



Maintain the security of premises and property

D1.HSS.CL4.02

Assessor Manual



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& hospitality

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Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies

- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: MAINTAIN THE SECURITY OF PREMISES AND PROPERTY		NOMINAL HOURS: 70
UNIT NUMBER: D1.HSS.CL4.02		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to create and maintain an environment that optimises the security of premises and property		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Patrol premises</p> <p>1.1 <i>Prepare to undertake patrol</i> of the premises</p> <p>1.2 <i>Undertake patrol</i> of nominated sections and areas</p> <p>1.3 <i>Monitor security of premises</i> and property</p> <p>1.4 Identify <i>potential threats, risks and suspicious circumstances</i></p> <p>Element 2: Respond to fire and other alarms</p> <p>2.1 Establish <i>nature and location of alarm</i></p> <p>2.2 <i>Contact emergency services</i></p> <p>2.3 <i>Contact management</i> as appropriate</p> <p>2.4 Ensure <i>access and assistance to emergency services</i> upon their arrival</p> <p>2.5 Provide <i>first response assistance</i></p> <p>2.6 Re-set alarms in-line with designated authorisations to do so</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors both an in-door and out-door environments.</p> <p>The focus of this unit is not on the safety of people but on the security of property and assets within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping <p><i>Prepare to undertake patrol</i> may be related to:</p> <ul style="list-style-type: none"> • Identifying patrol tasks, such as observation, response tasks, site patrols, site escorts, customer requests for assistance; and schedules and assignment instructions • Ensuring personal presentation is appropriate • Accessing and checking personal protective equipment and clothing including communication equipment • Reporting faults, malfunctions and damage to/with security related items and equipment • Inspecting and preparing patrol vehicle, where appropriate. 	

Element 3: Respond to security threats

- 3.1 Manage patrons who are displaying *inappropriate behaviour*
- 3.2 *Secure areas* that are identified as being unsecured
- 3.3 *Respond to suspicious packages*
- 3.4 *Respond to bomb threats*

Element 4: Respond to emergency situations

- 4.1 Identify the *nature and scope of the emergency*
- 4.2 *Contact emergency services*
- 4.3 Implement the *Emergency Management Plan* for the premises
- 4.4 Provide *first response assistance*
- 4.5 *Maximise security of premises and property during the emergency*

Element 5: Monitor security systems

- 5.1 *Report and record system alerts and malfunctions*
- 5.2 *Verify the setting and operational effectiveness* of all security systems and energy management systems
- 5.3 *Maintain activity logs* as required
- 5.4 *Take follow-up actions* in response to system indicators, as necessary
- 5.5 Re-set alarms in-line with designated authorisations to do so

Undertake patrol may include:

- Adhering to internal protocols regarding timing, route and areas to be patrolled
- Complying with assignment instructions
- Providing a visual presence to deter offenders and reassure patrons and staff
- Using effective interpersonal techniques to develop, support and promote a sense of security within the premises
- Remaining in radio contact as required
- Security systems are tested as required.

Monitor security of premises may be related to:

- Visual inspection of computerised security systems in accordance with established schedules
- Responding to system alerts
- Visual checks are made of designated security devices for signs of tampering, forced entry or unauthorised use or access
- Monitoring action taken to address previously reported security risks/situations
- Making repairs to security equipment where able and where authorised
- Reporting, and where appropriate responding to, situations that give rise to the potential for a security breach to occur
- Monitoring changing environmental conditions that may impact on security
- Liaising with other staff and external authorities.

Potential threats, risks and suspicious circumstances may include:

- Flood, fire and explosion
- Intruders, vandals and assailants
- Intoxicated patrons

<p>Element 6: Manage pyrotechnic displays</p> <p>6.1 Identify <i>legislated requirements</i> in relation to the use of fireworks</p> <p>6.2 Implement and monitor <i>risk control procedures</i></p> <p>6.3 Identify and prepare <i>plans for the management of emergencies and malfunctions</i></p> <p>6.4 Provide <i>pyrotechnics training</i> as necessary</p> <p>Element 7: Fulfil administrative responsibilities</p> <p>7.1 Complete necessary <i>internal forms and reports</i></p> <p>7.2 Cooperate with management in recommending improvements to security</p>	<ul style="list-style-type: none"> • Excess patron numbers/over-crowding situations • Vehicles, persons and equipment in suspicious places • Unattended packages in public areas • Sensitive material left unlocked, or on public view • Gas leaks, storms and power failures • Riots and demonstrations • Chemical spills • Faulty building, faulty or broken equipment, broken glass • Unauthorised people in restricted areas • Absence of required safety and warning signs • Animal attack. <p><i>Nature and location of alarm</i> could relate to:</p> <ul style="list-style-type: none"> • Identifying the cause of the alarm, such as fire, intruder, smoke, water, gas • Identifying exact location of the alarm by department, floor, or room • Identifying number of alarms that are showing • Identifying types of alarms that are sounding. <p><i>Contact emergency services</i> may include:</p> <ul style="list-style-type: none"> • Making telephone contact with fire, police or ambulance services as determined by the alarm type • Using direct lines to authorities, where applicable • Contacting management • Notifying relevant external security providers
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Contact management could include:

- Notifying type of alarm and location
- Using appropriate radio communications protocols, such as call signs and codes
- Advising of action being taken
- Requesting directions on action to take.

Access and assistance to emergency services may include:

- Delegating responsibility to another person to meet emergency services and direct them to the alarm site
- Requesting patrons to move their vehicles
- Moving company vehicles
- Unlocking gates and barriers
- Clearing access routes
- Obtaining site plans for the alarmed area.

