



Profile of Literacy on the Job

Security Guard

Introduction

The purpose of this document is to:

1. Provide information on the types and levels of literacy skills needed for a Security Officer on the job.
2. Help identify whether trainees have the skills and knowledge to perform their jobs to the literacy standard required to take on the literacy demands of the role.

Background

We collected information about the literacy tasks and skills required by a security guard in various roles to do their job competently. We interviewed established employees in the role, as well as fairly new employees to the role.

The information collected for this document includes feedback from visits to sites, including PricewaterhouseCoopers, Sky TV, Sylvia Park shopping mall, a mobile guard in Auckland area, and a public event, plus discussions with a client services manager, a mobile patrol manager and an events manager.

The areas covered by respondents were: Mobile guards, Static guards, Concierge and Surveillance in retail, commercial, warehousing and professional business environments, as well as Event Security.

Concierge: he lobby concierge is often the first point of contact at building entrances, requiring good customer relations, but also covers facilities management, safety awareness, access card programming and management, building access and key management.

Retail Security: Daily procedures include opening and lock-downs, good customer relations across a huge variety of demographics, ensuring all health and safety compliance on-site, dealing with criminal or antisocial behaviour, responding to medical emergencies, and dealing with general enquiries.

General Site Security: is role includes the above, plus, as with the above, camera and video surveillance, alarm monitoring and response, preventing incidents such as fire, trespassing, theft, vandalism or noise control, and performing access control.

Mobile guard: Patrollers are responsible for providing security patrol checks within a specific geographical area, conducting internal and external inspections of commercial properties, responding to alarm activations, and reporting any observations or out-of-the-normal activities.

Event Security & Crowd Control: Guards observe attendees to ensure rules are followed and people are acting safely. They are stationed at various posts throughout the venue and jobs may include: entry and exit control, bag searches, body scanning, ticket checks, patrolling the venue grounds, maintaining order, performing crowd control, supervising parking, directing foot traffic, helping lost people, escorting VIPs and others to and from the venue, implementing emergency measures if required, suppressing disturbances, alcohol management, etc.

The documents viewed for this profile were limited for privacy and security reasons; however, documentation and video footage were sighted at the various sites.

We asked the following questions:

- What literacy, language, numeracy and digital tasks does a security guard perform?
- How complex are those tasks?
- How often do they occur in the role?
- What literacy skills are required to do them?

One of the key issues highlighted was the quality of reporting that was actually happening versus what was required.

The Tertiary Education Commission Learning Progressions for Adult Literacy (TEC progressions)

<https://www.skillshighway.govt.nz/resources/learning-progressions> is a framework that shows what adult learners should know and be able to do at successive points as they develop their skills in the different areas, namely reading, writing, numeracy, listening and speaking.

The skills on the job used by the observed respondents have been benchmarked at the following steps according to the TEC literacy progressions:

Reading – every day = Step 3; longer, formal, more complex texts = Step 4/5

Writing – digital and paper-based = Step 4

Listening & Speaking – every day = Step 3/4; in a more formal reporting environment = Step 5

Number sense – Step 3

Note that the different roles generally require different levels of capability, and in certain contexts higher levels are required, as follows:

Static and Mobile Patroller (routine tasks) = Step 3. However, an escalated (emergency or crisis) situation requires Step 4/5 across the progressions.

Concierge = Step 4/5 as they work in and interact with educated professional people in a formal business environment.

PECS (Prisoner Escort Corrections Service) & Noise Control Officers = Step 6 in all areas as their roles are highly specialised and subject to stringent legal understanding. These two roles could not be observed for legal and privacy reasons.

Event Management & Crowd Control = Step 4 for speaking/listening and writing. Visual Literacy was also a key component in this role.

NOTE:

1. While the different literacy tasks have been analysed and discussed separately in this document, literacy tasks often happen in conjunction with each other and the tasks used for each are used simultaneously. There will, therefore, be a lot of overlap between the skills.
2. This profile is based on various roles observed across a number of security sites and represents a combined set of tasks from these sites. Different security guards will carry out different combinations of the tasks identified, depending on their role, the job at hand, and the client company's structure and systems (see *Appendix 1*).
3. The skills discussed in this profile do not cover the skills needed to achieve qualifications or pass the Certificate of Approval (CoA), which includes use of force, the Trespass Act, etc. These skills require a higher level of literacy not covered during these on-the-job observations. However, every single guard has to pass their CoA before they are permitted to embark on their career as a security guard. The requirements for the three unit standards have been mapped and benchmarked at Step 4/5 across the Progressions (see *Appendix 2*).
4. In addition to this report, Event Management and Crowd Control requires a unique set of skills, particularly in view of the world APEC Summit scheduled to take place in Auckland in 2021.

