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| **UNIT CODE** | CPPSEC2XXX |
| **UNIT TITLE** | Apply legal and procedural regulations to work effectively within a security team |
| **APPLICATION** | This unit specifies the skills and knowledge required to apply legal and procedural regulations to working effectively within a security team.  It requires:   * interpreting and complying with standard operating procedures, workplace policies, legislative requirements and professional standards to understand legal rights and responsibilities when performing security work * working individually to plan, organise and complete daily work tasks within designated timeframes * identifying and notifying factors that may impede successful completion of work * working as a member of a team to clarify and carry out individual and team responsibilities, share information and complete team assignments * seeking feedback to identify opportunities to improve own and team performance * sourcing support and professional development opportunities to achieve own skill development objectives   It applies to people working under general supervision as members of a security team.  This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities. |
| **PREREQUISITE UNIT** | Nil |
| **ELEMENTS** | **PERFORMANCE CRITERIA** |
| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
| 1. Interpret and comply with legal and procedural requirements and professional standards. | 1.1 Read work instructions and interpret standard operating procedures and workplace policies governing work tasks.  1.2 Interpret policies and procedures to understand and comply with legal rights and responsibilities when performing security work.  1.3 Locate and interpret professional standards for security officers to ensure compliance is demonstrated in own work performance and conduct.  1.4 Discuss and clarify own understanding of legal and procedural requirements and professional standards with relevant persons. |
| 2. Plan, organise and complete daily work tasks. | 2.1 Check work instructions and confirm own role, responsibilities, authority and reporting requirements and timeframes.  2.2 Organise equipment and plan work schedule to meet designated timeframes.  2.3 Identify factors that may impede successful completion of work tasks and promptly notify relevant persons.  2.4 Use information technology to organise and complete work tasks. |
| 3. Participate in team assignments. | 3.1 Read instructions for team assignment and identify own responsibilities.  3.2 Discuss individual and team responsibilities with team members to confirm objectives and resolve areas of conflict.  3.3 Encourage input of all team members when planning operational tasks and making decisions in a manner that accounts for individual social and cultural differences.  3.4 Maintain communication with team members during team assignment to share information and respond to instructions and requests for back-up assistance.  3.5 Assist team members to complete individual and team objectives within designated timeframes. |
| 4. Identify and access opportunities for learning and improvement. | 4.1 Seek feedback on individual and team performance from team members and supervisors, and discuss opportunities to improve future collaborations.  4.2 Seek feedback on own work performance and standards from relevant persons, and identify areas for improvement and learning.  4.3 Identify opportunities for professional development and source support to achieve learning objectives in discussion with relevant persons.  4.4 Record and maintain learning and skill development information. |
| ***FOUNDATION SKILLS***  A person demonstrating competency in this unit must have the following language, literacy, numeracy and employment skills:   * language skills to provide information or advice using approved security industry terminology and call signs * writing skills to:   + describe learning and skill development needs   + record observations in a clear, succinct, accurate and factual manner   + record and maintain learning and skill development information * reading skills to interpret and follow:   + standard operating procedures and policies that clarify legal rights and responsibilities   + industry codes of practice that clarify professional standards and conduct requirements * speaking and listening skills to:   + ask questions and listen to answers to gain information or confirm understanding when clarifying legal rights and responsibilities   + give clear and accurate instructions and receive feedback from team members   + use basic negotiation to resolve conflict when working with team members * numeracy skills to estimate time required to carry out work tasks * problem solving skills to recognise factors that may impede completion of work tasks * self-management skills to plan tasks to meet job requirements * teamwork skills to adjust personal communication styles in response to the opinions, values and needs of others * technology skills to use a computer or mobile device to plan tasks and send messages. | |
| **UNIT MAPPING INFORMATION** | No equivalent unit |
| **LINKS** | Companion volumes to this training package are available at the VETNet website:  <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b> |

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| **TITLE** | | CPPSEC2XXX Apply legal and procedural regulations to work effectively within a security team |
| **PERFORMANCE EVIDENCE** | | |
| A person who demonstrates competency in this unit must on two (2) separate occasions, apply legal and procedural regulations to:   * work individually to plan, organise and complete one (1) set of work instructions * work in partnership with at least one (1) colleague to complete one (1) team assignment.   In doing this, the person must meet the performance criteria for this unit. | | |
| **KNOWLEDGE EVIDENCE** | | |
