



Operate basic security equipment

D1.HSS.CL4.03

Assessor Manual



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Assessor Manual



**William
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for foods, tourism
& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Operate_basic_security_equipment_refined.docx

Table of Contents

Competency Based Assessment (CBA) – An Introduction for Assessors	1
Competency Standard	11
Oral Questions	21
Written Questions	27
Answers to Written Questions	35
Observation Checklist	47
Third Party Statement	51
Competency Recording Sheet	53

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: OPERATE BASIC SECURITY EQUIPMENT		NOMINAL HOURS: 30
UNIT NUMBER: D1.HSS.CL4.03		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to select and operate security equipment and resources to provide a basic level of security within hospitality or tourism premises		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Select and prepare security equipment for use</p> <p>1.1 Identify and access <i>security equipment</i> to complete designated <i>tasks</i> in accordance with <i>assignment instructions</i> and <i>organisational requirements</i></p> <p>1.2 Perform <i>pre-operational checks</i> to equipment</p> <p>1.3 Identify, rectify or replace <i>faulty and damaged equipment</i></p> <p>1.4 Identify and notify the need for training to the <i>appropriate person</i></p> <p>Element 2: Operate security equipment</p> <p>2.1 Select, use and maintain appropriate <i>personal protective equipment</i> and clothing</p> <p>2.2 Comply with all <i>legislated and internal requirements</i></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 the selection and operation of security equipment and resources to ensure a level of security on the premises 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>Security equipment</i> may include:</p> <ul style="list-style-type: none"> • Communication equipment, such as a two-way radio, telephone, mobile telephone, megaphone, public address system • Office equipment, such as a computer, facsimile, photocopier • Security equipment, such as electronic screening equipment, video cameras and monitors, alarms and signals, motion sensors, personal duress alarms, static alarms • Personal protective equipment and clothing 	

2.3 Operate security equipment in a safe and controlled manner

2.4 Monitor surveillance equipment

2.5 Test alarm sectors according to assignment instructions

Element 3: Maintain security equipment and resources

3.1 Return security equipment to operational condition

3.2 Clean, maintain and store security tools and equipment

3.3 Report faulty or damaged security equipment and items

3.4 Arrange back-up systems for faulty or damaged security equipment and items

3.5 Complete *internal records and reports* relating to security

- Vehicles, including cars, vans, motorcycles
- Fire extinguisher
- First aid kit.

Tasks may include:

- Routine security monitoring of premises
- Crowd control
- Screening of property and people
- Escort of people and property
- Controlling exit and access to premises
- Responding to alarms
- Preparing documents and reports.

Assignment instructions may include:

- Instructions from supervisor/management
- Specific client requirements
- Assignment objectives and timeframes
- Work tasks and procedures
- Resource and equipment requirements
- Reporting and documentation requirements
- Maintenance schedules
- Personal protective clothing and equipment requirements.

Organisational requirements may include:

- Legal and organisational policy and procedures, including personnel practices and guidelines
- Organisational goals, objectives, plans, systems and processes
- Legislation relevant to the operation, incident and/or response
- Employer and employee rights and responsibilities
- Business and performance plans
- Vehicle policy and procedures
- Policies and procedures relating to own role, responsibility and delegation
- Quality and continuous improvement processes and standards
- Client service standards
- Defined resource parameters
- Occupational safety and health policies, procedures and programs
- Emergency and evacuation procedures
- Duty of care, code of conduct, code of ethics
- Access and equity policy, principles and practice
- Records and information systems and processes
- Communication channels and reporting procedures.

Pre-operational checks may relate to:

- Checking log books, maintenance register
- Reading manufacturer's instructions
- Observing and monitoring noise levels for correct operation
- Cleaning, priming, tightening, basic repairs and adjustments
- Minor vehicle maintenance, such as checking of oils, water, fuel, tire pressure
- Identification and segregation of unsafe or faulty equipment for repair or replacement.

Faulty and damaged equipment may relate to:

- Missing items
- Flat batteries
- Items that have not yet been serviced in response to maintenance/service requests
- Items that are not operating or performing as intended by the manufacturer
- Obtaining fully operational alternatives.