First response assistance will vary depending on the nature of the event, but may include:

- Fire-fighting
- Removing people from the area
- Protecting assets
- Limiting damage
- Shutting off valves and taps, closing doors and windows
- Locking or unlocking doors, windows as appropriate
- Complying with directions for assistance from emergency services
- Maintaining personal safety and the safety of others.

Inappropriate behaviour may include:

- Aggressive, rude and anti-social behaviour including arguing with other patrons or staff
- Refusal to leave the premises when asked to do so
- Intoxication
- Intimidation and violence
- Swearing
- Not meeting dress code
- Excess guests in room
- Noisy patrons.

Secure areas may include:

- Locking unlocked doors, rooms, windows, drawers, cabinets
- Closing open doors , rooms, windows, drawers, cabinets
- Erecting barricades.

Respond to suspicious packages may include:

- Evacuating the area
- Notifying the authorities
- Making enquiries amongst guests and patrons
- Leaving the package *in situ* until advised to remove it.

Respond to bomb threats may include:

- Treating all bomb threats as genuine
- Recording as many details about the threat, bomb and caller as possible
- Using a checklist to ask the caller questions.

- Notifying the authorities and other staff
- Maintaining calm
- Evacuating the premises
- Assisting authorities as required
- Searching for the device
- Leaving the device alone, and securing the area, until authorities arrive.

Nature and scope of the emergency may include:

- Fire
- Fighting or physical confrontation
- Property damage
- Siege
- Hold-up or robbery
- Gas leak
- Explosion
- Deranged patron
- Medical situation, such as injury, collapse, assault victim
- Identifying location of the emergency, numbers involved and potential for escalation.

Contact emergency services may include:

- Contacting police, including contracted security services
- Contacting medical assistance, including ambulance, in-house doctors, hospitals
- Contacting fire brigade
- Contacting other services as laid out in the host establishment emergency management plan.

The *Emergency Management Plan* is a set of written instructions for staff to follow in the event that an identified emergency occurs within the premises: it allocates roles and responsibilities to staff to ensure that the negative consequences of any emergency are minimised

Maximise security of premises and property could include:

- Placing greater emphasis on the safety of life than on the security of property
- Moving patrons away from the area, including the use of reasonable force
- Preventing people entering the area, including the use of reasonable force
- Limiting damage wherever possible commensurate with maintaining personal safety.

Report and record system alerts and malfunctions could include:

- Completing required logs
- Describing alert or malfunction details, where known, by type, system, indicator, location, frequency, time and date
- Adding other relevant details as appropriate to the situation.

Verify the setting and operational effectiveness could include:

- Validating settings
- Confirming system operation
- Complying with scheduled system checks
- Running internal tests and, where appropriate, tests to a remote monitoring station.

Activity logs are maintained refers to:

- Physically making entries into log books at the completion of every required check, test or other monitoring activity as evidence that the monitoring activities were undertaken, by whom and when.

Follow-up actions may include:

- In-person investigation of the alarm to prove or disprove alarm signal
- Raising internal alert status
- Running diagnostic system checks
- Isolating system components
- Reporting the alarm, as required, including notifying patrons, staff and nominated external service providers and/or emergency services
- Closing down other systems, equipment or services.

Legislated requirements for the host country may relate to:

obtaining fireworks through an approved and registered supplier

obtaining necessary licenses for the display

liaising with the regulatory agencies to obtain interpretation of the legislation, operational advice and safety recommendations

liaising and consulting with others as required

Risk control procedures may relate to:

- Establishing control measures to minimise risks of hazardous events with fireworks based on the hierarchy of control measures
- Identifying and implementing the scope of the required safety management system
- Integrating and implementing emergency fireworks procedures into the standing emergency management plan and nominated staff roles and responsibilities
- Establishing the required quality system for the pyrotechnic display
- Examining previous incidents with fireworks and integrating findings into industry best practice
- Liaising with the firework supplier and/or pyrotechnic service provider.

Plans for the management of emergencies and malfunctions may include:

- Identifying the types of emergencies that may occur
- Fulfilling any statutory notification requirements provided for by legislation of the host country
- Evaluating techniques for recognising malfunction of fireworks during the display
- Identifying actions required to manage the identified potential emergencies
- Preparing to implement actions required to manage the identified potential emergencies
- Applying appropriate emergency procedures in the event of an emergency or malfunction.

Pyrotechnics training may include:

- Identifying people to be trained
- Establishing training needs
- Delivering identified training
- Liaising with suppliers or providers.

Internal forms and reports may relate to:

- Compiling and presenting vehicle and personal movements
- Completing incident details and logs/registers
- Complying with special requests from management, or the authorities
- Completing damage and loss assessment reports
- Completing patrol logs and identifying security issues, breaches and potential risks
- Assisting in filing insurance claims
- Compiling witness statements.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the enterprise's policies and procedures in regard to security of the premises and reporting requirements that apply
- Principles of premises and property security and risk management
- Ability to use standard security techniques, equipment, systems and items
- Surveillance techniques
- Techniques to re-set and de-activate alarms
- Legislation in relation to 'duty of care' for the host country
- Interpersonal and communication styles and techniques relevant to security work
- Principles of security management relevant to the industry sector
- Ability to use standard fire-fighting equipment
- Ability to communicate effectively with members of the public in an emergency situation
- Ability to identify risks and hazards in the workplace.

