Australian Government

Department of Education, Employment and Workplace Relations

CPPSEC2005A Work as part of a security team

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CPPSEC2005A Work as part of a security team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to work effectively as part of a team in the security industry. It requires the ability to identify individual and team roles and responsibilities, and to use effective communication to improve team relationships, back-up support and team performance.
	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 routine 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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop effective team relationships.	1.1 Relationships with team members are developed and maintained in accordance with *organisational goals and objectives*.
	1.2 Input of team members into planning, decision making and operational tasks of team are continually encouraged.
	1.3 Communication with others is conducted in a courteous manner which reflects sensitivity to individual *social and cultural differences*.
	1.3 Issues that may lead to, or involve conflict are recognised, discussed with team members, and referred to *relevant persons* as required.
2 Participate in team assignments.	2.1 Individual responsibilities within the team are identified and met in accordance with *organisational requirements*, *assignment instructions* and *relevant legislation*.
	2.2 Team members are assisted to ensure efficient and safe completion of *work tasks*.
	2.3 *Relevant information* is communicated to team members using appropriate *communication skills*, *procedures and equipment*.
	2.4 *Assistance* is provided to colleagues or sought as required to achieve work tasks within designated timeframes in accordance with *Occupational Health and Safety* (*OHS*) *requirements*.
3 Contribute to team development.	3.1 Encouragement and support is given to other team members to identify and organise *professional development opportunities*.
	3.2 *Feedback* on individual and team performance is regularly sought from colleagues and supervisors.
	3.3 Personal work standards are maintained in a manner that supports the team and organisational goals and objectives.
	3.4 Positive contributions are made to the planning process to improve work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- basic information technology
- communication to engage with minority groups (eg young people, old people, people with an addiction or disability, Indigenous Australians, people from Culturally and Linguistically Diverse (CALD) backgrounds)
- complete basic workplace documentation
- conflict resolution to diffuse or resolve individual and team issues
- literacy skills to understand and communicate security information (reading, writing, speaking, numeracy and listening)
- numeracy skills to estimate time to complete work tasks
- observation
- personal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- questioning to check understanding
- solve routine problems
- summarise information received
- use of phonetic alphabet
- 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 reactive and proactive back-up
- 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
- procedures for receiving and providing back-up support
- procedures for reporting information
- types and uses of communications equipment.

Evidence Guide

EVIDENCE GUIDE

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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: • working effectively with and encouraging team members to complete assignments within designated timeframes and legislative requirements • identifying minority groups and discussing issues that may lead to conflict with team members using communication which reflects sensitivity to individual social and cultural differences • actively seeking and providing feedback on quality of team work and performance and identifying opportunities for own and team professional development • using communication skills to ensure regular exchange of information within the team and provision or receipt of back-up support and assistance.
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 and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess

underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

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.

Organisational goals and objectives may include:	• budgetary and business targets • client requirements • continuous improvement • professional development goals • reporting deadlines • team and individual learning goals.
Social and cultural differences may be expressed in:	• beliefs, values or practices • conventions of gender or sexuality • cultural stereotypes • dress • food or diet • language • religious and spiritual observances • social conventions • traditional practices and observations.
***Relevant persons* may include**:	• clients • other colleagues • supervisor • team leader • team members • technical specialists.
***Organisational requirements* may**	• access and equity policies, principles and practices • business and performance plans

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relate to:	- client service standards - code of conduct, code of ethics - communication and reporting procedures - complaint and dispute resolution procedures - emergency and evacuation procedures - employer and employee rights and responsibilities - OHS policies, procedures and programs - own role, responsibility and authority - personal and professional development - privacy and confidentiality of information - quality assurance and continuous improvement processes and standards - resource parameters and procedures - roles, functions and responsibilities of security personnel - storage and disposal of information.
Assignment instructions **may relate to**:	- assignment objectives and timeframes - back-up - client identification and information details - communication equipment and procedures - instructions from client, supervisor or colleagues - legislative requirements relating to work tasks - OHS including use of personal protective equipment - resource and equipment needs - site layout including access points - use of force - use of workplace documentation - verbal and non-verbal reporting - work schedules including budget - work tasks and procedures.
Work tasks **may involve**:	- control of access to and exit from premises - control room operation - crowd control - escort of people and property - operation, installation and storage of security equipment - screening or inspection of property and people - security monitoring or guarding of premises.
Relevant information **may relate to**:	- changed work arrangements - client needs - handover notes or reports - incidents - location of team members - positive or negative feedback

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	• potential risks, hazards or changing safety requirements
	• resource or equipment availability and instructions
	• status of work tasks
	• team goals, objectives and tasks.
Communication skills **may include**:	• active listening
	• comprehension
	• note-taking
	• positive body language
	• questioning
	• reading accurately
	• speaking clearly
	• summarising
	• writing.
Communication procedures **may include**:	• abbreviations
	• call codes
	• call signs
	• use of phonetic alphabet
	• written or verbal reporting.
Communication equipment **may include**:	• mobile telephones
	• pager
	• portable or mounted two-way radio.
Assistance **may involve**:	• explaining or clarifying issues or tasks
	• problem solving
	• providing back-up support
	• providing encouragement
	• providing feedback to another team member
	• taking on extra tasks.
Occupational Health and Safety (*OHS*) *requirements* **may relate to**:	• identifying hazards or risks
	• safety of self and others.
Professional development opportunities **may include**:	• career planning or development
	• internal or external training provision
	• participating in formal or informal learning programs
	• performance appraisals
	• personal study
	• quality assurance assessments and recommendations
	• Recognition of Prior Learning assessment
	• work experience or exchange opportunities
	• workplace coaching, mentoring or supervision
	• workplace skills assessment.

| *Feedback* **may be sought from**: | • comments from supervisors, colleagues or clients
• formal or informal performance appraisals
• personal reflection
• workplace assessment. |

Unit Sector(s)

Unit sector   Security

Competency field

Competency field   Operations