Appropriate person in relation to security training may include:

- Security personnel
- Supervisors and management
- Manufacturers
- External security companies and consultants.

Personal protective equipment may include:

- Body armour
- Protective shield
- Masks
- Safety boots
- Head protection
- Safety glasses
- Knee pads
- Gloves.

Legislated and internal requirements may include:

- Legislation, regulations, codes and guidelines of the host country as they apply to security
- Licensing arrangements regarding the use of security equipment
- Complying with applicable standards, quality assurance and certification obligations.

Operate security equipment may include:

- Entering information into computerised systems according to software instructions and standard operating procedures
- Utilising equipment such as intrusion alarm systems, fire systems and alarms/detectors
- Exercising personal control in the application of security items, where applicable
- Using all security equipment and items only for its designated and specified purpose/s.

Monitor surveillance equipment may include:

- Setting up equipment in accordance with manufacturer's instructions
- Scheduling regular monitoring periods
- Actively monitoring the surveillance equipment by adhering to the approved monitoring schedule
- Recording evidence of scheduled monitoring activities
- Check and assess computer information and data for reliability and accuracy
- Updating information/data as required on a regular basis.

Testing alarm sectors may include:

- Conducting tests in accordance with designated testing schedules
- Involving external security support companies where faults are identified in the testing procedure
- Recording evidence of testing activities.

Internal records and reports may relate to:

- Operational details
- Equipment faults and diagnosis
- Alarm generations
- Repairs and/or servicing undertaken
- Recommended repairs or disposal of equipment
- Testing and inspection results
- Materials used, parts and components replaced
- Costing of security equipment, maintenance and operation.

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 the premises' security
- Principles of building and personal security, including basic fire-fighting techniques
- Knowledge of the legislation of the host country that impacts on the delivery of security provision
- Ability to use security techniques to optimise security provision within the host enterprise
- Use of site and monitoring equipment, including data entry to such equipment
- Ability to undertake basic repairs of security equipment and ability to identify when external professionals are needed to effect repairs
- Ability to identify security equipment and system faults.

Linkages To Other Units

- Maintain the security of premises and property
- Maintain the safety of premises and personnel
- Provide for the safety of VIPs
- Plan and conduct an evacuation of premises
- Follow safety and security procedures.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of the security-related legislation of the host country
- Demonstrated ability to check and prepare security equipment and items ready for use
- Demonstrated ability to use nominated items of security equipment in nominated simulated workplace situations
- Demonstrated ability to monitor designated surveillance equipment and respond appropriately to situations that emerge
- Demonstrated ability to perform basic repair functions on nominated items of security equipment
- Demonstrated ability to conduct a successful test of nominated alarms and take appropriate action based on the results of the test
- Demonstrated ability to complete nominated records as required by the host enterprise and the legal requirements of the host country.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of security scenarios/activities, including actual or simulated breaches of security.

	<p>Resource Implications</p> <p>Training and assessment must include the use of real security items and equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Practical identification of real or simulated system faults • Practical implementation of basic repairs to security items • Case studies • Role plays • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	1	Observe events and record same for later analysis
	Communicating ideas and information	1	Discuss information and ideas with colleagues and supervisors

	Planning and organising activities	1	Schedule and arrange repairs and maintenance of equipment and items
	Working with others and in teams	1	Perform security functions cooperatively to ensure that all nominated assignment tasks are completed
	Using mathematical ideas and techniques	1	Calculate statistics to assist with performance evaluation and analysis
	Solving problems	1	Fix equipment breakdowns and faults
	Using technology	1	Use computerised security systems