Linkages To Other Units

- Implement occupational safety and health procedures
- Establish and maintain a safe working environment
- Provide for the safety of VIPs
- Follow safety and security procedures
- Manage responsible service of alcohol
- Manage operational risk
- Maintain the safety of premises and personnel.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of host country legislation applicable to premises and property security
- Demonstrated ability to apply house policies in relation to premises and property security
- Demonstrated ability to respond effectively to nominated alarms in designated workplace areas to protect premises and property security
- Demonstrated ability to obtain appropriate assistance from emergency services as determined by the nature and scope of the simulated emergency
- Demonstrated ability to provide first response assistance to a range of nominated emergency situations
- Demonstrated ability to patrol nominated premises, or part thereof, according to the requirements of a given set of assignment instructions
- Demonstrated ability to respond effectively to nominated alarms in designated workplace areas to protect patrons' and staff safety
- Demonstrated ability to monitor nominated security systems and record occurrences, such as alarms and malfunctions, within that system over a designated period
- Demonstrated ability to manage the successful conduct of a pyrotechnic display, only in host enterprises where this is applicable
- Demonstrated ability to conduct an evacuation of a building, or other nominated area, in accordance with the instructions and requirements of the emergency management plan for the host enterprise.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of security protocols.

	Resource Implications		
	Training and assessment must include the use of real buildings, plant, equipment, communication systems, emergency equipment together with actual people in real or simulated workplace scenarios.		
	Assessment Methods		
	The following methods may be used to assess competency for this unit: <ul style="list-style-type: none"> • Observation of practical candidate performance • Simulated exercises • Case studies • Role plays • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work. 		
Key Competencies in this Unit			
<i>Level 1 = competence to undertake tasks effectively</i>			
<i>Level 2 = competence to manage tasks</i>			
<i>Level 3 = competence to use concepts for evaluating</i>			
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	1	Reading the Emergency Management Plan for the premises
	Communicating ideas and information	1	Liaising with others in the event of an emergency

	Planning and organising activities	1	Determining priorities for actions to be taken in the event of an emergency
	Working with others and in teams	1	Gaining support from, and cooperating with, others in the event of an emergency
	Using mathematical ideas and techniques	1	Calculating statistics for pyrotechnic displays
	Solving problems	1	Determining the best course of action in a given security or emergency situation
	Using technology	1	Using communication equipment and security equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Maintain the security of premises and property D1.HSS.CL4.02
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What activities should you undertake in preparation for patrol of the premises?	<input type="checkbox"/>	<input type="checkbox"/>
2. What areas would you patrol when patrolling the premises?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Tell me what you would do to effectively monitor the security of the premises and property when patrolling.	<input type="checkbox"/>	<input type="checkbox"/>
4. What do you look for to identify potential threats, risks and suspicious circumstances when patrolling the premises?	<input type="checkbox"/>	<input type="checkbox"/>
5. Give me two examples of different fire and/or other alarms used in premises.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. How would you contact emergency services in response to a fire alarm?	<input type="checkbox"/>	<input type="checkbox"/>
7. What details would you provide to management when reporting an active fire alarm?	<input type="checkbox"/>	<input type="checkbox"/>
8. What would you do to ensure the most effective access and assistance on arrival to emergency services who have been summoned to the premises?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Describe first response activities you might provide in response to a fire alarm.	<input type="checkbox"/>	<input type="checkbox"/>
10. What do you need to confirm before resetting an alarm which has been activated?	<input type="checkbox"/>	<input type="checkbox"/>
11. Describe how you might manage a patron who is intoxicated.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. You have just identified a broken window in a back-of-house area. How will you secure this area?	<input type="checkbox"/>	<input type="checkbox"/>
13. Tell me what you would do if you identified a suspicious package in a public or front-of-house area.	<input type="checkbox"/>	<input type="checkbox"/>
14. A caller has phoned and told you there is a bomb in the building. How will you respond to this call?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What sort of emergencies do you need to respond to in terms of maintaining the security of premises and property?	<input type="checkbox"/>	<input type="checkbox"/>
16. What details would you provide to the authorities when notifying them of a fire on the premises?	<input type="checkbox"/>	<input type="checkbox"/>
17. What is an Emergency Management Plan?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. You have found a patron who has collapsed in a dining area. How will you respond to this situation?	<input type="checkbox"/>	<input type="checkbox"/>
19. What actions might you take to maximise the security of premises and property during an emergency?	<input type="checkbox"/>	<input type="checkbox"/>
20. What information might you record when recording security system alerts and malfunctions?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Tell me how you would verify the settings and operational effectiveness of a security system.	<input type="checkbox"/>	<input type="checkbox"/>
22. What are security system 'activity logs' and what information is recorded in them?	<input type="checkbox"/>	<input type="checkbox"/>
23. Your security system has indicated unauthorised entry to a store room. What action will you take in response to this alert?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. How can you identify legislated requirements relating to the use of fireworks?	<input type="checkbox"/>	<input type="checkbox"/>
25. What risk control procedures might you establish for a firework display?	<input type="checkbox"/>	<input type="checkbox"/>
26. What might you include in plans for the management of emergencies and malfunctions of a pyrotechnic display?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
27. What is involved in providing pyrotechnic training to staff?	<input type="checkbox"/>	<input type="checkbox"/>
28. What internal forms and reports need to be completed to address administrative requirements relating to the provision of security for premises and property at a venue?	<input type="checkbox"/>	<input type="checkbox"/>
29. How might you assist management improve security at a venue?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Maintain the security of premises and property – D1.HSS.CL4.02

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List and differentiate two different types of patrols which may be undertaken.

2. What tools and equipment might you need to take prior to going on patrol?

3. What are the three elements which comprise the primary function when on patrol?

4. List three classifications of people you may interact with when undertaking a patrol.

5. Give three examples of checks which may be made when confirming operation of security systems.

6. Use an example to illustrate the need to guard against complacency when patrolling.

7. In your own words define 'Situational Awareness'.

8. Give four examples of suspicious circumstances.

9. Give three reasons why it is vital to establish nature and locations of alarms.

10. What are the two main questions which need to be answered when establishing nature and location of alarms?

11. Identify three ways you might contact emergency services when faced with an emergency situation.

12. When reporting an emergency, list eight things you should do.

13. Identify three requirements when notifying management that you have identified an emergency situation.

14. List five 'topics' which should be covered when advising management of an emergency you have just identified.

15. List four activities which may be involved in clearing an access route for the arrival of emergency services in response to an emergency situation.

