHS
- privacy
- registered clubs
- surveillance devices
- telecommunications
- telecommunications (consumer protection and service standards)
- telecommunications (interception)
- young offenders
- Australian standards and quality assurance
- award and enterprise agreements
- evidence collection
- freedom of information
- licensing arrangements and certification requirements
- relevant industry codes of practice
- trade practices
- use of force.
- client service standards
- policies for ensuring privacy and confidentiality of information
- procedures for archiving electronic and hard-copy records
- procedures for recording, storing and destroying information
- standard of language, literacy and numeracy required
- use of organisational equipment and resources.

*Organisational requirements may relate to:*

## **Unit Sector(s)**

**Unit sector**                      Security

## **Competency field**

**Competency field**              Operations