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Operate basic security equipment D1.HSS.CL4.03
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 security equipment are you aware of and what is it used for?	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify one piece of security equipment and describe the pre-operational checks you would make of that item.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Identify one fault with a piece of security equipment you are able to rectify and describe how to do so.	<input type="checkbox"/>	<input type="checkbox"/>
4. How would you identify the need for security equipment and systems-related training for a new staff member?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify the PPE and clothing needed for those involved in security and explain why these items are necessary.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What legislated requirements apply to the operation and use of basic security equipment?	<input type="checkbox"/>	<input type="checkbox"/>
7. Name one security item or system and describe how to use it safely and effectively.	<input type="checkbox"/>	<input type="checkbox"/>
8. What is involved in monitoring surveillance equipment?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Why is there a need to test alarm sectors?	<input type="checkbox"/>	<input type="checkbox"/>
10. Give me an example of returning an item of security equipment back to operational condition.	<input type="checkbox"/>	<input type="checkbox"/>
11. Identify two security tools and describe how to clean and store them.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. How might you report faulty or damaged security equipment to management?	<input type="checkbox"/>	<input type="checkbox"/>
13. What action would you take to arrange back-up items for faulty or damaged security equipment?	<input type="checkbox"/>	<input type="checkbox"/>
14. Explain the security-related documentation which needs to be completed. Explain when it needs to be completed and the information which needs to be entered.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Operate basic security equipment – D1.HSS.CL4.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Identify five types of communications equipment which may be used by security staff.

2. List five items of office equipment which are required to support security work in a venue.

3. Name three examples of fire fighting equipment.

4. Give five examples of designated tasks which Security staff may be required to undertake.

5. List four examples of situations commonly requiring written instructions.

6. What information is commonly included in 'assignment instructions' to Security staff?

7. Give three reasons it is important to perform pre-operational checks on security equipment/items.

8. List five activities commonly involved in performing pre-operational checks of security equipment and items.

9. List three ways faulty or damaged equipment may be identified.

10. Give five examples of 'faulty or damaged equipment'.

11. Describe three courses of action you might take if you identify a faulty or damaged security item which you cannot fix/rectify.

12. Give five examples of security-related training needs for venue staff.

13. List five people to whom you may notify an identified security-related training need.

14. Identify five examples of PPE that Security staff may wear/use.

15. What sort of neck ties should Security staff wear?

16. List five generic requirements for maintaining PPE.

17. Complete the following statement: "It is vital security staff understand the legal limitations relating to what they are entitled to do when working as security staff. In the main, security staff can do little more than ..."

18. What are identified in the notes as the four main roles of Security staff?

19. Answer 'True' or 'False' to the following statement: "Security staff at venues have the same rights as police officers."

True False

20. What is the brief advice regarding making an arrest as a Security staff member?

21. What is the 'Golden Rule' relating to the operation of security equipment?

22. Where can you find the operating instructions for an item of security equipment?

23. Give five examples of internal requirements security staff are expected to comply with when performing their duty.

24. What is meant by 'monitoring surveillance equipment'?

25. Identify three basic activities when monitoring surveillance equipment.

26. Name five systems which may need to be checked as part of standard testing procedures.

27. In relation to testing security equipment and systems, what is meant by 'testing sectors'?

28. Give four reasons it is important to return security equipment back to full operational status.

29. Give three examples of possible action Security staff who are un-trained in servicing/repairing systems and equipment may take to returning items back to operational condition when damage or a fault is detected.

30. Describe three basics for cleaning security tools and equipment.

31. Identify five generic maintenance activities for security tools and equipment.

32. List three fundamentals of storing security tools and equipment.

33. Identify three reasons why it is important to report faulty/damaged security equipment and items.

34. Name three people/organizations a report about faulty/damaged security equipment and items may be made to.

35. Describe four options for reporting damaged or faulty security items.

36. Describe three possible 'practical responses' to situations where there is a failure in a security system, other than replacing the failed item/arranging a back-up system.

37. Identify five records and/or reports which Security staff may be required to complete.

Answers to Written Questions

Operate basic security equipment – D1.HSS.CL4.03

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. Identify five types of communications equipment which may be used by security staff.**
 - Hand-held two-way radios (UHF and VHF)
 - Communication headsets with earpieces
 - Landline telephones
 - Cell phones
 - Pagers
 - Public address systems
 - Megaphones.