16. What are the three Golden rules to follow if you are ever faced with an emergency situation?

17. Describe five generic requirements or responses which apply to first responders when providing first response assistance in emergency situations.

18. List four critical requirements or considerations in relation to resetting alarms.

19. Give six examples of unacceptable behaviour by patrons or members of the public.

20. List five possible actions to take when responding to unacceptable behaviour.

21. What is identified as the Golden Rule in relation to managing patrons who are displaying inappropriate behaviour?

22. Answer 'True' or 'False' to the following statement:

"It is standard industry practice not to act on hearsay evidence when responding to a complaint about unacceptable patron behaviour or language."

23. Give five examples of unsecured areas or items.

24. List five examples of action you might take when first on the scene of unsecured areas or items.

25. What are the six steps to take when you identify a suspicious package?

26. You have just received a telephone call telling you there is a bomb in the building but you think the call may have been a hoax. Should you handle the call as a real emergency or ignore it because you think it is a hoax?

27. What should you do first when faced with an emergency; summon help or determine the scope of the emergency?

28. What is described in the notes as 'The key to determining the full extent of the emergency in a venue'?

29. List three important pre-requisites to enable you to implement EMPs for a venue in response to an emergency situation.

30. List four requirements to follow when providing instructions to guests in an emergency situation.

31. Describe six actions you might take to maximise the security of premises and property during an emergency.

32. List four forms of system alerts which may indicate there is a problem or emergency.

33. Identify four notifications which may need to be made when a security system alert is identified.

34. Identify three examples of observations and tests which form the standard verification procedures for security systems.

35. Identify four ways to verify operational effectiveness of EMS.

36. Identify six examples of events or issues requiring entry into the activity log.

37. Describe four follow-up activities which are standard in response to a system indicator showing an alert.

38. Answer 'True' or 'False' to the following statement: 'If a system check indicates an alert is a false alarm it is acceptable to cancel 'eyes on' investigation into the situation'.

39. Identify three ways you can identify the local legislated requirements for conducting a firework display at a venue.

40. Give three examples of legislated requirements which might apply to firework displays.

41. What are the three elements of 'risk management'?

42. Give three examples of possible risk control procedures which may be taken in relation to identified risks for a pyrotechnic display.

43. What are the six levels in the 'Hierarchy of Controls'?

44. What are the seven steps involved in preparing a plan?

45. List six topics which might be covered in plans for a pyrotechnic display.

46. Answer 'True' or 'False' to the following statement: "Pyrotechnics are a specialised field and should always be handled by suitably qualified external providers."

47. What are the two basic format options for forms and reports?

48. List three forms which may need to be completed as part of fulfilling security-related administrative responsibilities and briefly outline what each is used for.

49. Identify three ways you might demonstrate your support for management in their endeavours to optimise security at a venue.

Answers to Written Questions

Maintain the security of premises and property – D1.HSS.CL4.02

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. List and differentiate two different types of patrols which may be undertaken

Perimeter patrol

A patrol may be designated as a 'perimeter patrol' designed primarily to check perimeter security, identify breaches of security, and deter and identify offenders.

However, obviously, if the patrol notices, for example, fire/smoke then it must be investigated and actioned.

The fact the patrol is designated 'perimeter patrol' does not allow other matters to be ignored, or exclude other security/safety factors.

Fire patrol

The patrol may also be a 'fire patrol' designed in certain high-risk situations to ensure the premises are not at risk from fire and to ensure no fires are active.

These patrols may be conducted during severe weather conditions conducive to fire, during times of unrest where there is a risk of malicious fire damage and for a period after an actual fire has been extinguished to identify instances of re-ignition.

Fire patrols are common for kitchen areas to ensure all equipment has been turned off.

Personnel safety patrol

The patrol may be 'personnel safety' designed to ensure the safety of staff at end of shift as they leave the premises, walk through the venue grounds and/or use the car park.

This patrol will also patrol guest areas to monitor guest activities and to be alert to situations (individuals and other factors) that pose a risk to guest safety.

Internal security patrol

The patrol may be 'internal security' designed to deter and detect theft taking place within the premises.

This patrol would focus on checking locked doors and windows as well as identifying signs of unauthorised entry, evidence items are positioned where they are not supposed to be and indicators of health and/or safety issues.

2. **What tools and equipment might you need to take prior to going on patrol?**
 - Identification/name tag
 - Pen and paper/note book
 - Torch/flashlight
 - PPE – steel-capped boots, through to a helmet and bullet-proof vest, goggles/visor, mask/visor, protective shield, ear protectors, and gloves
 - Keys/cards
 - Communication devices
 - Duty/utility belt.

3. **What are the three elements which comprise the primary function when on patrol?**
 - Identification
 - Containment
 - Notification.

4. **List three classifications of people you may/should interact with when undertaking a patrol**
 - Staff
 - Guests
 - Cleaners
 - Tradesmen
 - Delivery drivers
 - Authorities.

5. **Give three examples of checks which may be made when confirming operation of security systems**
 - Inspect items for damage
 - Run a system check
 - Panel check which may include running a designated system check to verify all components of the system are working as required
 - Visually confirming the status of panel lights
 - Visually checking the operation and coverage of cameras
 - Visually confirming security lighting (interior and external) is fully operational
 - Conduct 'active tests'.

6. **Use an example to illustrate the need to guard against complacency when patrolling**

Answer should focus on checking things even when they have already been previously checked and confirmed as secure and being alert to note changes in the environment since the last patrol/inspection ('situational awareness').

