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| **UNIT CODE** | CPPSEC2XXX |
| **UNIT TITLE** | Protect self and others using basic defensive techniques |
| **APPLICATION** | This unit specifies the skills and knowledge required to protect self and others using basic defensive techniques.  It includes:   * interpreting procedures to comply with workplace policies and legal rights and responsibilities including workplace health and safety (WHS) * identifying threats posed by people presenting a risk to the safety of self or others, and assessing response and withdrawal options to prevent escalation and to minimise use of force within the scope of own competence and authority * using interpersonal techniques to defuse conflict and give spoken warnings * applying basic defensive techniques to minimise the threat and restrain, secure or escort persons * working with others to report risks and request assistance   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. Identify need to use defensive techniques and assess response options. | 1.1 Comply with workplace policies and legal rights and responsibilities when using basic defensive techniques, including WHS.  1.2 Maintain situational awareness and identify threat to safety of self or others.  1.3 Assess response and withdrawal options to prevent escalation and minimise use of force in accordance with legislative and workplace requirements.  1.4 Check personal safety requirements and seek advice or assistance from relevant persons. |
| 2. Use interpersonal and communication techniques to defuse conflict. | 2.1 Use interpersonal techniques to facilitate information exchange with subject of threat.  2.2 Clarify misunderstandings and uncertainty with subject, using language that reflects sensitivity to individual social and cultural differences.  2.3 Communicate with subject to maintain positive interaction and minimise aggressive behaviour, and to give clear spoken warnings.  2.4 Identify factors that might impact on the safety and security of self and others and apply contingency measures within scope of own competence and authority. |
| 3. Apply basic defensive techniques and report outcomes. | 3.1 Apply basic defensive techniques to minimise immediate threat following legislative and workplace requirements.  3.2 Monitor subject to anticipate movement and aggressive actions.  3.3 Maintain stance and distance from subject to maximise ability to quickly apply recognised hold techniques, and immediately use lower force options when threat decreases or ceases.  3.4 Request assistance from relevant persons and restrain, secure or escort subject.  3.5 Record details of incident using a notebook. |
| ***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 in a form that is preferred and understood by the receiver and engages minority groups * writing skills to record and describe observations and complete forms * reading skills to interpret and follow:   + standard operating procedures and policies that clarify legal rights and responsibilities and WHS requirements * speaking and listening skills to:   + ask questions and listen to answers to gain information or confirm understanding when communicating to resolve conflict   + orally report security risk information using a radio * problem solving skills to:   + anticipate movement and aggressive actions, react in a timely manner, and adjust response accordingly * teamwork skills to adjust personal communication styles in response to the opinions, values and needs of others | |
| **UNIT MAPPING INFORMATION** | Supersedes and is equivalent to CPPSEC2017A Protect self and others using basic defensive techniques |
| **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 Protect self and others using basic defensive techniques |
| **PERFORMANCE EVIDENCE** | | |
| A person who demonstrates competency in this unit must protect self and others using basic defensive techniques for three (3) different threat situations. For each threat situation, the person must demonstrate correct techniques for avoidance, body safety and body positioning including:   * bladed stance * interview stance * defensive stance.   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:   * standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements including:   + anti-discrimination and diversity   + apprehension, arrest and restraint of persons   + duty of care   + licensing requirements and limits of own authority   + trespass and the removal of persons   + use of force   + workplace health and safety (WHS) * approved communication terminology, call signs and radio channels used in the security industry * basic understanding of the force model * basic defensive techniques and how and when they can be applied including:   + blocking techniques   + empty hand techniques   + impact techniques to less-than-lethal parts of the body   + locking and holding techniques   + take-down techniques * body safety and body positioning techniques including:   + bladed stance   + interview stance   + defensive stance * methods of restraint and associated effects, including signs and symptoms of positional asphyxiation * pre-attack indicators * procedures for communicating with emergency services * procedures for effecting an arrest * response options using basic defensive techniques that are within specified legal limits * risk assessment steps and how they are applied * signs that a person may be suffering from emotional or physical distress * signs that a person may be suffering from mental illness * signs that a person may be under the influence of intoxicating substances or substance-affected | | |
| **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 protect self and others using basic defensive techniques * 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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| ***Workplace policies and legal rights and responsibilities*** may relate to: | * anti-discrimination and diversity * apprehension and powers of arrest * assignment instructions * client service standards * code of conduct and ethics * communication and reporting procedures * crowd control and control of persons under the influence of intoxicating substances * duty of care * emergency and evacuation procedures * industry codes of practice * licensing requirements * own role, responsibilities and authority * risk management * search of people and property and seizure of goods * team work * trespass and the removal of persons * use of force guidelines * workplace health and safety (WHS) policies and procedures |
| ***Threat*** may relate to: | * conflicts between members of the public * persons being violent or aggressive * persons breaching security or barriers * persons suffering from emotional or physical distress * persons under the influence of intoxicating substances * persons with access to biological hazards, industrial gases or other chemicals * persons with access to explosives * persons with access to fire and flammable materials * persons with access to weapons * persons with criminal intent * persons with packages or operating vehicles in unsuitable locations * terrorism |
| ***Response*** may involve: | * defusing the situation * evacuating the premises * isolating risk or area of potential risk * issuing spoken warnings * notifying relevant emergency services agencies * offering assistance * providing access for emergency services * providing first aid * requesting support and assistance * restraint of person * tactical withdrawal * using basic defensive techniques * using negotiation techniques |
| ***Personal safety requirements*** may relate to: | * ability to maintain regular communication with team * access to back-up support * accessing an appropriate vehicle * taking an alternative route * using personal protective equipment * using specific security equipment * working in collaboration with others |
| ***Relevant persons*** may include: | * clients * colleagues * emergency services personnel * supervisors |
| Interpersonal techniques may involve: | * adjusting language to suit the audience * allowing appropriate personal space * allowing two-way interaction * being culturally aware and sensitive in use of language and concepts * being non-judgemental * being respectful and non-discriminatory * controlling tone of voice and using positive body language * demonstrating flexibility and willingness to negotiate * maintaining professionalism * providing constructive feedback * providing sufficient time for questions and responses * using active listening * using effective oral and non-verbal communication * using plain English and strategies to resolve language barriers * using positive, confident and cooperative language * using reflection and summarising techniques |
| Social and cultural differences may be expressed in**:** | * 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 |
| Documentation may include: | * activity logs * incident reports * request for assistance forms * security risk and incident details * vehicle and personnel movements * written and electronic reports |