- 2. List five items of office equipment which are required to support security work in a venue.**
 - Desks, chairs, cupboards, shelving
 - Computers with internet connection
 - Printers
 - Facsimile machines
 - White boards
 - Photocopiers
 - TV monitor
 - Filing cabinets.

- 3. Name three examples of fire fighting equipment.**
 - Extinguishers – water, foam, powder, carbon dioxide
 - Reels and hoses
 - Fire blankets
 - Sand buckets.

- 4. Give five examples of designated tasks which Security staff may be required to undertake.**
- Conducting routine security monitoring of the premises
 - Performing crowd control duties
 - Undertaking screening activities
 - Checking identification of customers
 - Escorting people
 - Controlling access to the venue or designated areas
 - Monitoring egress of persons from the property
 - Responding to alarms
 - Working with security-related documents.
- 5. List four examples of situations commonly requiring written instructions.**
- Special surveillance of an area of person
 - Investigation into an event or incident
 - Escort duties
 - Special or substantiated threats from multiple targets or previous offenders
 - Responses based on advice from external authorities
 - Responses to situations where risk assessment has determined there is a high probability and a substantial potential (negative) result/outcome
 - Large events where specialist security action is required.
- 6. What information is commonly included in 'assignment instructions' to Security staff?**
- Any specific requirements identified by a guest/client/customer
 - Objectives for the assignment
 - Special access arrangements
 - Time on and time off
 - Specific work tasks which comprise the assignment
 - Integration of assignment-specific duties with other normal/scheduled security obligations and tasks
 - Resources to be used to achieve the objectives
 - Management of the assignment
 - Documentation to be completed or required.

7. Give three reasons it is important to perform pre-operational checks on security equipment/items

Because:

- Every item must work as expected when called on to do so
- You must ensure the safety of the item before you take it/use it
- The life you save may be your own
- Guests and management expect you to be equipped with equipment which worked/functions when needed
- Not ensuring you have fully-operational equipment may be interpreted as a breach of your Duty of Care obligations.

8. List five activities commonly involved in performing pre-operational checks of security equipment and items

- Checking log books and maintenance registers
- Reading/referring to manufacturer's instructions
- Using your senses to determine operational readiness
- Responding to small operational defects by, as appropriate
- Undertaking basic preventative vehicle maintenance
- Undertaking basic vehicle-related checks
- Running diagnostics on nominated systems
- Making test transmissions on two-way radio
- Checking weapons are loaded, mechanisms operate correctly and are loaded
- Verifying charge on cell phone
- Verifying charge on rechargeable torch
- Shaking sprays to determine if contents are sufficient for shift/upcoming assignment.

9. List three ways faulty or damaged equipment may be identified.

- As a result of pre-operational checks
- When reported to you by other staff
- When flagged by the system as needing attention.

10. Give five examples of 'faulty or damaged equipment'.

- Missing items
- Items which have flat batteries – or batteries which will no longer hold an effective charge for the required period
- Torches with blown globes
- Items (equipment, machines and systems) requiring preventative maintenance or servicing

- Any item which works intermittently
- Any item which it dangerous to use – for whatever reason (dangerous to you or members of the public)
- Any item or system which fails to operate as intended.

11. Describe three courses of action you might take if you identify a faulty or damaged security item which you cannot fix/rectify.

- Identifying and tagging the item – as ‘U/S’
- Segregating the item from other items
- Taking action to initiate repair or replacement – such as:
 - Completing a ‘Maintenance Request form’
 - Handing the item in to a designated person/department
 - Attempting to arrange a replacement or substitute item
- Reporting the situation problem
- Calling in an external technician (where authorised under your scope of authority) so immediate on-site service/repair can take place.

12. Give five examples of security-related training needs for venue staff.

- Basic/initial training
- New equipment is bought and/or installed
- Breaches of security occur
- Established protocols prove ineffective in addressing a situation
- Employer introduces new (or revised) policies and procedures
- A new target market/demographic is attending the venue
- The property changes its opening/trading times
- New attractions are brought into the venue which alter demand/patronage
- Legal action has been taken against an employee or the venue
- Adverse media attention occurs about the conduct/operation of the venue
- Authorities advise the venue needs to improve/modify its security
- Authorities warn the venue of an identified/expected new threat
- The layout of the property changes – which creates new risks, choke points/bottlenecks and potential for theft and other issues
- A special or important event is expected
- A VIP guest requires special security arrangements not normally provided by the venue.