7. **In your own words define 'Situational Awareness'**

Answer must address:

Situational awareness may be seen as being completely aware of the environment or situation you are in and knowing if it is changing, how it is changing, and why it is changing.

Situational awareness relies heavily on:

- Keeping your eyes and ears open to keep the inflow of information coming into your senses
- Analysing everything:
 - What was that noise?
 - Why did the noise happen?
 - Where did it come from?
 - What does it indicate?
 - What action do I need to take in response?

8. **Give four examples of suspicious circumstances**

- Unlocked doors and windows – doors and windows left open
- Equipment and stock which has not been secured
- Active alarms
- Changes to the 'routine' for a department or area
- Items in positions they should not be
- Items left unattended
- Broken windows, locks
- Vehicles where they normally are not positioned
- Telephone calls seeking information about staff, money, operational matters.

9. **Give three reasons why it is vital to establish nature and locations of alarms**

This step is critical as it provides the basis for:

- Contacting and advising emergency services
- Initiating first response action
- Internal advice/notification to staff and guests
- Decisions about which EMP to implement
- Assessing threats posed by the incident.

10. **What are the two main questions which need to be answered when establishing nature and location of alarms?**

- What has triggered/activated the alarm?
- Where is the alarm indicating the emergency exists?

11. **Identify three ways you might contact emergency services when faced with an emergency situation**

- Use landline or cell phone
- Use dedicated emergency lines
- Contact management/designated person
- Activate alarm.

12. **When reporting an emergency list eight things you should do**

- Identify yourself, position and location
- State you are reporting an emergency
- Describe the nature of the emergency
- Be guided by the operator on the other end of the phone – as to what to do and the information to provide
- Give the location of the emergency
- Identify the threat you believe is being posed
- Define the numbers of people threatened or involved
- Describe any local factors relevant to the emergency
- Advise of best approach or entrance to use
- Give your opinion regarding the action required
- Never hang up until told to do so.

13. **Identify three requirements when notifying management that you have identified an emergency situation**

- Contact them immediately
- Choose a verbal contact option
- Do two things at once.

14. **List five ‘topics’ which should be covered when advising management of an emergency you have just identified**
- Give them your name
 - Tell them you are reporting an emergency
 - Advise the type of alarm and the emergency
 - Give the location of the emergency
 - Use any internally developed or approved codes to assist with communication of the information
 - Tell them of any action already taken in response to the situation
 - Tell them what you are doing now and are going to do next
 - Request direction for response or action, where necessary.
15. **List four activities which may be involved in clearing an access route for the arrival of emergency services in response to an emergency situation**
- Moving establishment vehicles parked in front of the venue or in nearby parking areas
 - Requesting others to move their vehicles
 - Asking taxis to move
 - Unlocking gates and barriers
 - Preventing non-emergency vehicles from parking in the area you expect the emergency services vehicles to occupy
 - Clearing away tables, chairs, fixtures and fittings
 - Asking people to clear the area.
16. **What are the three Golden Rules to follow if you are ever faced with an emergency situation?**
- Never put yourself in harm’s way
 - Always make sure emergency services are contacted as soon as possible
 - Always put saving lives above saving property.

17. Describe five generic requirements or responses which apply to first responders when providing first response assistance in emergency situations

- Follow the plan for responding to the situation if one exists
- Respond immediately
- Verify others have been notified
- Stay calm and composed
- Take action to address the situation:
 - Use common sense
 - If safe to do so
 - As prescribed by the relevant plan.
- Action will depend on the situation with examples including:
 - Instructing other staff on action to take, including specification of what they should or must not do
 - Initiating evacuation or moving people to a safe area
 - Activating alarms
 - Restricting access to the affected area
 - Closing doors and windows, turning of air conditioning
 - Fighting the fire
 - Knocking on doors and alerting room occupants
 - Providing basic first aid
 - Moving people or removing people from danger or the threat
 - Relocating items, stock, property, assets away from the threat
 - Taking common sense action to limit damage
 - Shutting off supply valves and taps for gas
 - Close/lock doors and windows to stop air flow to fires and to prevent access
 - Open doors and windows to help disperse gas and fumes and to enable access by emergency services (as appropriate)
- Continue to monitor the situation and provide updates to the 'command centre' or relevant person, warden or manager.

18. List four critical requirements or considerations in relation to resetting alarms

- Obtain necessary training
- Follow internal protocols
- Test the alarm
- Never under any circumstances re-set an alarm until directed to do so
- Never under any circumstances turn off an alarm until directed to do so
- Complete required internal documentation.

19. **Give six examples of unacceptable behaviour by patrons or members of the public**

- Aggressive, rude and anti-social behaviour by patrons or members of the public who are on the premises
- People arguing with other patrons or staff
- Patrons or other people who refuse to leave the premises when asked to do so
- Patrons or other people who are intoxicated on the premises
- Anyone who intimidates, or attempts to intimidate, anyone on the premises
- Any person committing an act of violence in the venue
- People who swear or use any form of abusive language – including racist and/or sexist terms
- Customers who fail to meet required dress codes for certain parts of the venue
- Rooms in which there are ‘too many’ guests, for example, a room sold for two people but where evidence exists that there are more than this sleeping in the room
- Noisy patrons.

20. **List five possible actions to take when responding to unacceptable behaviour**

- Moving closer to the ‘situation’ and looking in the direction of those involved
- Having a word with those involved and asking them politely to modify their behaviour or language
- Escorting persons away from the area or out of the venue
- Advising patrons of what is expected and acceptable
- Communicating with control or supervisor and informing them of developments including:
 - Seeking permission to act
 - Seeking advice on what to do
 - Requesting back-up.