Reading

This may be in paper form or using digital technology.

- Recognise and interpret signs, symbols, codes, icons, abbreviations and infographic data, including safety signs, alarm panels, floor and room numbers, road signs, venue signs.
- Read and understand forms, including log books, timesheets, shift rosters, incident reports, text messages, tables, graphs, charts, accident/safety/emergency reports
- Read and understand notices and memos contained in notices on the notice board or in digital form, notes in a note book, health & safety notices,
- Read and interpret more complex documents, such as SOPs, site policies and procedures, building plans, maps, diagrams, flow charts, as well as legal documents and requirements (legal terminology and jargon)

Underpinning skills

- Interpret signs and symbols
- Recognise number formats. Match numbers, icons and codes across different texts
- Recognise the features in a range of texts
- Understand common and industry-specific vocabulary and abbreviations
- Find out the meaning of unfamiliar words or phrases
- Follow written instructions
- Predict what will be contained in a text and identify the main points from the text
- Scan texts, tables or labels to find specific information
- Skim the text for "gist"; identify the central ideas.
- Make inferences based on what the written material does not state.
- Use manuals as a reference source
- Read the text thoroughly
- Interpret materials read; evaluate and summarise in own words, take notes from the material and report accurately on the information read.

Writing

This may be in paper form or using digital technology.

- Complete simple documentation, for example timesheets, forms, a person's details,
- Write numerical data, amongst others vehicle registration, times and dates, codes, phone numbers,
- Write brief factual statements, including notes in note book, notes in a template or excel spreadsheet, log book entries,
- Write more detailed descriptions, such as incident reports, descriptions of people, places, situations and occurrences coherently.
- Create drawings, diagrams and/or sketches
- Incorporate relevant information from various sources

Underpinning skills

- Use the correct style for different types of writing, for example emails, phone messages, notes or reports.
- Complete forms using numbers, short sentences, correct abbreviations and spelling, and understandable grammar, tenses and punctuation
- Write notes and lists in logical order
- Use diagrams and sketches to clarify a point
- Take notes (narrative description) from an observation or someone speaking or to record a sequence of events
- Write short paragraphs
- Write longer structured reports
- Have an audience/reader and clear purpose when writing
- Spell common as well as more specialised multisyllabic words
- Use appropriate and applicable vocabulary to define and describe
- Incorporate relevant information from various sources
- Check, proofread and edit own writing

Speaking and Listening

This may be face to face or using digital technology. Face-to-face communication includes non-verbal communication

- Participate in discussions, face-to-face and in groups
- Listen to instructions during team and site meetings and briefing sessions and respond accordingly

- Listen to explanations and ask questions to clarify
- Communicate during site change overs and RT checks
- Report issues or potential hazards to Comms.
- Communicate with contractors and staff on sites, as well as with the public
- Give factual information orally and check for understanding with public enquiries and complaints, police and other agencies, and site owners/managers
- Communicate assertively with transgressors
- Give directions clearly
- Report incidents and explain scenarios and situations coherently
- Use legal terms and vocabulary correctly

Underpinning skills

- Speak clearly. Use words, pronunciation and tone appropriate to the situation and person
- Initiate and conclude conversations appropriately
- Give information in a clear order to suit the audience
- Present a viewpoint
- Read information out loud
- Use active listening skills
- Use negotiation skills to identify an issue, suggest a possible solution and agree on the best outcome
- Use questioning techniques, including open and closed questions to gain information, check understanding and encourage further discussion
- Use suitable body language; recognise body language, gestures and facial expressions in others.
- Read the body language of the other person and respond appropriately
- Be aware of possible cross cultural barriers when communicating
- Use assertive communication techniques
- Modify speech to clarify a point
- Evaluate truth and/or relevance of information when listening
- Use correct register in formal or non-formal situations
- Use variations in tone, intonation and stress, depending on the situation and audience

Numeracy

This may be in paper form or using digital technology. Numeracy is linked with reading and writing in many of the tasks.