13. List five people to whom you may notify an identified security-related training need.

- Owner
- Manager
- Head office
- External security provider – where the venue out-sources its security
- Head of Security
- Venue trainer
- Department supervisor
- Safety and Welfare (or similar) Committee
- Equipment manufacturers – suppliers of systems and large equipment will often provide training on their items (sometimes free; sometimes on a fee-for-service basis).

14. Identify five examples of PPE that Security staff may wear/use.

- Body armour
- Protective shields
- Masks
- Safety boots
- Head protection
- Safety glasses
- Knee pads
- Duty belt.

15. What sort of neck ties should Security staff wear?

Clip on.

16. List five generic requirements for maintaining PPE.

- Inspect after each use
- Clean after each use
- Replace or repair when damaged – the preference is for replacement
- Follow manufacturer's instructions
- For battery-powered items:
 - Re-charge as required
 - Fit with new batteries as required
- Return items to designated storage locations after maintenance/cleaning.

17. **Complete the following statement: “It is vital security staff understand the legal limitations relating to what they are entitled to do when working as security staff. In the main, security staff can do little more than ...”**

“... other staff or members of the public when it comes to responding to incidents and when taking action in response to unacceptable behaviour by people.”

18. **What are identified in the notes as the four main roles of Security staff?**

- Deter
- Detect
- Defend
- Detain.

19. **Answer ‘True’ or ‘False’ to the following statement: “Security staff at venues have the same rights as police officers.”**

False.

20. **What is the brief advice regarding making an arrest as a Security staff member?**

Do not.

21. **What is the ‘Golden Rule’ relating to the operation of security equipment?**

Follow manufacturer’s instructions.

22. **Where can you find the operating instructions for an item of security equipment?**

- User manual
- Operating instructions.

23. **Give five examples of internal requirements security staff are expected to comply with when performing their duty.**

- Exercise personal control at all times
- Use tact and diplomacy at all times when interacting with members of the public
- Focus on the use of appropriate communication and interpersonal skills (such as discussion, mediation, conflict resolution, negotiation) rather than physical alternatives or the use of force
- Communicate in a polite and respectful manner using moderate language and avoiding offensive language and swearing
- Act fairly towards all customers/guests/members of the public – do not discriminate on the basis of (for example) age, gender, race or religion)
- Use restraint when a physical response is necessary
- Refrain from searching people
- Only use security items for their intended purpose

- Observe the requirements of the venue Privacy and Confidentiality policies at all times
- Never discuss revenue, occupancy levels or matters to do with security, cash movement, asset protection protocols (guards, patrols, routes, alarms, position of cameras, response plans/options) with anyone
- Do not discuss security-related matters or responses to incidents/threats with the media.

24. What is meant by ‘monitoring surveillance equipment’?

A combination of observations relevant to the security systems and technology deployed in the workplace.

25. Identify three basic activities when monitoring surveillance equipment.

- Using basic senses – for example:
 - Watching for visual alarms
 - Listening for audible alarms
 - Being alert to environmental cues
 - Noticing smells
- Watching alarm and security boards and monitors/screens
- Following all manufacturer’s instructions for the use of all aspects of the security technology in use
- Completing necessary logs, forms and registers
- Checking and assessing system data and records
- Checking internal signage – where there is a legislated requirement the venue informs patrons electronic surveillance is being used on the premises, part of the monitoring must be to ensure the required signs are displayed in the required areas and are clearly visible (‘This venue is under contact video surveillance’)
- Checking the coverage by CCTV cameras does not breach the privacy rights of citizens
- Verifying the surveillance records are being maintained for the required period of time – such as proving to yourself (and recording this fact) all surveillance tapes/discs are on file for (usually 14 days) and are dated in such a way to aid easy retrieval of footage as required.