21. **What is identified as the Golden Rule in relation to managing patrons who are displaying inappropriate behaviour?**

All potentially troublesome situations must be ‘nipped in the bud’ (acted on quickly before they get out of control).

22. **Answer ‘True’ or ‘False’ to the following statement:**

“It is standard industry practice not to act on hearsay evidence when responding to a complaint about unacceptable patron behaviour or language.”

True.

23. Give five examples of unsecured areas or items

- Areas which should be closed but are open
- Areas which should be locked but are unlocked
- Areas where windows should be closed/locked but they are open/unlocked
- Areas where alarms should be activated but they are not
- Areas where lighting is on when it should be off
- Areas where lighting is off when it should be on
- Areas which present a tempting target for thieves or other illegal activity
- Areas where *previous* action has caused a breach
- Unattended items in public spaces/areas
- Expensive and desirable or attractive items located 'too close' to entrances and exits
- Items are located in areas they should not be
- Items which have been relocated by patrons as part of an illegal activity
- Items which may have been overlooked or forgotten by staff when they finished their shift
- Items which may have been delivered or left by a supplier after normal closing times and so have not been properly stored or put away.

24. List five examples of action you might take when first on the scene of unsecured areas or items

- Immediately report back on what you have found
- Seek assistance and notify the relevant person where necessary
- Determine if there is need to activate an alarm
- Take whatever action is necessary to prevent further loss
- Secure unsecured areas and/or items to the best of your ability
- Preserve the scene
- Take details of witnesses
- Take notes of your observations.

25. What are the six steps to take when you identify a suspicious package?

- Do not touch it – leave it alone
- Make immediate local enquiries to see if you can identify the owner
- Phone the police and report the finding
- Leave the package in the place/situation where it was discovered
- Evacuate people from the immediate area
- Turn off anything likely to trigger an explosion.

26. **You have just received a telephone call telling you there is a bomb in the building but you think the call may have been a hoax. Should you handle the call as a real emergency or ignore it because you think it is a hoax?**

Treat or handle it as a genuine emergency.

27. **What should you do first when faced with an emergency: summon help or determine the scope of the emergency?**

Summon help.

28. **What is described in the notes as ‘The key to determining the full extent of the emergency in a venue’?**

Answer should address:

- To obtain as many relevant facts about the situation as you can, and use those facts together with your knowledge of the establishment (location of equipment, layout, available staff) and common sense to make a decision.

29. **List three important pre-requisites to enable you to implement EMPs for a venue in response to an emergency situation**

- Obtain, read and understand the plan for your position
- Query or clarify any points which are unclear
- Talk to others about their roles and responsibilities
- Participate in EMP training sessions
- Participate in venue emergency and evacuation drills and practice sessions.

30. **List four requirements to follow when providing instructions to guests in an emergency situation**

- Ensure you know what you are talking about
- Speak clearly and calmly but with authority. Speak as if you expect people to comply with what you say
- Do not panic
- Try not to yell
- Exude confidence
- Repeat yourself as often as necessary
- Use appropriate sign language and signals
- Be prepared to ‘show’ and not just ‘tell’.

31. Describe six actions you might take to maximise the security of premises and property during an emergency

- Containing the situation by taking whatever action is appropriate to limit the spread of the problem and/or reduce its impact on the venue
- Restricting access to the affected area
- Relocating items, stock, property, assets away from the threat and ensuring they are not stolen
- Controlling access and exit points
- Mixing with, moving amongst and talking to guests/members of the crowd
- Keying off elevators so they cannot be used
- Reversing the direction of escalators
- Taking common sense action to limit damage
- Provide a physical presence
- Verbally directing people
- Using loud hailer/megaphone or PA system to assist with providing information and direction
- Obtaining additional staff to assist with requirements
- Checking video surveillance coverage and taking action to get system online if they are not working
- Verifying alarms are functional or notify management and/or external security company.
- List four forms of system alerts which may indicate there is a problem or emergency.
- An audible alarm – audible to the general public
- A flashing/strobe light attached to a detector, piece of equipment, wall, ceiling or external location
- A combination 'siren and strobe' (light) box
- A light flashing on a control panel
- An audible alert signal/sound from the control panel
- Video sent from a CCTV camera to a linked computer.

32. List four forms of system alerts which may indicate there is a problem or emergency

- An audible alarm – audible to the general public
- A flashing/strobe light
- A combination 'siren and strobe' (light) box
- A light flashing on a control panel
- An audible alert signal/sound from the control panel
- Video sent from a CCTV camera to a linked computer.

33. **Identify four notifications which may need to be made when a security system alert is identified**
- Notify emergency services
 - Notify internal security staff
 - Notify management
 - Notify external security company.
34. **Identify three examples of observations and tests which form the standard verification procedures for security systems**
- Providing regular, preventative maintenance
 - Observing and monitoring the panel and system components
 - Running system-specific self-diagnostic checks
 - Generating system print-outs
 - Conducting active testing
 - Following manufacturer's instructions as set out, for example, in the User Manual for the system
 - Paying external company to attend and undertake a series of approved checks and tests.
35. **Identify four ways to verify operational effectiveness of EMS**
- Comparing required settings against actual settings through visual confirmation and observation
 - Validating settings by visual or physical inspection
 - Comparing read-outs and print-outs against settings
 - Confirming system operation in accordance with expectations, manufacturer's specification and venue requirements
 - Entering physical spaces throughout the venue and using your senses to judge the performance of the system
 - Conducting specified system checks as prescribed, for example, in User Manuals for the system
 - Analysing performance of the system on a financial basis. Generally speaking a reduction in energy costs equates with operational effectiveness
 - Evaluating guest feedback if there are complaints about the venue being too hot or too cold, about the water being too hot or too cold or about lighting being too dark then this will usually indicate operational inefficiency.