- Recognise and use alphanumeric codes
- Understand and use a range of numerical concepts as they apply to specific tasks, e.g. 12-hour and 24-hour clock, map grid references, building plan scales, infographics, phone numbers, room and floor numbers,
- Record data from observations or measurements
- Estimate time, distance, height, weight, quantities, length, speed, etc.
- Carry out simple calculations for specific tasks
- Explain routes and give directions accurately

Underpinning skills

- Use whole numbers, decimals, fractions and percentages
- Understand place value
- Use the 12-hour and 24-hour clock
- Estimate quantities: length, time, number
- Calculate number problems with addition, subtraction, multiplication and division
- Interpret numerical information represented in maps, building plans, tables, graphs, etc.
- Use measurement, shape and space in terms of matching descriptions, locations, direction, routes, etc.
- Use estimation

Critical thinking

Critical thinking relates to how one uses knowledge, training and experience to problem solve and make decisions about what one will do in a situation. These skills also apply to video surveillance and other technology.

- Assess situations and identify appropriate action to take
- Assess situations and decide if assistance is needed
- Identify when and what action should be taken
- Decide in what order to take action
- Manage transgressors and confrontation (de-escalation)
- Identify problems and possible solutions
- Make immediate decisions
- Check that the decision meets health and safety requirements

- Continually assess a situation for risk
- Know and implement evacuation procedures and emergency responses
- Use discretion / be discrete in terms of people, information and cultural requirements

Underpinning skills

- Use problem-solving skills to identify an issue, identify possible solutions, and determine the best and safest outcome.
- Decide on a plan of action and carry out the plan
- Visualise alternative possibilities
- Monitor quality of one's intervention and make calculated judgements
- Apply knowledge of safety requirements and security principles
- Gather sufficient, credible and relevant information
- Distinguish between information and inferences drawn from it; however make valid assumptions based on facts.
- Use previous experience to help solve new problems or make decisions
- Consider consequences and possible impact of a decision
- Give attention to detail. Recognise and correct missing, incorrect or information received that does not correlate.
- Have a good ability to remember familiar and some unfamiliar information and data.
- Apply an organisation's policies and procedures or legal interventions
- Report as required

Digital skills

Digital literacy covers any information and communication technology and includes computers, mobile phone, applications, video, etc. The information given below concentrates on the digital tasks to be performed and not on the level of reading and writing required.

- Use electronic monitoring equipment, including CCTV, number plate recognition technology, facial recognition technology
- Use a computer console and mouse
- Use a mobile phone
- Use company-specific applications ("Apps")
- Use commercial software packages for email, word processing, spreadsheets, database
- Use ICT to read or record information using company customised templates

- Search for, access, retrieve and locate information in various ICT systems
- Use GPS (global positioning systems)
- Use RT (radio transmitters)
- Use scanners (for body searches, bag searches, ticket scanners)

Underpinning skills

- Operate a digital device – start the device, log-in, start appropriate application/s, exit application/s, turn off device.
- Identify elements of applications and the function of the element (e.g. menus and menu options, command buttons, icons, toolbars)
- Identify appropriate computer applications for tasks (e.g. spreadsheet, word processor, email, web browser,, company-specific software systems)
- Know how to use digital applications (navigation, shortcuts, entering data, updating information, recovering information, log-out, etc.)
- Find, access, select, organise, evaluate, format and use a variety of sources of information to suit content, audience and purpose.
- Store information efficiently and securely
- Follow recommended protocols and security practices to manage and use ICT systems.
- Enter, edit and present selected information that match requirements for specific purposes.
- Enter and develop information in the form of texts and tables, numbers, records and images to suit a specific context and purpose.
- Use 2D and 3D representations
- Be able to find cross-reference information across different applications
- Interpret and represent information using ICT to synthesise, summarise, compare and contrast information from multiple sources.
- Judge the currency, appropriateness and adequacy of information and sources.
- Use most appropriate tools to communicate, design or present information, describe an event, express an opinion or support a basic viewpoint or position.
- Be able to collaborate and share digital information

Appendix 1 – summary of sites visited and observations

CONCIERGE (PricewaterhouseCooper tower, which includes oversight of guards at neighbouring towers belonging to the consortium)

CONCIERGE Reading

Read emails and follow instructions and information.

Check and read nightly activity report. Note observations, incidents, what is important to send to management.

Read lists of duties and schedules for contractors.

