

Tactical Conflict Solutions	Version 02
RTO 51836	20082009 Simon GRIEVES
Document Title	Cert 3 RPL
Last Update	By Simon GRIEVES 23012012

# CPPSEC3001A

Title	Unit
Maintain workplace safety in the security industry	Core Unit

## What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Maintain safety policy and procedures awareness within the workplace.</b>
<b>Performance Criteria 2</b>	
<b>Performance Criteria 3</b>	

**Implement and monitor risk control procedures.**  
**Support Occupational Health and Safety training.**

## Elements

**1** Relevant provisions of Occupational Health and Safety *legislation* and codes of practice are accurately and clearly explained to team members. *Consultation procedures* are implemented to encourage team members to contribute to the management of Occupational Health and Safety at the workplace. Documentation is developed and maintained to support implementation of *Occupational Health and Safety policies and procedures*. Recommendations are made to improve the effectiveness of policy and procedures.

**2** Inadequacies in existing *risk control* measures are identified in accordance with the hierarchy of control and reported to *appropriate persons*. Inadequacies in resource allocation for implementation of risk control measure are identified and reported to appropriate persons.

**3** *Hazardous events* are investigated to identify their cause in accordance with investigation procedures.

Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control and own role.

**4** Occupational Health and Safety *training needs* of individuals and teams are accurately identified and advice on training requirements is provided to appropriate persons. Arrangements are made for fulfilling identified Occupational Health and Safety training needs in consultation with appropriate persons. Coaching and mentoring assistance is provided to team members to support the effective development of individual and group competencies in Occupational Health and Safety.

## Duties performed by the Student meet the required performance criteria

### Attached is the following evidence.


### Comments.


<b>Assessors Evidence</b>		Demonstration	<input type="checkbox"/>	Questions	<input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation	<input type="checkbox"/>	Feedback	<input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing	<input type="checkbox"/>	Other	<input type="checkbox"/>

## I have successfully completed this unit of competence!

I can competently do this. Yes  No  Supervisor Agrees Yes  No

Student Signature	Supervisors Signature
Date	Date

## Assessor Verification

Assessor Signature	Print Full Name
Date	The Student is Competent

Not yet competent  The Student will require re-assessment

I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit **CPPSEC3001A** For and on behalf of TCS.

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RTO 51836	20082009 Simon GRIEVES
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# CPPSEC3002A

Title	Unit
Manage Conflict Through Negotiation	Core Unit

## What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Assess Conflict</b>
<b>Performance Criteria 2</b>	<b>Negotiate Resolution</b>
<b>Performance Criteria 3</b>	<b>Evaluate Response</b>

## Elements

- 1** Conflict is identified and responses evaluated against use of force guidelines and *legal and organisational requirements*. Causes of conflict and harmful behaviour are anticipated and appropriate responses to prevent escalation are reviewed. Effective observation and active listening skills are used to elicit and interpret verbal and non-verbal information. Effective *communication techniques* are used to ensure understanding of information received or relayed. When required, expert support or advice is sought from *appropriate person(s)* in accordance with organisational requirements.
- 2** Conflict is addressed and resolved constructively using strategies that comply with organisational requirements. *Negotiation techniques* are used to maintain positive interaction, divert and minimise aggressive behaviour. Communication with others is conducted in a courteous manner which reflects sensitivity to individual *social and cultural differences* in accordance with organisational requirements. Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified. Factors which might impact on the safety and security of persons are identified and appropriate responses or *contingency measures* are formulated and implemented.
- 3** Effectiveness of response is evaluated and reviewed in accordance with legal and organisational requirements. Incident observations are provided accurately and constructively when reviewing and debriefing situations. Operational *records and reports* are prepared in a timely manner presenting all relevant facts and information in accordance with legal requirements and organisational policy and procedures. *Effects of stress* on self are recognised and managed using recognised *stress management techniques*.

## Duties performed by the Student meet the required performance criteria

### Attached is the following evidence.

### Comments.

<b>Assessors Evidence</b>	Demonstration <input type="checkbox"/>	Questions <input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation <input type="checkbox"/> Feedback <input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing <input type="checkbox"/> Other <input type="checkbox"/>

## I have successfully completed this unit of competence!

I can competently do this. Yes  No  Supervisor Agrees Yes  No

<b>Student Signature</b>	<b>Supervisors Signature</b>
<b>Date</b>	<b>Date</b>

## Assessor Verification

<b>Assessor Signature</b>	<b>Print Full Name</b>
<b>Date</b>	<b>The Student is Competent</b>

Not yet competent  The Student will require re-assessment

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# CPPSEC3003A

Title	Unit
Determine Response to Security Risk Situation	Core Unit

## What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Identify security risk situation</b>
<b>Performance Criteria 2</b>	<b>Assess security risk situation</b>
<b>Performance Criteria 3</b>	<b>Determine response options</b>

