<table>
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<tr>
<th>Training Package</th>
<th>ENTERTAINMENT INDUSTRY (CUE98)</th>
<th>HSC Requirements and Advice</th>
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<tbody>
<tr>
<td>Title:</td>
<td>PROVIDE SECURITY SERVICES</td>
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<tr>
<td>Unit Code</td>
<td>CUEFOH5A</td>
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<tr>
<td>Unit Descriptor:</td>
<td>This unit describes the skills and knowledge required in the provision of a range of security services, in particular, responding appropriately to potential disruptive situations.</td>
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<td>Methods and Context of Assessment</td>
<td>Critical aspects of Evidence</td>
<td>Concurrent Assessment</td>
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| This unit may be assessed on the job. Assessment may be required on more than one occasion in order to ensure consistency in performance. | Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
- communicating effectively within the range of situations required for the job role  
- consistently applying effective conflict resolution techniques  
- responding quickly and calmly to unexpected events  
- dealing with cross-cultural miscommunication | This unit may be assessed concurrently with the following units of competency:  
- Follow health, safety and security procedures  
- Apply organisation and industry knowledge  
- Respond positively to patrons Work with others | This unit of competency should be assessed through access to a range of patrons and in a range of circumstances as identified in the Range of Variables. | Key Terms and Concepts:  
- entry points  
- emergency exits  
- questioning techniques  
- support services  
- authorized personnel  
- restricted areas  
- body language  
- auditorium  
- safety procedures  
- active listening  
- disruptive elements  
- confiscation  
- effective communication skills  
- stage door  
- surveillance  
- cultural awareness  
- monitor  
- fire drill  
- evacuation |
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<tr>
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<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Provide security services | • Entry points to venue are controlled  
• Queues are controlled firmly and courteously  
• Identification and access authorisation is checked and authorised personnel only are given access to restricted areas  
• Access to the auditorium is restricted until clearance procedures are implemented as required  
• Emergency and safety procedures are implemented as required  
• Patrons are observed and monitored and any irregularities are handled or referred to the appropriate personnel  
• Protection of performers and/or patrons, crew and other personnel is considered and responded to as required  
• Communication and other security equipment is used in accordance with organisational procedures as required | The following variables may apply:  
Entry points may include:  
• public entrance  
• stage door  
• fire exits  
Items to be confiscated may include:  
• cameras  
• recording devices e.g. cassette/video recorders  
• umbrellas  
• drinks  
• food  
• telecommunication equipment e.g. mobile phones, pagers  
• dangerous or illegal items e.g. drugs, weapons, other items that are potential weapons  
Irregularities may include:  
• stealing  
• possession of illegal substances  
• aggressive behaviour | UNDERPINNING KNOWLEDGE AND SKILLS  
• Skills and knowledge are required in:  
• knowledge of organisational security procedures  
• relevant organisational and legislative occupational health and safety requirements  
• first aid procedures  
• knowledge of contacting emergency services  
• layout of venue including fire and safety exits  
• knowledge of effective communication techniques including active listening, questioning and non-verbal communication  
• cultural sensitivity | Learning experiences for the HSC must address:  
- Identification of emergency exits for staff and patrons  
- An understanding of the organisation’s security manual and/or policies and procedures  
- The importance of identification, access authorization and restricted areas to ensure the safety of patrons and staff  
- An understanding of security systems and related technology for example two way radio, public announcement systems, security monitors, barcoded tickets  
- An understanding of the roles of security staff and their relationship to other staff  
- The importance of effective interpersonal communication skills and techniques in the workplace |
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<td>Emergency and safety situations may include:</td>
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<td>• failure of heating/cooling systems</td>
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<td></td>
<td>• fire</td>
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<td>• natural disasters</td>
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<td></td>
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<td>• bomb threats</td>
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<td>• power cuts</td>
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<td>• danger to venue/buildings</td>
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<td>• illness or death of patron/client</td>
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<td>• accidents</td>
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<td>Emergency and safety procedures may include:</td>
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<td>• administering first aid</td>
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<td></td>
<td>• calling fire service</td>
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<td>• calling police or security service</td>
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<td>• calling ambulance or medical assistance</td>
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<td>• calling other emergency services</td>
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<td>Security equipment may include:</td>
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<td></td>
<td></td>
<td>• computer access systems</td>
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<td>• surveillance video</td>
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<td>• smoke and fire detectors</td>
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<td>• hazard warning system</td>
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<td>• clocks</td>
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<td>• keys</td>
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<td>• barriers and gates</td>
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<td>• emergency codes and contact numbers within venue and to contracted security company</td>
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<td></td>
<td></td>
<td>• telephones</td>
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<td>• radios and pagers</td>
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</table>