Read post-it notes

Read plan of offices in the tower

Read timesheet/log using 24-hour clock

Read invoices

Read directory of contact numbers

Read codes, road signs, traffic signals, parking signs, pedestrian signs and safety signs

Read forms (e.g. building WOF)

Read manual, policies and any updated protocols

Access, read and understand compliance requirements

CONCIERGE Writing

Report any alarm alerts to Management via email

Report any lift malfunctions to Schindler via email

Email plumber if toilets need fixing

Issue parking stickers and log recipients' details

Fill out forms and templates

Write formal corporate emails using correct vocabulary, spelling, punctuation and meaning

Issue parking infringement notices

At end of the day provide shift report

Write post-it notes with anything urgent or important

CONCIERGE Speaking & Listening

Contact management and discuss observations and incidents from nightly activity report

Co-ordinate jobs between clients, contractors and management

Give directions to contractors via mobile phone

Arrange parking for contractors

Greet clients and visitors and answer any queries

Talk to clients, visitors, contractors and management face-to-face and on the phone

Explain procedures and instructions face-to-face and on the phone

Respond to complaints

Enforce house rules/policies

At end of day, give verbal feedback on issues and handover to after-hours guard

CONCIERGE Numeracy	<p>Read timesheet.</p> <p>Use 24-hour clock</p> <p>Understand invoices</p> <p>Use directory of contact numbers</p> <p>Use numerical codes</p> <p>Use keypads</p> <p>Use lift selection on external console</p> <p>In parking bay check truck heights, speed limits and parking times</p> <p>Log job numbers and jobs with contractors</p> <p>Give directions to people, including estimated distances</p>
CONCIERGE Digital	<p>Log on to the computer with name, time and site code.</p> <p>Check emails from Facility Management and F.S. Management</p> <p>Log on to different mobile phones for different purposes and buildings</p> <p>Check alarms on the computer and respond accordingly</p> <p>Check building lifts on video screen</p> <p>De-activate access cards and re-issue as needed on computer</p> <p>Issue parking tickets and log recipients' details.</p> <p>Take photographs of a vehicle with the mobile phone</p> <p>Check locks and keypads on security doors</p> <p>Use computer and mobile phone to write emails</p> <p>Write parking infringement notices</p> <p>Check CCTV footage</p> <p>Log job numbers and jobs on computer</p> <p>Read excel spreadsheets and find information</p> <p>At end of day log out and hand over all keys and phones to after-hours guard</p> <p>Print out Gallagher reports on swipe card movements during the shift</p>
CONCIERGE Critical Thinking	<p>Observe environment and movement</p> <p>Check locks, doors and anything left lying around</p> <p>Notice unusual smells</p> <p>Problem-solve</p> <p>Find information</p> <p>Manage lost property</p> <p>Answer queries</p>
CONCIERGE Health & Safety	<p>Access, read and understand compliance requirements</p> <p>Assess situations and implement required procedures</p> <p>Assess risks</p> <p>Maintain hazard control</p> <p>Follow all H&S procedures</p> <p>Apply First Aid</p> <p>Call Emergency Services (111)</p>

SKY TV (The control room controls sites at Albany, Mt Wellington shopping centre retail shop and corporate headquarters in Penrose) – in black.

Guarding includes foot patrols – in blue.

SKY TV Reading	Read whiteboard reminders of tasks to complete Read logs and emails from Property Services Read directory of important contact numbers Read key press register Check newspaper deliveries to various offices on-site Read flowchart of process for contractors on site to follow Read daily vehicle log / register Read speeding report Read process and procedure manuals and SOPs. Know how to read graphics, database, screenshots and site photos Check car stickers on vehicles in staff parking Read signs – fire, first aid, hazards on site, road signs.
SKY TV Writing	Write emails Write messages on whiteboard Issue temporary carpark permits Complete shift rosters Report any faults via texting
SKY TV Speaking & Listening	Face-to-face debrief and handover from night shift Speak over intercom to guards on gate duty and foot patrol Participate in team meetings with Property Services Explain flowchart of process to follow on site to contractors Arrange shifts, hours and rosters with patrollers Report any faults Observe and listen for any violations Speak with staff and any visitors/contractors on site Give directions Communicate with gate guards during foot patrols
SKY TV Numeracy	Use excel spreadsheets Check contractors on site and job numbers Correlate codes with keys Correlate codes with access cards Complete spreadsheet of missed patrols Read and understand (interpret) percentages and line graphs Read daily vehicle log / register Read speeding report Use the 24-hour clock Complete shift rosters Estimate height restrictions for trucks to access various zones