## Elements

- Information about *incidents* is collected from a range of different sources to allow reliable *assessment of risk*. *Environmental factors* are continually reviewed and monitored to identify distinctive features and any change in characteristics that might indicate suspicious behaviour. *Communication* is maintained with *appropriate person(s)* to receive and provide accurate and relevant information in accordance with *organisational requirements*.
- Interpersonal techniques* that are sensitive to *social and cultural differences* are used to maintain positive interaction and minimise aggressive behaviour. Range of *resources and equipment* are assessed for availability and suitability against risk in accordance with organisational requirements. Systematic personal safety checks are regularly made in accordance with organisational and OHS requirements. Situations requiring advice or assistance are readily identified and support and guidance promptly requested.
- Clarification of instructions or further information is sought as required from appropriate person(s) in accordance with organisational policy and procedures. The need to take action to reduce the degree of risk is determined according to *personal limitations* and organisational requirements. Possible *responses* are determined in accordance with use of force guidelines, organisational and *legislative requirements*. Possible responses are evaluated to maximise the safety and protection of people and minimise the degree of risk while meeting organisational and legislative requirements.

## Duties performed by the Student meet the required performance criteria

### Attached is the following evidence.


### Comments.


<b>Assessors Evidence</b>		Demonstration	<input type="checkbox"/>	Questions	<input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation	<input type="checkbox"/>	Feedback	<input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing	<input type="checkbox"/>	Other	<input type="checkbox"/>

## I have successfully completed this unit of competence!

I can competently do this. Yes  No  Supervisor Agrees Yes  No

<b>Student Signature</b>		<b>Supervisors Signature</b>	
<b>Date</b>		<b>Date</b>	

## Assessor Verification

<b>Assessor Signature</b>		<b>Print Full Name</b>	
<b>Date</b>		<b>The Student is Competent</b>	

## Not yet competent The Student will require re-assessment

I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit **CPPSEC3003A** For and on behalf of TCS.

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# CPPSEC3005A

Title	Unit
Prepare and present security documentation and reports	Core Unit

## What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Gather Information</b>
<b>Performance Criteria 2</b>	<b>Check and Organise Information</b>
<b>Performance Criteria 3</b>	<b>Present Information</b>

## Elements

- Reporting requirements*, objectives and timeframes are verified in consultation with *appropriate person(s)*. *Business equipment* is used in accordance with manufacturer's specifications to collect and organise information. Methods of collecting information are reliable and make efficient use of resources in accordance with *organisational requirements*. Relevant information is obtained from *information sources* in accordance with *legislative* and organisational requirements.
- Gathered information is assessed in terms of validity, reliability and relevance against reporting requirements. Additional information is sought as required from identified sources in accordance with organisational policy and procedures. All material is thoroughly reviewed to ensure completeness and accuracy of information and meets reporting requirements. Information is prioritised and organised in a logical manner to facilitate analysis and dissemination in accordance with organisational procedures.
- Draft documentation is prepared and checked to ensure intended meaning is readily understood and reflect reporting requirements. Draft documentation is forwarded to appropriate person(s) for review and constructive feedback is identified and integrated into the final document. Final documentation is presented within designated timeframes using clear and concise language and meets organisational standards relating to style, format and accuracy. Retained material is securely stored in accordance with legislative and organisational requirements.

## Duties performed by the Student meet the required performance criteria

Attached is the following evidence.

## Comments.

<b>Assessors Evidence</b>	Demonstration <input type="checkbox"/>	Questions <input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation <input type="checkbox"/> Feedback <input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing <input type="checkbox"/> Other <input type="checkbox"/>

## I have successfully completed this unit of competence!

I can competently do this.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Supervisor Agrees	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Student Signature</b>		<b>Supervisors Signature</b>	
<b>Date</b>		<b>Date</b>	

## Assessor Verification

<b>Assessor Signature</b>		<b>Print Full Name</b>	
<b>Date</b>		<b>The Student is Competent</b>	

Not yet competent  The Student will require re-assessment

I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit **CPPSEC3005A** For and on behalf of TCS.

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## CPPSEC3006A

Title	Unit
Coordinate a quality security service to customers	Core Unit

### What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Identify Customer Needs</b>
<b>Performance Criteria 2</b>	<b>Deliver a service to Customers</b>
<b>Performance Criteria 3</b>	<b>Review Customer Service</b>

### Elements

**1** Customers preferences, needs and expectations are clarified by using appropriate *interpersonal skills*. Customers are provided with information about available *securityservices* and / or *security systems* to meet their needs and assisted in their selection of preferred options. The rights and responsibilities of customers and the organisation are identified and effectively communicated to the customer as appropriate. *Personal limitations* in assessing customer needs are identified and assistance is sought when required from *appropriate persons*.