26. Name five systems which may need to be checked as part of standard testing procedures

- Fire alarms
- Smoke and heat detectors
- Intruder alarms
- Alarm boards and VDUs
- CCTV – including checks on:
 - Infrared security cameras (so-called ‘night vision’ cameras)

- Dome ('eye in the sky') cameras
- IP/network cameras with remote control (tilt, pan and zoom)
- Any wireless cameras
- Comms including PA
- EAS systems
- Key access and locking systems for guest rooms
- Motion sensors
- On-premise safes
- Vehicle alarms
- Internet security.

27. In relation to testing security equipment and systems, what is meant by 'testing sectors'?

Testing 'sectors' refers to the practice of testing, checking and verifying the operation of a system in a defined location/space.

28. Give four reasons it is important to return security equipment back to full operational status.

- To optimize/maintain security coverage as intended for the venue
- To maintain trust and confidence of guests/patrons
- To give staff a sense of well-being and security
- To discharge Duty of Care obligations
- To deliver on promises made about a safe and secure environment
- Because many criminals include disabling of security equipment as a fundamental part of their plan
- To reduce cost of loss (to patrons and venue) occasioned by events which occur when – or because – security systems/equipment are not operational.

29. Give three examples of possible action Security staff who are un-trained in servicing/repairing systems and equipment may take to returning items back to operational condition when damage or a fault is detected.

- Notifying others to come and assess the situation and make necessary repairs
- Obtaining a replacement item
- Using common sense combined with any relevant experience and training to:
 - Remove whatever is causing the problem, fault or damage, and then testing the item
 - Re-set the piece of equipment or system – where this facility exists: non-operational security equipment can sometimes be the result of some internal problem or conflict
 - An option to re-setting the item (where no re-set facility exists) may be to turn it off, wait 20 seconds, and then turn it back on again

- Taking whatever action appears logical at the time and given the circumstances you are faced with
- Implementing an alternative security option:
 - If a window is broken (giving rise to the potential for unauthorized entry) you might stay on site (as a guard) until the broken window is shuttered or replaced
 - If the belt scanner is not working then you may implement scanning using hand-held wands.

30. Describe three basics for cleaning security tools and equipment.

- Use only designated chemicals for cleaning
- Use only designated cleaning products
- Adhere to required cleaning schedule for each item
- Cleaning of items should be allocated to specified individuals/staff members
- Cleaning is a task which should be given the appropriate time
- Cleaning of many items should be scheduled/undertaken during quiet times.

31. Identify five generic maintenance activities for security tools and equipment.

- Regular/scheduled cleaning
- Lubricating moving parts
- Changing batteries
- Making minor modifications and adjustments
- Tightening screws, nuts and bolts, fixtures and fittings, panels, straps and similar
- Undertaking basic repairs
- Replacing parts commonly subject to wear
- Providing service designed to prevent 'wear and tear' on the equipment
- Completing required documentation to record work performed, time taken and parts used.

32. List three fundamentals of storing security tools and equipment.

- Store items immediately after cleaning and maintenance has been completed
- Return items to their individual containers, where appropriate
- Locate each/every item in its designated location
- Update internal storage documentation
- Secure the storage area.

33. Identify three reasons why it is important to report faulty/damaged security equipment and items.

- So arrangements can be made to initiate required repairs, service or other action
- For insurance purposes
- In order the business can rely on the protection afforded by product warranty or guaranties
- To enable generation of an historic body of evidence about faults and damage to security items
- In order a claim for reimbursement may be made against a customer/guest who has intentionally damaged an item
- To obtain one-off permission for you to take action in excess of your standard scope of authority to effectively address the identified situation
- In order to comply with internal policies related to reporting of issues
- To share information with other staff so they are aware of the situation, possible cause and item/s involved.

34. Name three people/organizations a report about faulty/damaged security equipment and items may be made to.

- Direct to the external security consultant/provider so they can initiate action to fix the problem
- To the Night Auditor
- The control room
- Your supervisor
- Head of Security
- Duty manager
- Head office
- Maintenance department
- The owner.