SKY TV Digital	<p>Handover from night shift: visual check of all doors and gates (digital security locks) on premises</p> <p>Read computer screens and all video footage to check what is working or not working.</p> <p>Log jobs on Sky TV specific website using on-screen forms</p> <p>Issue identity and access cards</p> <p>Check barcode scanner on computer to determine guards' patrol "history"</p> <p>Use correct call signs on R.T.</p> <p>Know how to search for a name on the register</p> <p>Know how to start a new daily log</p> <p>Use <i>Take 5</i> to log jobs</p> <p>Use colour codes correctly</p> <p>Review console/video footage using <i>Device Tree</i> – date, time, sequence, playback, stop</p> <p>Check alarms on various doors</p> <p>Take various <i>WhatsApp</i> photos during patrol</p> <p>Take photos of cars without a carpark sticker</p> <p>Scan barcodes at various points during patrols</p> <p>Report any faults via mobile phone</p> <p>Use RT with correct vocabulary, diction and formats</p>
SKY TV Critical Thinking	<p>Review console/video footage using <i>Device Tree</i> – date, time, sequence, playback, stop</p> <p>Cross check with access review report of gate use and floor plan.</p> <p>On the screen, identify a person in the carpark, at the access gate, using door access</p> <p>Cross check identified person with vehicle database and correlate times and license plates</p>
SKY TV Health & Safety	<p>Be aware of any H&S issues, transgressions, potential or actual hazards while patrolling</p>

SYLVIA PARK – Observation also included a mobile patrol using an EV and video surveillance

SYLVIA PARK Reading	<p>Read messages on the whiteboard</p> <p>Read SOPs</p> <p>Read run sheets for patrol vehicles</p> <p>Read work schedule</p> <p>Read plan of Sylvia Park</p>
SYLVIA PARK Writing	<p>Use correct spelling to note observations and information</p> <p>Describe date, time, where, when, and outcome of any interactions or confrontations</p> <p>Make notes in note book</p> <p>Write report at end of day</p>

Speaking & Listening

SYLVIA PARK

- Participate in team meetings; briefings and debriefings
- Speak with people who are trespassing
- Speak with and listen to children or others who are lost
- Speak calmly to de-escalate problems
- Answer queries from retailers and public
- Shoplifters — identify and describe people, bags and vehicles
 - Identify location and direction
- Communicate with police on site and 111
- Communicate with Centre staff and management, as well as retail owners and assistants
- Follow correct procedures when speaking on RT

Numeracy

SYLVIA PARK

- Read various date and time formats
- Read plans
- Read and use codes
- Read and record number plates
- Communicate location and direction

Digital

SYLVIA PARK

- At beginning of shift unlock Centre gates and toilets using security lock codes
- Active / de-activate alarms
- Switch elevators and escalators on and check whether functioning properly
- Manage any power failures – use crowd control skills to cover entrances and exits and evacuate customers from the premises.
- Use RT to communicate
- Use correct codes to communicate on RT
- Use mobile phone to take photos
- Electric vehicles:**
 - Inspect vehicle before driving: license, power level, bumps & scratches, etc.
 - Drive vehicle
 - Charge vehicle – check battery percentages of charge and use the correct charging adapter
 - Use vehicle’s on-board system to operate
- Video surveillance:**
 - Learn how to identify people, places, situations, movements, vehicles, etc.
 - Check time and play back the time
 - Play back incident and situation
 - Follow grid where all the cameras are
 - Check all layouts (video screens) to follow someone or something through the Centre or carpark
 - Identify people that have been reported
 - Use USB to record and pass on information

Critical Thinking SYLVIA PARK	<p>Shoplifters — identify and describe people, bags and vehicles Identify location and direction</p> <p>Suspicious persons or vehicles – identify, observe and make decisions about; take photos; write notes and report</p>
Health & Safety SYLVIA PARK	<p>Be prepared for any H&S situations in the Centre or in the parking areas, including bomb threats; active shooting; medical emergencies; evacuations; lock downs; fire; first aid; vandalism; power failures; trespassing; theft (shoplifting);</p>

MOBILE PATROL (this covered a geographical are from Mt Wellington to Hillsborough, including Airport Oaks, the Ports of Auckland at Onehunga, Selwyn Heights Retirement Village in Hillsborough, and various schools. Driving was with an automatic gas vehicle.