36. Identify six examples of events or issues requiring entry into the activity log

- System alerts received
- Alarms which activated
- Testing undertaken of system and/or component parts where physical evidence (such as printouts of test results) are produced it is a requirement these are attached to the daily log
- Maintenance performed
- Details of any regular or scheduled monitoring activity
- Service provided to the system
- Malfunctions and anomalies
- System or component audits
- System upgrades and updates
- Responses to problems, alerts, alarms and other issues.

37. Describe four follow-up activities which are standard in response to a system indicator showing an alert

- Determine nature and location of the indicator
- Initiate 'eyes on' investigation of the alarm
- Raise the internal alert status
- Commence running diagnostic checks of the system
- Isolate system components
- Report the alarm.

38. Answer 'True' or 'False' to the following statement: "If a system check indicates an alert is a false alarm it is acceptable to cancel 'eyes on' investigation into the situation"

False.

39. Identify three ways you can identify the local legislated requirements for conducting a firework display at a venue

- Contact your local government agency in person
- Undertake online research
- Talk to another local or nearby venue operator who you know has recently conducted a fireworks display
- Speak to local pyrotechnics providers.

40. **Give three examples of legislated requirements which might apply to firework displays**

- Need to obtain fireworks from an approved and registered supplier
- Need to use a registered and certified provider to prepare and run the display
- Types of fireworks which can be used
- Requirements for the temporary on-site storage of fireworks
- Need to complete and submit a nominated application form for a permit/permission to conduct the display.

41. **What are the three elements of 'risk management'?**

- Risk identification
- Risk analysis
- Risk control.

42. **Give three examples of possible risk control procedures which may be taken in relation to identified risks for a pyrotechnic display**

- Cancellation of the pyrotechnic display
- Changing the fireworks to be used
- Altering the location of the display
- Erect barriers between people and the fireworks
- Provide verbal and other advice to people regarding safety requirements and possible risks
- Supply ear plugs to guests
- Developing and integrating emergency fireworks procedures into the standing EMP for the venue
- Establishing a required quality system for the pyrotechnic display
- Examining previous incidents with fireworks and integrating findings into plans for the event
- Integrating whatever has been established as industry 'best practice' for fireworks into planning
- Liaising with the firework supplier and/or pyrotechnic service provider.

43. **What are the six levels in the 'Hierarchy of Controls'?**

- Elimination
- Substitution
- Isolation
- Engineering controls
- Administrative controls
- Personal protective equipment.

44. What are the seven steps involved in preparing a plan?

- Involve all stakeholders
- Develop a draft plan
- Circulate draft plan for review
- Revise draft plan on the basis of comments and feedback received
- Produce a final plan
- Confirm the final plan with stakeholders
- Distribute the final/approved plan to all stakeholders.

45. List six topics which might be covered in plans for a pyrotechnic display

- Confirmation of date, time, duration and location for the display
- Development of site plan
- Identification of type and amount of fireworks to be used
- Determination of where fireworks will physically be positioned for ignition
- Insurance coverage
- Types of emergencies which may occur and responses to same
- Verification of fireworks to be used
- Nomination of required or safe distance observers need to be from display
- Identification of the safe or required distances fireworks need to be from buildings and other structures
- Set up of barriers/crowd controls to maintain public at a safe distance
- Equipment and protocols for use by staff during the display to:
 - Communicate with other venue staff
 - Communicate with pyrotechnic provider
 - Communicate with emergency services
- Planning and preparation required to put in place all resources and requirements required to address identified risks, hazards and/or possible emergencies
- Identification of and compliance with statutory and local authority requirements
- Acquisition and filing of provider details verifying they are insured, licensed and otherwise registered as required by legislation
- Observation points for authorities who may want to be in attendance when the display takes place
- Review of plans developed by pyrotechnic provider for set-up and execution of display
- Completion of necessary application forms to obtain permission/permit to conduct the display
- Lodgement of necessary documentation and payment of required fees
- Notification to the public of intention to hold a fireworks display
- Provision of necessary training to staff.

46. **Answer ‘True’ or ‘False’ to the following statement: “Pyrotechnics are a specialised field and should always be handled by suitably qualified external providers.”**

True.

47. **What are the two basic format options for forms and reports?**

- Paper-based
- Electronic.

48. **List three forms which may need to be completed as part of fulfilling security-related administrative responsibilities and briefly outline what each is used for**

No model answer.

49. **Identify three ways you might demonstrate your support for management in their endeavours to optimise security at a venue**

- Engage actively with all aspects of risk management when the need to do so arises – risk identification, risk analysis and risk control
- Participate in regular staff briefings, debriefings and meetings
- Participate in scheduled workplace inspections
- Attend conventions, seminars and conferences which have a security focus and report back to management on what you discovered
- Contribute ideas, suggestions and recommendations for improvement to security
- Be willing to trial security initiatives and provide feedback on their implementation and effectiveness
- Complete all internal forms and reports as required
- Visit other venues to determine the security system and protocols they have in place
- Liaise regularly with external security companies and security equipment/system providers
- Develop an industry network of security personnel and communicate regularly with them to share information
- Take the time and make the effort to analyse and evaluate indicators of security performance and provide details of your finding to management
- Fully complying with management directives.

