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| Target core skills This task covers ASCF:   * Reading, Writing, Oral Communication and Numeracy at Level 2 * Writing and Oral Communication at Level 3 * Oral Communication at Level 4, depending on responses. | | | |
| Target audience This task has been developed for the security industry however it can be customised for other industries. | | | |
| Content coverage This task uses a log book entry as stimulus. It requires the candidate to respond to questions based on the information in the log. The third part of the task requires candidates participate in a role play that utilises a common scenario in the security industry. | | | |
| Instructions to assessor This task requires the candidate to:   * Part A – Read the log book entries, and information about time for Tuesday 15 September * Read or listen to questions and complete numerical calculations about time, relating to the information given in the log * Part B – Read and write answers to questions, and complete calculations about the log * Part C – Speak and listen to play a part in the role play.   Give the candidate a copy of the log book entries for Tuesday 15 September in Part A, and ask them to read it through.  Work through the questions that follow. The level of support required by the candidate is likely to vary. Some may be able to read the questions and complete the answers with very little support (level 3). Others may need you to read the questions out and may need support locating the correct answer (level 2).  In Part B, assist the candidate to locate the two entries that refer to the maintenance book, where necessary. Make sure the candidate understands the task, particularly the level of detail that is required to be entered.  These tasks will give some information about the candidate’s ACSF levels in reading, numeracy and writing. For more detailed information, or to confirm your rating, you may need to do other tasks from this bank.  Before beginning Part C, explain what a role play is and give the candidate the *candidate role play card.* You should play the role of the woman. See details in *woman (assessor) role play card.* Before you begin the role play, make sure that the candidate understands the activity and what is required.  Try to make the role play last at least two minutes. | | | |
| ACSF mapping | | | |
|  | **Question** | **ACSF skill level indicator** | **Domains of Communication** |
| Part A | 1-6 | 2.03 2.04  2.09 2.10 | Workplace and employment  Education and training |
| Part B | 7 | 2.05 2.06 or 3.05 3.06 depending on product and level of support |
| Part C | Roleplay | ACSF levels 2-4. See details in table below role play cards  2.07 3.07 4.07  2.08 3.08 4.08 |

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| **Student Name:** | Katherine Brown | **Date:** |  |

## Part A: Stronghold Security log book

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| **Date** | **Staff member and ID number** | **24-hour clock** | **12-hour clock** | **Details** |
| 15.09.09  Tuesday | Rosco Cartwright  ID# 7642C | 2200 | 10.00pm | Signed in for duty, received equipment and key register hand-over. |
|  |  | 2230 | 10.30pm | Foot patrol of carpark and building perimeter. All correct. |
|  |  | 2335 | 10.35pm | During patrol I observed that the emergency exit light on the west stairwell was not functioning. Recorded in maintenance log. |
|  |  | 2345 | 10.45pm | Visited staff kitchen for a drink and snack. |
|  |  | 2400 | 12 midnight | Foot patrol of car park and building perimeter. All correct. |
| Wed |  | 0144 | 1.44am | Cleaner phoned for assistance on the 22nd floor; had locked his keys in the storeroom. |
|  |  | 0150 | 1.50am | Retrieved the cleaner’s keys from the storeroom. No further action necessary. |
|  |  | 0225 | 2.25am | Patrolled lower level car park and saw that the roller doors were not secured. Entry had been gained by youths at some stage. Graffiti was located and a search of the area located no persons. Damage (graffiti) entered in maintenance book. |
|  |  | 0337 | 3.37am | Fire alarm on the 14th floor had been detected on alarm indicator panel. Phone call received by monitoring security company. Fire brigade advised. |
|  |  | 0340 | 3.40am | Arrived at scene to investigate 14th floor. No fire detected. |
|  |  | 0347 | 3.47am | Fire brigade arrived. After investigation of the floor it had been verified as a false alarm. |
|  |  | 0515 | 5.15am | Front door buzzer alert received. |
|  |  | 0517 | 5.17am | On attendance the milk delivery driver wished to gain access to the cafeteria to deliver milk. |
|  |  | 0527 | 5.27am | Returned from escorting driver upstairs and had noticed outside the front door a brown Holden Commodore sedan, registration ABC124 parked on footpath not far from the door. Vehicle had been empty and the motor was still running. |
|  |  | 0540 | 5.40am | Checked front door and outside and observed vehicle was gone but a black carry bag was left on the roadside. |
|  |  | 0540 | 5.40am | Called police to report the incident. |
|  |  | 0600 | 6.00am | Sign off. Equipment and key register hand over completed. |

Using the information from the log book, answer the following questions.

1. In the log book table above, complete the column for the 12-hour clock time. Some of these have already been done.
2. What date and time did the following items occur:
3. *Visited staff kitchen for a drink and snack DATE­­­* 15.09.09 *TIME* 10.45pm
4. *Retrieved cleaner’s keys from storeroom DATE­­­* 15.09.09 *TIME* 1.44am
5. *Arrived at scene to investigate 14th floor. No fire detected. DATE­­­* 15.09.09 *TIME* 3.40am

1. Approximately how long did the fire brigade take to arrive at the premises? ­­­20 minutes
2. How long was Cartwright’s shift? 10 hours
3. What occurred at 10.30pm? Did patrol
4. In what part of the building is there graffiti? Car park

## Part B

1. Imagine you are security officer Cartwright. You have to make two entries into the maintenance book. On the lines below, write your entries using the information in the log above. Try to include as much information as you can, eg. time, date, details.
2. Entry regarding light in stairwell.

Emergency light not working

1. Entry regarding graffiti.

Graffiti found in the car park

## Part C: Role play

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| ***Candidate role play information***  You have been called to the front of the building, where there is a distressed woman lying near the doorway. You notice that she is bleeding quite a lot from a cut on her leg. You want the woman to go with you to the first aid room where you can attend to her cut and call the police and perhaps the ambulance. You need to persuade the woman to go with you. It is important that you move her away from the entrance to the building. |

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| ***Women (assessor) role play information***  You have been involved in a distressing fight with a friend in which you received a bad cut to your leg. You want to get home but you are unable to walk too far. You know there is a taxi rank about 100 metres down the road. You feel that if you can just rest for a little while you will be able to struggle to the taxi rank and get home. You don’t want to involve the police. |

Assessor notes on roleplay:

Katherine displayed ACSF level 2 for Oral Communication capabilities.

Very minimal ability to present a convincing argument with the distressed woman.

Did not listen / reply to her responses for not wanting police to be called

The table below will assist you to make an assessment of the candidate’s speaking and listening levels.

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| **ACSF level** | **Speaking** | **Listening** |
| Level 2 | Uses everyday language to provide information or maintain a conversation | Listens for relevant information |
| Level 3 | Selects and uses appropriate strategies to establish and maintain the conversation | Derives meaning; establishes, maintains and develops conversation |
| Level 4 | Demonstrates flexibility; explores issues, problem solving; reconciling points of view | Relates separate pieces of information; reflects on underlying meaning and responds appropriately; responds to cues, eg. change of pace, stress, volume. |

Please note: The information in this table is a guide only. Please consult ACSF document for more information about levels.

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| **Student Results** – ACSF levels achieved in the test | | | | |
| **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
|  |  |  | 2 |  |

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| **Assessor Name** |  | **Assessor Signature** |  |