Reading MOBILE PATROL	<p>At briefing, read handout for specific patrol</p> <p>Read and understand abbreviations</p> <p>Read shift roster</p> <p>Read runsheet and timesheets</p> <p>Read a site layout and building plans</p> <p>Follow road signs; safety signs; alarm panels; fire panels.</p> <p>Read floor and room numbers</p> <p>Read notices</p> <p>Read maps</p> <p>Read business's and heavy duty vehicle's names/logos/signs</p>
Writing MOBILE PATROL	<p>Log jobs and write notes</p> <p>Fill out timesheets</p> <p>Use abbreviations</p> <p>Write txt messages</p>
Speaking & Listening MOBILE PATROL	<p>Listen to briefing and shift handover</p> <p>Report to Comms.</p> <p>Use RT to explain a situation: what, where, when, what's happening</p> <p>Speak with Police</p> <p>Speak with and listen to intruders – use NZ colloquial English (e.g. yo bro')</p> <p>Use questioning techniques and appropriate body language</p>
Numeracy MOBILE PATROL	<p>Read data on runsheet</p> <p>Follow allotted timings for site checks</p> <p>Read fire alarm activation screens</p> <p>Use 24-hour clock</p> <p>Use codes</p> <p>Follow a site layout</p>

Digital MOBILE PATROL	<p>Use mobile phone to write notes</p> <p>Use RT with correct call signs</p> <p>Set and follow GPS</p> <p>Use <i>Wilsar Device</i> to log jobs, scan barcodes and write notes</p> <p>Log in and check vehicle registrations of suspect vehicles on Police's stolen website</p> <p>Check fire alarm activation screens at sites</p> <p>Take various photos during patrol</p>
Critical Thinking MOBILE PATROL	<p>Check vehicle before driving</p> <p>Assess premises and situations, decide if assistance is needed and report accordingly</p> <p>Know how to act in undesirable situations or when confronting transgressors/trespassers</p>
Health & Safety MOBILE PATROL	<p>Assess situations and implement required procedures</p> <p>Assess risks</p> <p>Call Emergency Services (111)</p>

EVENT MANAGEMENT and CROWD CONTROL (Warriors game, which took place at Mt Smart Stadium, Auckland)

Reading EVENT MANAGEMENT CROWD CONTROL	<p>At briefing, read duty roster to see at which post guard is positioned.</p> <p>Read site plan for key locations, duty posts and evacuation routes</p> <p>Read briefing notes on event timetable, event specific information, entry conditions and emergency actions</p> <p>Read signage for various vendors, emergency personnel, venues (seating) and at gates</p> <p>Read visitors' tickets</p> <p>Read incident form</p>
Writing EVENT MANAGEMENT CROWD CONTROL	<p>Make notes in note book</p> <p>Write report at end of day. Use correct spelling, grammar, vocabulary, punctuation and sentence structure.</p> <p>Describe date, time, where, when and description of any interactions, confrontations, situations, etc.</p> <p>Fill out hazard or incident forms if required</p>

Speaking & Listening EVENT MANAGEMENT CROWD CONTROL	<p>Participate in team briefings</p> <p>Speak with supervisor and colleagues</p> <p>Communicate with visitors, vendors, emergency personnel (police, fire brigade, and paramedics), and venue management.</p> <p>Speak with visitors during bag search</p> <p>Speak with and listen to children or others who are lost or seeking directions</p> <p>Speak calmly to de-escalate problems or egress a visitor</p> <p>Maintain order to help people evacuate if necessary</p> <p>Answer any queries</p> <p>Follow correct procedures when speaking on RT:</p> <ul style="list-style-type: none"> - Identify and describe people, bags and vehicles accurately - Identify location and give directions - Explain scenarios with visual descriptors - Report incidents - Request back-up assistance <p>"Read" peoples' body language to make situational assessments</p> <p>Use questioning techniques</p> <p>Explain terms such as "egress", "confiscate", "surrender" to people</p>
Numeracy EVENT MANAGEMENT CROWD CONTROL	<p>Read timesheet; clock in and out</p> <p>Complete shift roster; use numerical codes (on digital device)</p> <p>Give directions to people</p> <p>Communicate location</p> <p>Follow venue layout and routes</p>
Digital EVENT MANAGEMENT CROWD CONTROL	<p>Log on to mobile phone and log in to job app.</p> <p>Use RT to communicate</p> <p>Use scanning wand</p> <p>Use ticket scanner</p> <p>Follow duty routes via GPS on mobile phone</p>
Critical Thinking EVENT MANAGEMENT CROWD CONTROL	<p>Observe environment and movements</p> <p>Notice unusual smells, activity, unattended children</p> <p>Assess situation and problem-solve</p> <p>Ask questions and answer queries</p> <p>Identify and describe people and situations</p> <p>Assess and make decisions about action to take</p> <p>Ensure that people are abiding by the law and rules of the venue; maintain order</p> <p>Know how to act in undesirable situations when confronting transgressors</p> <p>In event of an evacuation or egress, notice any possible obstacles</p>