| 2. Control and respond to potentially disruptive behaviour | • Potentially disruptive elements are identified and reported to the appropriate personnel as required  
• Search procedures are implemented in accordance with organisational procedures  
• Confiscated goods are dealt with appropriately  
• Level of nuisance is assessed in accordance with organisational procedures and support is gained from the appropriate personnel as required  
• Appropriate action is taken to diffuse a threatening situation | Appropriate personnel may include:  
• front-of-house manager  
• venue management  
• other security staff  
• medical personnel  
• crowd control staff  
• police | Material to be read and interpreted may include:  
• instructions about which personnel have access to which areas  
• event information sheet  
• documentation on badge and tag identification systems  
• site plans, building plans  
• clearance procedures  
• memos or notices about security and threats to security  
• emergency evacuation procedures  
• standing and immediate instructions about security, including personal searching and the handling of confiscated items  
• tickets, passes and invitations  
• organisational policies and procedures | Learning experiences for the HSC must address:  
- Identification of effective conflict resolution techniques  
- Ability to understand and identify levels of threat  
- Including nuisance, disruptive or life threatening behaviour  
- Thorough knowledge of points of immediate referral in complex security scenarios (including emergency services, security team, doctor, negotiators, counsellors) |
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<td></td>
<td></td>
<td>Oral communications tasks may include:</td>
<td></td>
<td>Learning experiences for the HSC must address:</td>
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<td></td>
<td></td>
<td>• responding to patrons’ or others’ reasons for requesting access</td>
<td></td>
<td>- An understanding of the procedures required to reconcile a till.</td>
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<td></td>
<td></td>
<td>• giving information about why access is denied to particular areas</td>
<td></td>
<td>- An understanding of effective communication skills including:</td>
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<td></td>
<td></td>
<td>• giving directions to other areas of the venue, use of two-way radio requiring special skills such as use of special language, and quick and succinct expression</td>
<td></td>
<td>- Listening</td>
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<td></td>
<td></td>
<td>• liaising with other workers via radio or other means, and coordinating actions, to control the flow of patrons inside or outside the venue</td>
<td></td>
<td>- Understanding body language</td>
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<td></td>
<td></td>
<td>• providing accurate and useful answers to questions</td>
<td></td>
<td>- Appropriate speech</td>
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<td></td>
<td>• listening to instructions</td>
<td></td>
<td>- Accurate relaying of messages</td>
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<td></td>
<td></td>
<td>• issuing instructions in such a way as to elicit the cooperation of others to carry them out</td>
<td></td>
<td>- Questioning techniques including the technique of active listening</td>
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<td></td>
<td></td>
<td>• issuing clear, firm and non negotiable instructions in the case of emergencies</td>
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<td></td>
<td>• speaking clearly to be understood, and listening carefully to understand</td>
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<td></td>
<td>• asking questions to gain information, clarify ambiguities and adequately understand requirements</td>
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<td></td>
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<td>• asking the right questions to elicit special needs</td>
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<td></td>
<td></td>
<td>• communicating directly with nominated people (such as performers) only as absolutely necessary and according to appropriate protocols</td>
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<td></td>
<td></td>
<td>• rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood</td>
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<td></td>
<td></td>
<td>• empathising with the patron’s situation while upholding venue or</td>
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Entertainment Industry Curriculum Framework (draft) February 2002 CUEFOH5A - Provide Security Services
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<tr>
<td></td>
<td></td>
<td>hirer policy (as in the case of denying access to restricted areas)</td>
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<td>Learning experiences for the HSC must include:</td>
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<tr>
<td></td>
<td></td>
<td>• dealing with patrons and others with patience and courtesy</td>
<td></td>
<td>- An understanding of the cultural diversity, of the Australian population and the significance of cultural values</td>
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<td></td>
<td></td>
<td>• Cultural awareness may include:</td>
<td></td>
<td>- Identifying and accommodating the characteristics of different demographic and cultural groups</td>
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<td></td>
<td></td>
<td>• dealing with patrons who have not attended a venue before, and who are unfamiliar with venue customs</td>
<td></td>
<td>- Obtaining assistance from supervisor or team members when cross cultural and other misunderstandings occur</td>
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<td></td>
<td></td>
<td>• listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities</td>
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<td></td>
<td></td>
<td>• rephrasing statements, or speaking slowly and clearly and using plain English, so as to be understood by patrons for whom English is not their first language</td>
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<td></td>
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<td>• awareness of special needs of people with disabilities</td>
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<td>• communicating effectively with patrons when faced with a potential conflict situation</td>
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<td></td>
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<td>• awareness of cultural differences that may give rise to threatening situations (such as differences between nationalities or ethnic groupings within nationalities)</td>
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<td></td>
<td>• knowing how body language and touch is interpreted by other cultures common in the patronage</td>
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**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
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