35. Describe four options for reporting damaged or faulty security items.

- Using two-way radio
- Using internal telephone system
- Using cell phone
- Making a face-to-face report
- Completing documentation after the event to record full details.

36. Describe three possible 'practical responses' to situations where there is a failure in a security system, other than replacing the failed item/arranging a back-up system.

- Enhance on-the-ground, eyes-on security
- Run immediate system diagnostic checks
- Contact the manufacturer/provider:
 - Some systems and equipment can be remotely interrogated to identify faults and problems and some (relatively few) can even be repaired from this remote location)
 - They may be able to provide over-the-phone advice about what to do to (try to) fix the problem
 - To initiate a service call to address the situation
- Contact remote control rooms which may be linked to/monitoring the systems – in order to:
 - Determine if they have the same indicators
 - Identify if they can suggest remedial action
- Contact the external security company used by your venue – this can be a formal SOP where systems fail so as to:
 - Advise them of the situation
 - Call in extra security officers to provide additional security coverage
- Contact the authorities – this can mean:
 - Notifying the police where intruder systems have gone down
 - Advising the fire authorities in situations where the fire monitoring system has failed
- Initiate an alternate security strategy to deal with the situation – most venues will have a set of contingency plans developed to deal with situations where major security systems fail:
 - Increased foot patrols
 - Higher levels of awareness
 - Increased checks and inspections.

37. Identify five records and/or reports which Security staff may be required to complete.

- Communications book
- Maintenance Request forms
- Maintenance reports
- Time sheets
- Task assignments
- Job cards/sheets
- Patrol reports

- Suspicious person report
 - Incident report
 - CCTV surveillance records
 - Alarm reports
 - Response reports
 - Equipment faults
 - Testing and inspection records
 - Witness statements
 - Recommendations for action
 - Request for training.
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Operate basic security equipment D1.HSS.CL4.03
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) Select and prepare security equipment for use b) Operate security equipment c) Maintain security equipment and resources 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: Select and prepare security equipment for use		
Identify and access security equipment to complete designated tasks in accordance with assignment instructions and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
Perform pre-operational checks to equipment	<input type="checkbox"/>	<input type="checkbox"/>
Identify, rectify or replace faulty and damaged equipment	<input type="checkbox"/>	<input type="checkbox"/>
Identify and notify the need for training to the appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Operate security equipment		
Select, use and maintain appropriate personal protective equipment and clothing	<input type="checkbox"/>	<input type="checkbox"/>
Comply with all legislated and internal requirements	<input type="checkbox"/>	<input type="checkbox"/>
Operate security equipment in a safe and controlled manner	<input type="checkbox"/>	<input type="checkbox"/>

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:	Operate basic security equipment D1.HSS.CL4.03		
<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
Identifies, accesses and checks security equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks, identifies and addresses security equipment faults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies security training needs in staff and notifies them of same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects, uses and maintains PPE and clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complies with internal and external operational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests, operates and monitors security and surveillance equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans, maintains and stores security items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and reports faults and/or arranges repairs/service as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges back-up for faulty equipment and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes required internal security documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Operate basic security equipment	D1.HSS.CL4.03
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: Select and prepare security equipment for use						
Identify and access security equipment to complete designated tasks in accordance with assignment instructions and organisational requirements						
Perform pre-operational checks to equipment						
Identify, rectify or replace faulty and damaged equipment						
Identify and notify the need for training to the appropriate person						
Element 2: Operate security equipment						
Select, use and maintain appropriate personal protective equipment and clothing						
Comply with all legislated and internal requirements						
Operate security equipment in a safe and controlled manner						
Monitor surveillance equipment						
Test alarm sectors according to assignment instructions						

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: Maintain security equipment and resources						
Return security equipment to operational condition						
Clean, maintain and store security tools and equipment						
Report faulty or damaged security equipment and items						
Arrange back-up systems for faulty or damaged security equipment and items						
Complete internal records and reports relating to security						
Candidate signature:			Date:			
Assessor signature:			Date:			

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