Health & Safety
CROWD CONTROL
EVENT MANAGEMENT

- Be aware of any possible H&S issues or illegal activity
- Assess situation and implement required procedures
- Assess risks
- Maintain hazard control
- Follow all H&S procedures
- Call Emergency Services (111)

Appendix 2 – Certificate of Approval (CoA)



Mapping the material to the Progressions

The Certificate of Approval is compulsory for all Security personnel to complete prior to being employed and commencing duties. It covers Unit Standards 27360 and 27361 (managing conflict situations in a security context), as well as Unit Standard 27364 (knowledge of the security industry). This extends to understanding licensing requirements, legal powers and roles, first response to emergencies, security incidents and reporting, health and safety law, writing security reports, interpersonal communication. Underlying skills include the ability to use various digital media to meet outcomes

The trainee information manuals and assessment guides were mapped against the literacy and numeracy progressions for all the strands to understand the literacy demands of these documents and the basic level of LLN a trainee needs to complete this qualification.

While no numeracy unit standards are included in the qualification, basic numeracy skills (number problems, data, measurement, shape and space) are required in a number of the modules.

Although the Certificate of Approval is a paper-based assessment currently, the rapid rise of digital skills required by all security personnel implies that the assessment is in need of revision to include a framework of digital skills and critical thinking required in all roles.

Reading

Read with Understanding					
Step	Decoding	Vocabulary	Language & Text Features	Comprehension	Reading Critically
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th					



CoA Mapping Summary

Decoding: The text uses a large bank of sight words as well as more specialised words common to the industry, including multi-syllabic words. The trainee should be able to use reliable strategies for decoding words with fluency and accuracy and be able to monitor meaning for accuracy and sense. Trainees are also often required to infer meaning from the context, particularly irregularly spelt words and unusual pronunciations, for example *imminent* and *rough*.

Vocabulary: Acronyms and abbreviations common to the industry have been used and are explained in the text. The trainee should have strategies for finding the meanings of unknown words, e.g. in a dictionary or asking someone, or gauging meaning from the context.

Language & Text Features: Simple sentences and text structures have been used marked mainly with commas and full stops. A wide range of text types and text forms, with a variety of features and structures are also included; these should be known and used correctly. A mixture of active voice and passive voice is also used. A range of visual text forms have been combined with and included in the written text.

Comprehension: The trainee is required to understand and interpret ideas and information and to locate and extract important information in these texts, by using comprehension strategies to locate, organise and summarise important information in selected texts and then to gather and synthesise that information. A variety in format, layout and design of texts has been used to aid comprehension.

Reading Critically: Trainees should be able to recognise the different purposes and levels of meaning in the texts and be able to compare and evaluate information within and across the different modules. Advanced analytical interpretation is not required at this level.

Writing

Write to Communicate						
Step	Purpose & Audience	Spelling	Vocabulary	Language & Text Features	Planning & Composing	Revising & Editing
1 st						
2 nd						
3 rd						
4 th						
5 th						
6 th						



CoA Mapping Summary

Purpose and Audience: The trainee should have a purpose-related goal for writing related to content to help them plan, compose and revise their writing. They also need a sense of audience, including more than one audience, for whom they are writing.

Spelling: The trainee should be able to spell most everyday words with fluency and accuracy, including common multi-syllabic and more specialised words related to the industry. Trainees, however, are required to monitor their own writing for accuracy and relevance.

Vocabulary: The trainee should be able to use collocations and word groups correctly and be able to select vocabulary that is appropriate to the context in which they are writing (i.e. formal as well as informal word use). Their productive vocabulary should include common and specialised words and be able to select the vocabulary appropriate to the context.

Language & Text Features: Trainees are required to use effective sentence structures to be able to write more complex sentences with detail and elaboration, as well as longer texts that flow well and make sense. In addition they need to write using a variety of text types across different digital media and understand how to use the features and structures.

Planning & Composing: While the hard-copy unit standard assessments only require simple planning strategies to organise a limited number of ideas into a few short sentences, to do the same task using digital media, a trainee needs to select relevant information or ideas they want to record and choose the most appropriate medium to use. They also need to be able to select and incorporate relevant information or ideas from more than one source.

Revising & Editing: The trainee should be able to review their writing in terms of appropriateness, coherence, flow, sentence structure, and make corrections to grammar, spelling and punctuation, using a range of computer-based / digital tools.

Speaking

Speak to Communicate				
Step	Vocabulary	Language & Text Features	Using Strategies to Communicate	Interactive Listening & Speaking
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				

CoA Mapping Summary



Vocabulary: This includes having an extended vocabulary that includes specialized words and the ability to choose appropriate vocabulary for different contexts, situations and audiences. Trainees need to use the correct collocations when speaking and be able to understand and use words with figurative as well as literal meaning.