50. **List five topics or points you should address or include when preparing a written recommendation to management to optimise venue security**
- Your name and contact details
 - Rationale for the recommendation explaining why the recommendation is being made
 - Action plan for implementation setting out sequential and step by step activities necessary to trial or pilot and implement the recommendation
 - Recommendation regarding:
 - Equipment, systems and technology to be used
 - Provider, supplier and/or installer who should be employed
 - Timelines for implementation
 - Training required to support the initiative
 - Details of any new staff required or additional staff hours required
 - Transitional arrangements (where applicable) detailing how the initiative or recommendation will be integrated with other SOPs of the workplace
 - Explanation of the benefits which should flow from implementation of the initiative or proposal
 - Cost involved including, as appropriate:
 - A cost-benefit analysis
 - Money which may be received as a result of sale of 'old' equipment.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Maintain the security of premises and property D1.HSS.CL4.02
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Patrol premises b) Respond to fire and other alarms c) Respond to security threats d) Respond to emergency situations e) Monitor security systems f) Manage pyrotechnic displays g) Fulfil administrative responsibilities 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Patrol premises		
Prepare to undertake patrol of the premises	<input type="checkbox"/>	<input type="checkbox"/>
Undertake patrol of nominated sections and areas	<input type="checkbox"/>	<input type="checkbox"/>
Monitor security of premises and property	<input type="checkbox"/>	<input type="checkbox"/>
Identify potential threats, risks and suspicious circumstances	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Respond to fire and other alarms		
Establish nature and location of alarm	<input type="checkbox"/>	<input type="checkbox"/>
Contact emergency services	<input type="checkbox"/>	<input type="checkbox"/>
Contact management as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Ensure access and assistance to emergency services upon their arrival	<input type="checkbox"/>	<input type="checkbox"/>
Provide first response assistance	<input type="checkbox"/>	<input type="checkbox"/>
Re-set alarms in-line with designated authorisations to do so	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Respond to security threats		
Manage patrons who are displaying inappropriate behaviour	<input type="checkbox"/>	<input type="checkbox"/>
Secure areas that are identified as being unsecured	<input type="checkbox"/>	<input type="checkbox"/>
Respond to suspicious packages	<input type="checkbox"/>	<input type="checkbox"/>
Respond to bomb threats	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Respond to emergency situations		
Identify the nature and scope of the emergency	<input type="checkbox"/>	<input type="checkbox"/>
Contact emergency services	<input type="checkbox"/>	<input type="checkbox"/>
Implement the Emergency Management Plan for the premises	<input type="checkbox"/>	<input type="checkbox"/>
Provide first response assistance	<input type="checkbox"/>	<input type="checkbox"/>
Maximise security of premises and property during the emergency	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 5: Monitor security systems		
Report and record system alerts and malfunctions	<input type="checkbox"/>	<input type="checkbox"/>
Verify the setting and operational effectiveness of all security systems and energy management systems	<input type="checkbox"/>	<input type="checkbox"/>
Activity logs are maintained as required	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up actions are taken in response to system indicators, as necessary	<input type="checkbox"/>	<input type="checkbox"/>
Re-set alarms in-line with designated authorisations to do so	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Manage pyrotechnic displays:		
Identify legislated requirements in relation to the use of fireworks	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor risk control procedures	<input type="checkbox"/>	<input type="checkbox"/>
Identify and prepare plans for the management of emergencies and malfunctions	<input type="checkbox"/>	<input type="checkbox"/>
Provide pyrotechnics training as necessary	<input type="checkbox"/>	<input type="checkbox"/>
Element 7: Fulfil administrative responsibilities		
Complete necessary internal forms and reports	<input type="checkbox"/>	<input type="checkbox"/>
Cooperate with management in recommending improvements to security	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature

Date

Assessor signature

Date

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Maintain the security of premises and property D1.HSS.CL4.02		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Prepares for and conducts security patrols of the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors venue security and identifies threats, risks and suspicious circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and operates internal alarms and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds effectively to fire and other alarms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages inappropriate patron behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds effectively to unsecured areas, suspicious packages and bomb threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and responds effectively emergency situations to safeguard people and property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements the requirements of venue Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides first responder services to emergency situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records and reports security system alerts and malfunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Verifies security system settings and operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records security system operations, alerts and malfunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows up on security system notifications and re-sets alarms as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies legislated requirements for the use of fireworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares for the safe use of fireworks including risk analysis and control, development of emergency management plans and staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes internal forms/reports for security administration purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates with management to improve venue security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Comments/feedback from Third Party to Trainer/Assessor:			
Third party signature:	Date:		
Send to:			

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Maintain the security of premises and property	D1.HSS.CL4.02
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Patrol premises						
Prepare to undertake patrol of the premises						
Undertake patrol of nominated sections and areas						
Monitor security of premises and property						
Identify potential threats, risks and suspicious circumstances						
Element 2: Respond to fire and other alarms						
Establish nature and location of alarm						
Contact emergency services						
Contact management as appropriate						
Ensure access and assistance to emergency services upon their arrival						
Provide first response assistance						
Re-set alarms in-line with designated authorisations to do so						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Respond to security threats						
Manage patrons who are displaying inappropriate behaviour						
Secure areas that are identified as being unsecured						
Respond to suspicious packages						
Respond to bomb threats						
Element 4: Respond to emergency situations						
Identify the nature and scope of the emergency						
Contact emergency services						
Implement the Emergency Management Plan for the premises						
Provide first response assistance						
Maximise security of premises and property during the emergency						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 5: Monitor security systems						
Report and record system alerts and malfunctions						
Verify the setting and operational effectiveness of all security systems and energy management systems						
Activity logs are maintained as required						
Follow-up actions are taken in response to system indicators, as necessary						
Re-set alarms in-line with designated authorisations to do so						
Element 6: Manage pyrotechnic displays						
Identify legislated requirements in relation to the use of fireworks						
Implement and monitor risk control procedures						
Identify and prepare plans for the management of emergencies and malfunctions						
Provide pyrotechnics training as necessary						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 7: Fulfil administrative responsibilities						
Complete necessary internal forms and reports						
Cooperate with management in recommending improvements to security						
Candidate signature			Date			
Assessor signature			Date			

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Angliss
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