**2** Effective customer service is provided to meet identified needs in accordance with *assignment instructions*. Special requirements of customers are identified and service adjusted as required in accordance with *organisational requirements*. Information regarding problems and delays is promptly communicated to customers and contingency management plans implemented within an appropriate timeframe. Complaints from customers and difficult situations are handled courteously and recorded according to organisational requirements.

**3** Customer satisfaction is regularly reviewed using *verifiable evidence* in accordance with assignment instructions. Customer feedback is reviewed in consultation with appropriate persons and is analysed to improve and modify work practices. Modifications to customer service are carried out within own area of responsibility according to *legislative* and organisational requirements. Procedural aspects of service delivery are monitored and records maintained as appropriate.

### Duties performed by the Student meet the required performance criteria

Attached is the following evidence.


### Comments.


<b>Assessors Evidence</b>		Demonstration <input type="checkbox"/>	Questions <input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation <input type="checkbox"/>	Feedback <input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing <input type="checkbox"/>	Other <input type="checkbox"/>

### I have successfully completed this unit of competence!

I can competently do this. Yes  No  Supervisor Agrees Yes  No

<b>Student Signature</b>		<b>Supervisors Signature</b>	
<b>Date</b>		<b>Date</b>	

### Assessor Verification

<b>Assessor Signature</b>		<b>Print Full Name</b>	
<b>Date</b>		<b>The Student is Competent</b>	

Not yet competent  The Student will require re-assessment

I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit **CPPSEC3006A** For and on behalf of TCS.

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# CPPSEC3007A

Title	Unit
Maintain Security of Environment	Core Unit

## What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Maintain Effective Relations</b>
<b>Performance Criteria 2</b>	<b>Maintain Operational Safety</b>
<b>Performance Criteria 3</b>	<b>Respond to Security Risks</b>

## Elements

**1** Effective *interpersonal techniques* are used to develop, support and promote confidence with *appropriate person(s)*. Communication techniques are appropriate to work task requirements and are sensitive to individual *social and cultural differences*. Organisational social, ethical and operational standards are observed and complied with to facilitate positive and effective relationships with appropriate person(s). Appropriate support is provided or sought as required to achieve identified work tasks, goals and objectives in accordance with *organisational requirements*.

**2** *Environmental factors* are continually monitored, assessed and reviewed to identify distinctive features and any change in characteristics that might indicate unusual or suspicious behaviour. Systematic personal safety checks are regularly made in accordance with *assignment instructions*, organisational and OHS requirements. *Communication* is maintained continually throughout security operations in accordance with assignment instructions and organisational procedures. *Equipment and resources* are operated and maintained in accordance with manufacturer's specifications and organisational procedures. *Security risk factors* are accurately *identified and assessed* in accordance with organisational requirements.

**3** *Response* is formulated and carried out promptly within the scope of own responsibility and competency in accordance with *legislative* and organisational requirements. Response initiative maximises the safety and protection of people and premises and minimises the degree of risk while meeting legal requirements and organisational procedures. Changing circumstances are identified and variations to response are determined and implemented in accordance with organisational procedures. Requirements for specialist assistance or advice is identified and promptly sought in accordance with organisational procedures. *Operational records and reports* are prepared in a timely manner presenting all relevant facts and information in accordance with legislative requirements and organisational policy and procedures.

## Duties performed by the Student meet the required performance criteria

Attached is the following evidence.

## Comments.

<b>Assessors Evidence</b>	Demonstration <input type="checkbox"/>	Questions <input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation <input type="checkbox"/> Feedback <input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing <input type="checkbox"/> Other <input type="checkbox"/>

## I have successfully completed this unit of competence!

I can competently do this. Yes  No  Supervisor Agrees Yes  No

Student Signature	Supervisors Signature
Date	Date

## Assessor Verification

Assessor Signature	Print Full Name
Date	The Student is Competent

Not yet competent  The Student will require re-assessment

I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit **CPPSEC3007A** For and on behalf of TCS.