Language & Text Features: When using formal language, more complex grammatical constructions and oral text types are required in order to establish coherence. This includes the use of appropriate language, words and expressions, the way information is given, cultural awareness, taking into account the situation, and paying attention.

Strategies to Communicate: Information, thoughts and ideas need to be selected and communicated with fluency, and speech may need to be modified to improve clarity and effectiveness depending on the audience and the situation. This could be impacted if a conflict or crisis situation arises. The speaker maintains control of what is said and how it is said, and should be able to monitor and modify their speech to clarify a point of view.

Interactive listening & speaking: For the assessments, trainees are able to respond to and use appropriate language to monitor and improve their interactions. This includes tone, intent, timing, body language, gestures, facial expressions, stance, etc. Meaning may need to be negotiated and social and cultural conversational settings observed, particularly in conflict situations. During the debriefing process, the trainee should be able to describe particulars, highlight information, and possibly recommend actions.

Listening

Step	Vocabulary	Language & Text Features	Comprehension	Listening Critically	Interactive Listening and Speaking
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th					

CoA Mapping Summary



Vocabulary: Specialised workplace and legal vocabulary is required for these materials.

Language & Text Features: Trainees may need to understand more complex spoken discourse and discussions including some less-familiar oral text types when interacting with members of the public, as well as be able to establish coherence in explanations, particularly of legal aspects.

Comprehension: Trainees should be able to listen for and identify the gist of a discussion on familiar topics and be able to extract specific information using a range of comprehension strategies. This includes the ability to follow the gist of in a conversation, make connections, ask relevant questions, and infer meaning that may have been implied but not made explicit.

Listening Critically: They should be able to think critically about the information, evaluate what they hear and respond appropriately. It is expected that they would know what to do when comprehension breaks down (have strategies in place). They consider the underlying meaning of what is said to determine the intent of the speaker, and are then able to evaluate the relevance, validity and adequacy of the information.

Interactive Listening & Speaking: The appropriate tone, vocabulary, language features, response, and intonation, for example, are required, depending on the situation and person with whom they are interacting. This is particularly relevant when using the RT or mobile phone.

Number Problems

Make Sense of Number to Solve Problems						
Step	Additive Strategies	Multiplicative Strategies	Proportional Reasoning Strategies	Number Sequence	Place Value	Number Facts
1 st						
2 nd						
3 rd						
4 th						
5 th						
6 th						

CoA Mapping Summary



General comments: The material is gauged to be at Step 4 in the numeracy strand, which requires trainees to carry out simple calculations for specific work-related tasks. Critical thinking is also required for trainees to “identify when procedures are not being met and to take appropriate action”.

Calculations relate to determining, for example, penalties, time, distances, pay & display receipts.

Additive, Multiplicative & Proportional Reasoning: Trainees should be able to solve multi-digit addition, subtraction, multiplication and division problems, justify the reasonableness of their answers, and find fractions of whole numbers (e.g. time and measurements) using known specific strategies and tables/charts.

Number Facts, Sequence & Place Value: This refers to basic number knowledge, and knowing the sequence of numbers, decimals and fractions.

Statistics and Data

Reason Statistically				
Step	Preparing Data for Analysis	Analysing Data for interpretation	Interpreting Data to Predict and Conclude	Probability
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				



CoA Mapping Summary

Preparing, Analysing & Interpreting Data: The trainee should be able to read, interpret and sort data, using mainly diagrams and infographics. This includes being able to describe and compare the shape and important features of the data (vehicles), and to draw conclusions and make predictions about infringements based on this evidence.

Probability: The trainee is required to be able to predict the outcome of situations using the above data and also be able to describe the likelihood of particular outcomes with reference to pre-determined criteria.

Measurement, Shape, Space

Measure and Interpret Shape and Space			
Step	Shapes and Transformations	Location	Measurement
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			



CoA Mapping Summary

Shape & Transformation: Trainees should be able to describe mental images of an occurrence, create diagrams and take photographs from different perspectives and compare these to CCTV shots and data tables.

Measurement: At step 1, a trainee should be able to use standard units to measure length, area, volume, capacity, weight, angle, as well as time; use common benchmarks to estimate measurements; and carry out simple calculations to compare and order data.

Location: This requires reading a map; describing and interpreting positions in space; and giving and following instructions that involve movement, distance and direction.