| To be competent in this unit, a person must demonstrate knowledge of:   * the legal and procedural framework for performing security work as set out in standard operating procedures and workplace policies, relating to:   + anti-discrimination   + apprehension, arrest and restraint of persons   + duty of care   + licensing requirements and limits of own authority   + privacy and confidentiality of information   + records and reports that may be used for legal purposes   + use of force and force model   + use of self-defence techniques   + workplace health and safety (WHS) * approved communication terminology, call signs and radio channels used in the security industry * basic operational functions of mobile devices, radios and telephones used to transmit and receive security information * basic principles of effective teamwork * consequences of not complying with legal and procedural requirements when performing security work * how to read and use body language to gain the confidence of others * limits of own competence and authority * methods and reasons for securing and preserving an incident scene * methods for giving and receiving constructive feedback * professional standards and code of conduct for work in the security industry * terms and conditions of own employment * types of professional development opportunities that can assist own learning and improvement * ways that individual social and cultural differences may be expressed | | |
| **ASSESSMENT CONDITIONS** | | |
| Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.  Assessment of performance must be undertaken in a simulated workplace or environment that reflects workplace conditions. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.  Assessors are responsible for ensuring that the person demonstrating competency has access to:   * specifications of assessment tasks to apply legal and procedural regulations to work effectively within a security team * appropriate documents, materials, equipment and personal protective equipment currently used in industry * standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations | | |
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For inclusion in separate Companion Volume: Range Statements

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| ***Work instructions*** may relate to: | * individual or team assignment objectives and timeframes * back-up support or assistance * communication equipment and procedures * equipment and resources * incident and security risk response procedures * instructions from supervisors or colleagues * legislative and regulatory compliance requirements relating to work tasks * licensing requirements * personal presentation requirements * reporting requirements * specific client information and instructions * travel routes and schedules * use of workplace documentation * workplace health and safety (WHS) including use of personal protective clothing and equipment * work tasks and standard operating procedures |
| ***Workplace policies*** may relate to: | * access and equity policies, principles and practices * client service standards * communication and reporting procedures * complaint and dispute resolution procedures * counter terrorism * duty of care * emergency and evacuation procedures * employer and employee rights and responsibilities * licensing requirements * organisational business plans and objectives * own role, responsibilities and authority * professional standards, code of conduct and ethics * resource parameters and procedures for accessing resources * risk management * roles, functions and responsibilities of security personnel * storage and disposal of confidential information * team work * use of force guidelines * workplace health and safety (WHS) policies and procedures |
| ***Legal rights and responsibilities*** may relate to: | * anti-discrimination * apprehension, arrest and restraint of persons * counter terrorism * duty of care * inspection, screening and search of people and property * licensing requirements and limits of own authority * privacy and confidentiality of information * records and reports that may be used for legal purposes * use of batons, handcuffs, spray and firearms * use of force and force continuum * use of restraints * use of self-defence techniques * workplace health and safety (WHS) |
| ***Work performance and conduct*** may relate to: | * code of conduct and ethics * professionalism * using initiative to improve own performance * using initiative to update knowledge-base and information related to work tasks and security issues * using interpersonal skills and communication skills that demonstrate respect for individual cultural and social differences and the principles of access and equity |
| ***Relevant persons*** may include: | * clients * colleagues * supervisors |
| Equipment may include**:** | * communication equipment: * telephone and mobile phone * pager * portable or mounted two-way radio * personal protective equipment (PPE): * high visibility vest * body armour * slash proof gloves * security equipment: * electronic screening equipment * video cameras and monitors |
| Factors that may impede successful completion of work tasks may relate to: | * budget or resource constraints * competing work demands * inclement weather * insufficient training * lack of back-up support * lack of competence, skills or knowledge * limits defined through common law, contract law or statutes that apply to the nature of the work being performed * limits described in job specifications or workplace policies and procedures * non-availability of resources, materials or equipment * time of day * unforeseen incidents * unforeseen incidents * workplace hazards, risks or controls |
| Information technology may include: | * computers * facsimiles * mobile devices * printers * software and applications |
| ***Social and cultural differences*** may relate to: | * age * beliefs, values or practices * cognitive (intellectual) ability * conventions of gender and 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 |
| ***Feedback*** may be sought from: | * comments from supervisors, colleagues or clients * formal or informal performance appraisals * personal reflection * workplace assessment |
| ***Opportunities for professional development*** 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 (RPL) assessment * work experience or exchange opportunities * workplace coaching, mentoring or supervision * workplace skills assessment |
| ***Support*** to achieve learning objectives may relate to: | * allocation of a workplace trainer or mentor * feedback on performance * leave from duties to undertake learning or study * provision of funding or resources for training * provision of learning materials |