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## BSBFLM303C

<b>Title</b>		<b>Unit</b>	
<b>Contribute to Effective Workplace Relationships</b>		<b>Core Unit</b>	
<b>What this unit covers.</b>			
To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.			
<b>Performance Criteria 1</b>		<b>Seek, receive and communicate information and ideas.</b>	
<b>Performance Criteria 2</b>		<b>Encourage trust and confidence.</b>	
<b>Performance Criteria 3</b>		<b>Identify and use networks and relationships.</b>	
<b>Performance Criteria 4</b>		<b>Contribute to positive outcomes.</b>	
<b>Elements</b>			
<p><b>1</b> Collect <i>information</i> associated with the achievement of work responsibilities from appropriate <i>sources</i>. Communicate ideas and information to <i>diverse audiences</i> in an appropriate and sensitive manner. Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes. Facilitate <i>consultation processes</i> to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team. Promptly deal with and resolve issues raised, or refer them to <i>relevant personnel</i>.</p> <p><b>2</b> Treat people with integrity, respect and empathy. Encourage effective relationships within the framework of <i>the organisation's social, ethical and business standards</i>. Gain and maintain the trust and confidence of <i>colleagues, customers and suppliers</i> through competent performance. Adjust interpersonal styles and methods in relation the to organisation's social and cultural environment.</p> <p><b>3</b> Identify and utilise <i>workplace networks</i> to help build relationships. Identify and describe the value and benefits of networks and other work relationships for the team and the organisation.</p> <p><b>4</b> Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements. Support colleagues in resolving work difficulties. Regularly review <i>workplace outcomes</i> and implement improvements in consultation with relevant personnel. Identify and resolve <i>poor work performance</i> within own level of responsibility and according to organisational policies. Deal constructively with conflict, within the organisation's established processes.</p>			
<b>Duties performed by the Student meet the required performance criteria</b>			
<b>Attached is the following evidence.</b>			
<b>Comments.</b>			
<b>Assessors Evidence</b>		Demonstration <input type="checkbox"/>	Questions <input type="checkbox"/>
<b>Self Assessment Complete</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation <input type="checkbox"/>	Feedback <input type="checkbox"/>
<b>Student is Competent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing <input type="checkbox"/>	Other <input type="checkbox"/>
<b>I have successfully completed this unit of competence!</b>			
<b>I can competently do this.</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Supervisor Agrees</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Student Signature</b>		<b>Supervisors Signature</b>	
<b>Date</b>		<b>Date</b>	
<b>Assessor Verification</b>			
<b>Assessor Signature</b>		<b>Print Full Name</b>	
<b>Date</b>		<b>The Student is Competent</b>	
<b>Not yet competent <input type="checkbox"/> The Student will require re-assessment</b>			
I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit <b>BSBFLM303C</b> For and on behalf of TCS.			

Tactical Conflict Solutions	Version 02
RTO 51836	20082009 Simon GRIEVES
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Last Update	By Simon GRIEVES 23012012

# BSBWOR301A

Title	Unit
Organise Personal Work Priorities and Development	Core Unit

## What this unit covers.

To confirm your learning, you must achieve competence of the learning outcome. You, as the Student must demonstrate that you can perform each of the given performance criteria of the learning outcome. Your own self-assessment and that of your immediate workplace supervisor confirming your competence indicate this.

<b>Performance Criteria 1</b>	<b>Organise and complete own work schedule.</b>
<b>Performance Criteria 2</b>	<b>Monitor own work performance.</b>
<b>Performance Criteria 3</b>	<b>Coordinate personal skill development and learning.</b>

## Elements

- 1 Ensure that *work goals and objectives* are understood, negotiated and agreed in accordance with *organisational requirements*. Assess and prioritise workload to ensure tasks are completed within identified timeframes. Identify *factors affecting the achievement of work objectives* and incorporate contingencies into work plans. Use *business technology* efficiently and effectively to manage and monitor scheduling and completion of tasks.
- 2 Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks. Ensure that *feedback on performance* is actively sought and evaluated from colleagues and clients in the context of individual and group requirements. Routinely identify and report on variations in the quality of service and products in accordance with organisational requirements. Identify *signs of stress* and effects on *personal wellbeing*. Identify *sources of stress* and access appropriate *supports and resolution strategies*.
- 3 Identify personal learning needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements. Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel. Access, complete and record *professional development opportunities* to facilitate continuous learning and career development. Incorporate formal and informal feedback into review of further learning needs.

## Duties performed by the Student meet the required performance criteria

### Attached is the following evidence.

### Comments.

Assessors Evidence		Demonstration	<input type="checkbox"/>	Questions	<input type="checkbox"/>
Self Assessment Complete	Yes <input type="checkbox"/> No <input type="checkbox"/>	Documentation	<input type="checkbox"/>	Feedback	<input type="checkbox"/>
Student is Competent	Yes <input type="checkbox"/> No <input type="checkbox"/>	Scenario / Roll Playing	<input type="checkbox"/>	Other	<input type="checkbox"/>

## I have successfully completed this unit of competence!

I can competently do this.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Supervisor Agrees	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student Signature		Supervisors Signature	
Date		Date	

## Assessor Verification

Assessor Signature	Print Full Name
Date	The Student is Competent

Not yet competent  The Student will require re-assessment

I, the assessor validate that the Student as having completed all the performance and assessment criteria in this unit **BSBWOR301A** For and on behalf of TCS.